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JOURNAL OF SOCIAL EDUCATION (JOSSED)

We have the honour to introduce this Journal of Social Science Education Vol 4. No.2, March 2025 to all researchers and top academics. This Journal Shall be an official publication of the Department of Social Science Education, Imo State University, Owerri, Nigeria. The Journal publishes well researched, peer-reviewed and scholarly articles as well as book reviews from all fields of education.

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**PRINCIPALS' APPLICATION OF E-LEARNING TECHNOLOGIES AND THE
MANAGEMENT OF PUBLIC SENIOR SECONDARY SCHOOLS IN OWERRI
EDUCATION ZONES OF IMO STATE, NIGERIA**

BY

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ABSTRACT

In this study, the researcher investigated principals' application of e-learning technologies and the management of secondary schools in Owerri Education Zones of Imo State. To achieve purpose of the study, two research questions were asked and two corresponding hypotheses were tested to guide the study. The study adopted the descriptive survey research design. The population of the study is 3,562 which comprise and 124 principals and 3,438 teachers in all the 124 public senior secondary schools in Owerri Education Zones of Imo State. The researcher drew a sample of 360 respondents from 25 selected secondary schools using Taro Yamane formula. Cluster random and proportionate sampling techniques were used to select the schools and respondents. A researcher-made rating scale served as the instrument for the collection of data for this study. The rating scale is titled: Principal's Application of E-learning Technologies and Management of Secondary School Scale which contained 15 items. Three research specialists validated this instrument. A reliability coefficient of 0.80 was obtained using Pearson Product Moment Correlation Coefficients (PPMCC). The research questions were answered using mean scores and standard deviations while the hypotheses were tested using the t-test

statistics at a 0.05 level of significance. The result found that there is a low extent of principals' application of computer in managing secondary schools. The result also found that there is a high extent of principals' application of smartphones in managing secondary schools in Owerri Education Zones, Imo State. Based on the results of the study, it was recommended among others that Government should make adequate funds for provision of computer and internet as well as other logistical support that would strengthen seamless application of e-learning technologies in the management of in public secondary schools in the state.

Keywords: Computer, E-learning technologies, Management, Principals and Smartphones.

Introduction

A principal is the administrative head of the secondary school level. He is the executive head of a secondary school. On appointment, he is vested with authority and responsibility of developing and implementing the education programmes of the school, providing facilities and equipment, keeping school records including records of school funds among others. He is the chief executive who performs staggering range of roles that are enormously complex and multi-tasking functions as well as provides instructional leadership by coordinating curricula, co-curricular programs and is responsible for the general administration of the secondary school. According to Akinola (2011), principals are change agents and as such remain current with the new trends in classroom activities. Botha (2014) opines that a school principal is the educational leader and manager of a school, and is therefore responsible for the work performance of all the people in the school both staff and learners. The principal performs lots of statutory functions including the management of schools.

Management is the process of making strategic plans, setting organizational objectives, making resources available and deploying people and finances to achieve set objectives and measure results. Ezeugbor (2017) asserts that to function optimally in his/her management position, the school principal coordinates all the resources of an organization through the process of planning, organizing, directing and control, in order to attain organizational goals. Management is the utilization of physical and human resources through cooperative efforts and it is accomplished by performing the several administrative functions. Manafa (2019) opines that educational management is the utilization of physical and human resources through cooperative efforts and it is accomplished by performing the administrative functions such as students and staff personnel management, curriculum implementation, school plant management, fostering relationship between the school and the community amongst others. Given the above definitions, management therefore involves, providing various modalities or setting strategies in order to put things into working order for achievement of educational goals and objectives. To seamlessly manage the schools in this era of ICT, the principal requires the use of e-learning technologies.

E-learning technologies may be referred to as man-made devices created to aid teaching and learning. Oku and Diala (2020) assert that e-learning technologies are indispensable aspects that have made the educational systems to rethink their roles, teaching and vision for the future. According to Usman and Igbozuruike (2019) e-learning stands for electronic learning, which simply means learning mediated by electronic technology. Most countries of the world have moved on with life and educational activities using electronic technologies. In education, e-learning technologies have proven to be helpful during emergencies. E-learning may be referred

to as a modern way of knowledge transmission of information through electronic devices within the context of education. Uzochukwu and Nzokurum (2022) assert that the use of modern technologies in enhancing delivery of education is increasingly becoming a common phenomenon in educational institutions in developing countries.

E-learning technologies is all kinds of electronic devices, media or technology such as radio, telephony, satellite broadcast, computers, the internet others devices that have assisted in different ways to enhance teaching and learning. In e-learning particularly, there are useful electronic components that can be used and managed to conduct school management activities remotely during emergencies and some of them include desktop computer, multimedia projector, internet, Webinar Zoom Meet among others. Nwaosa and Okolocha (2023) on the other hand assert that the e-learning tools include computer hardware, software applications among others. Also, e-learning tools used in this study include: mobile phones, internet, video/audio podcasts, facebook, videoconferencing, Webinar Zoom Meet, and multimedia/digital projector. Thus, computers and smartphones are some of the e-learning technologies to be discussed in this study.

Computers are electronic gadget used in offices, schools, churches and some other places. It is a programmed electronic gadget that performs mathematical calculations and logical operations, especially one that can process, store and retrieve large amount of data very quickly; now especially, a small one for personal or home use employed for manipulating text or graphics, accessing the internet or playing games or media. Ahmad and Danjuma (2022) opine that a computer is an electronic gadget, operating under the control of instructions stored in its own memory. The computer is capable of accepting data (input), processing data arithmetically and logically, producing output from the processed data and storing the results for future use. Most computers that sit on a desk or the lap are called Personal Computers (PCs). People use computers in many ways; tracking of inventories with bar codes and scanners, check the credit status of customers, and transfer funds electronically. Empirically, Ezenwafor and Nwachukwu (2020) revealed that principals rarely utilize e-learning resources for management of schools. In the same vein, Toryuha, Ajala and Mbakeren (2020) found that not many school have available e-learning resources and even the ones that have them do suffer from one challenge of poor or no network, epileptic power supply, no or poor manpower, etc. Also, it was revealed that accessing the available e-learning resources was not a challenge to the principals but there were no furnished computer laboratories and that not all principals have personal laptops but all the principals had their smartphones.

Smartphone is as a mobile phone with combination of computer functions, cell-phone features and other capabilities, including operating system, internet accessibility functionalities, and application software for performance of different tasks in various endeavours. Alzougool and Almansour (2017) define smartphone as an advanced mobile device furnished with comparable computer functions such as perfect operating system (like Android and Apple's IOS), fashioned with standardized interactive interface and capable of accepting third-party applications such as Zoom, Skype and WhatsApp. Frankenfield (2022) opines that smartphone is a handheld communication facility that helps the user to connect to mobile network, thereby allowing such a user to make voice calls, video calls, send text messages and surf the internet, etc. Kibona and Mgaya (2015) observe that smartphones have made it possible for school principals to coordinate the schools' activities remotely, seamlessly and independently thereby ensuring

effectiveness in the management of schools. In other words, principals can also use smartphone to converse with school bursar and accountant through video-call or chats, to be abreast with school financial matters and performance of school budget. School leaders can also use smartphone to track students' details pertaining to subject registrations, payments of examinations levies, students counselling and support services online or in-person. During free time, school principal can also access students' online forum to observe and interact with them to obtain first-hand information about their views concerning teaching and learning activities while the pandemic endures. Such downward information will help the school management to identify areas of challenge in order to make improvement to ensure that instructors administer instruction effectively, resulting in improved learning experiences for both teachers and students (Masiu & Chukwuere, 2018). Empirically, Ikwuka, Ofodile, Igbokwe, Udenwa, Okoye, and Oguejiofor (2021) found that many of the principals utilized e-learning resources such as smartphones for research purposes and evaluation purposes.

It is noteworthy to state that there are remarkable benefits of e-learning technologies. It is generally observed that most secondary school principals are illiterates in the use of e-learning technologies. This problem seems to be one of the factors that undermine the management of secondary schools. For instance, most of the schools' statutory records that are to be kept digitally are rather stored manually. The admission of students that ought to be processed electronically are rather handled using the conventional method which could be partly due to lack of innovative technologies applied by the school principals. Although several attempt such as provision of e-learning technologies and periodic training and re-training of school administrators have been established by the state government to ease effective utilization of these technologies, yet some principals seem to find it difficult to apply them while discharging their administrative duties. In spite of the enormous advantages of e-learning technologies utilization in the secondary school system especially in the areas of secondary school management, the problem of not being technologically compliant keep persisting, thereby making it difficult if not impossible for the school to meet up with the 21st century educational trends. However, this problem is therefore posed as in a question form; what is the level of principals' application of e-learning technologies on the management of public senior secondary schools in Owerri Education Zones of Imo State? Providing answer to the above asked question becomes the thrust of this study.

Purpose of the Study

The general purpose of the study is to investigate principals' application of e-learning technologies and the management of secondary schools in Owerri Education Zones of Imo State. The specific objectives include to:

1. ascertain the extent of principals' application of computer in the management of secondary schools, and
2. examine the extent of principals' application of smart phones in the management of secondary schools.

Research Questions

The following research questions were posed to guide the study;

1. What is the extent of principals' application of computer on the management of secondary schools?
2. What is the extent of principals' application of smartphones on the management of secondary schools?

Hypotheses

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

Ho₁: There is no significant difference between the mean rating score of principals and teachers on the extent of principals' application of computer in the management of secondary schools.

Ho₄: There is no significant difference between the mean rating score of principals and teachers on the extent of principals' application of smartphones in the management of secondary schools.

Method

The study adopted the descriptive survey research design. The choice of this design is to enable the researcher analyze and report data without manipulation or distortion of any of the variables. Nworgu (2015) opines that descriptive survey design is used in preliminary and exploratory studies to allow researchers gather, summarize, present and interpret information for the purpose of clarification. Hence, the design helped the researcher to collect data on this issue through an instrument and the data collected were analyzed with inferential statistical tools. The population of the study is 3,562 which comprise 124 principals and 3,438 teachers in all the 124 public senior secondary schools in Owerri Education Zones I & II of Imo State. The researcher drew a sample of 360 respondents (25 principals and 335 teachers) from 25 selected secondary schools. The sample size was determined using Taro Yamane formula. Cluster random and simple sampling techniques were used to select the schools and respondents. The researcher clustered the respondents into various groups in order to ensure that everyone was represented. The simple random sampling was used to select the required number of schools to ensure equal representation of the schools.

A researcher-made rating scale served as the instrument for the collection of data for this study. The rating scale is titled: Principal's Application of E-learning Technologies and Management of Secondary School Scale (PAETMSSS) which contained 15 items and was used to measure the extent of principals' application of e-learning technologies in managing the affairs of secondary schools. The scale was rated using the 4-point rating type scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE). These rating responses represent 4 points, 3 points, 2 points and 1 point respectively. The instrument was validated by three research specialists in order to ensure that the contents of the instrument were in line with the purpose of the study, research questions and hypotheses. Reliability coefficient of 0.80 was obtained using Pearson Product Moment Correlation Coefficients (PPMCC). The

researcher analyzed the data using the mean scores and standard deviations for the research questions. The hypotheses were tested using the t-test statistics at a 0.05 level of significance.

Result

Research Question One: What is the extent of principals' application of computer on the management of secondary schools?

Table 1: Mean ratings of principals and teachers on the extent of principals' application of computer on the management of secondary schools.

S/N	Item	Principals N = 25			Teachers N = 335		
	Principals' application of computer in managing secondary schools include;	$\bar{X}$	SD	Remark	$\bar{X}$	SD	Decision
1	Inputting information in the computer system through the keyboard	2.32	0.85	Low Extent	1.93	0.80	Low Extent
2	Using the light pen to input information into the computer system.	1.92	0.91	Low Extent	1.98	0.80	Low Extent
3	Using the scanner to process information into the computer	2.16	0.69	Low Extent	1.97	0.72	Low Extent
4	Assessing information with the computer touchpad	1.96	0.89	Low Extent	1.87	0.81	Low Extent
5	Locating documents on the computer	3.00	0.91	High Extent	2.95	0.88	High Extent
6	Using the Universal Serial Bus (USB) to receive and transfer office information	1.96	0.84	Low Extent	2.11	0.76	Low Extent
7	Using screen resolution of the Video Display Unit (VDU) to adjust computer monitor	2.16	0.94	Low Extent	1.91	0.77	Low Extent
	Expected Mean	15.48		Low Extent	14.72		Low Extent
	Obtained Mean	17.50			17.50		

Table 1 showed the mean ratings of principals and teachers on the extent of principals' application of computer on the management of secondary schools. The results indicated that items 1, 2, 3, 4, 6, 7 and 8 recorded mean scores below the criterion mean score of 2.50, while only item 5 had mean score above the criterion mean score of 2.50. The analysis was buttressed with the grand mean scores of 15.48 for principals and 14.72 for teachers. The result concluded that there is a low extent of principals' application of computer on the management of secondary schools in Owerri Education Zones, Imo State.

Hypothesis One:

H₀₁: There is no significant difference between the mean rating score of principals and teachers on the extent of principals' application of computer in the management of secondary schools.

Table 2: t-test of significant difference between the mean rating score of principals and teachers on the extent of principals' application of computer in the management of secondary schools

Respondents	n	$\bar{X}$	S.D	df	t-cal	t-tab	Decision
Principals	25	15.48	2.15				
Teachers	335	14.72	2.31	358	0.561	1.96	Accept Ho

Table 2 gave the grand mean score and standard deviations of 25 principals as 15.48 and 2.15 respectively, while that of the mean scores and standard deviations of 335 teachers stood at 14.72 and 2.31 respectively. At 358 degree of freedom, with application of the t-test calculated, its result of 0.561 is less than the t-tabulated at 5% level of significance, the decision is to accept the null hypothesis and conclude that there is no significant difference between the mean rating score of principals and teachers on the extent of principals' application of computer in the management of secondary schools in Owerri Education Zones, Imo State.

Research Question Two: What is the extent of principals' application of smartphones on the management of secondary schools?

Table 3: Mean ratings of principals and teachers on the extent of principals' application of smartphones on the management of secondary schools.

S/N	Item	Principals N = 25			Teachers N = 335		
	Principals' application of smartphones in managing secondary schools include;	$\bar{X}$	SD	Remark	$\bar{X}$	SD	Decision
8	acquiring of information about new development in education	2.88	0.93	High Extent	2.81	0.84	High Extent
9	communicating with the school bursar to be abreast with school financial matters and performance of school budget	3.08	0.86	High Extent	3.08	0.81	High Extent
10	tracking of students' details pertaining to subject registrations	3.00	0.87	High Extent	2.88	0.83	High Extent
11	posting of class timetable so that all students, respective teachers and ancillary staff can be properly informed	3.12	0.78	High Extent	2.89	0.84	High Extent
12	Using smartphones to exercise their professional obligations and responsibilities in new and appropriate ways	3.08	0.86	High Extent	3.07	0.91	High Extent
13	organizing students' online forum to observe and interact with them to obtain first-hand information about their academic progression	2.84	0.90	High Extent	2.84	0.90	High Extent
14	scheduling of tasks and meetings to enhance personal effectiveness and work performance efficiency	2.84	0.75	High Extent	3.10	0.91	High Extent
15	saving of school files in their smartphone storage for future use.	3.24	0.83	High Extent	3.06	0.90	High Extent
	Expected Mean	24.08		High Extent	23.73		High Extent
	Obtained Mean	20.00			20.00		

Table 3 showed the mean ratings of principals and teachers on the extent of principals' application of smartphones on the management of secondary schools. The results indicated that

items 8, 9, 10, 11, 12, 13, 14 and 15 recorded mean scores above the criterion mean score of 2.50. The analysis was buttressed with the grand mean scores of 24.08 for principals and 23.73 for teachers. The result concluded that there is a high extent of principals' application of smartphones on the management of secondary schools in Owerri Education Zones, Imo State.

Hypothesis Two:

Ho₂: There is no significant difference between the mean rating score of principals and teachers on the extent of principals' application of smartphones in the management of secondary schools.

Table 4: t-test of significant difference between the mean rating score of principals and teachers on the extent of principals' application of smartphones in the management of secondary schools

Respondents	n	$\bar{X}$	S.D	df	t-cal	t-tab	Decision
Principals	25	24.08	2.087				
Teachers	335	23.73	2.152	358	0.511	1.96	Accept Ho

Table 4 gave the grand mean score and standard deviations of 25 principals as 24.08 and 2.087 respectively, while that of the mean scores and standard deviations of 335 teachers stood at 23.73 and 2.152 respectively. At 358 degree of freedom, with application of the t-test calculated, its result of 0.511 is less than the t-tabulated at 5% level of significance, the decision is to accept the null hypothesis and conclude that there is no significant difference between the mean rating score of principals and teachers on the extent of principals' application of smartphones in the management of secondary schools in Owerri Education Zones, Imo State.

Discussion of Findings

The result showed that there is a low application of computer by principals on the management of secondary schools in Owerri Education Zones, Imo State. The low extent is an indication that the principals do not use computer and its features such as keyboard, touchpad, light pen, scanner among others to carry out administrative tasks necessary for the management of public secondary schools. This could be a reason why there has been record of poor management of secondary schools. The findings of the study further established that there is no significant difference between the mean rating score of principals and teachers on the extent of principals' application of computer in the management of secondary schools. In agreement to these findings, Ezenwafor and Nwachukwu (2020) revealed that principals rarely utilize e-learning resources for management of schools. In the same vein, Toryuha, Ajala and Mbakeren (2020) found that not many school have available e-learning resources and even the ones that have them do suffer from one challenge of poor or no network, epileptic power supply, no or poor manpower, etc. Also, it was revealed that accessing the available e-learning resources was not a challenge to the principals but there were no furnished computer laboratories and that not all principals have personal laptops, among other findings. The findings therefore strengthened the fact that principals' low application of computer is attributed to lack of computer facilities in the school which have contributed to poor management of schools in Owerri Education Zones, Imo State as the conventional style of management still persists making it difficult for principals to tap into the benefits of technology.

It was also revealed in the findings of this study that there is a high extent of principals' application of smartphones on the management of secondary schools in Owerri Education Zones, Imo State. The high extent recorded was attributed to principals' ability to acquire information about new development in education, communicate with the school bursar to be abreast with school financial matters and performance of school budget, track of students' details pertaining to subject registrations, save school files in their smartphone storage for future use and to schedule tasks and meetings to enhance personal effectiveness and work performance efficiency. The findings of the study further established that there is no significant difference between the mean rating score of principals and teachers on the extent of principals' application of smartphones in the management of secondary schools. Corroborating the result, Ikwuka, Ofodile, Igbokwe, Udenwa, Okoye, and Oguejiofor (2021) found that many of the principals utilized e-learning resources such as smartphones for research purposes and evaluation purposes. The findings therefore strengthened the fact that principals' application of smartphones in managing secondary schools has helped to ensure that their duties are carried out seamlessly as they can stay in the comfort of their offices and communicate with school board and their counterparts in other schools to obtain information about new development and trends in education.

Conclusion

E-learning technology is a 21st century initiative with the aim of solving seemingly difficult tasks in a split of seconds. It was also created to reduce workload and time wastage in the performance of tasks in organizations. The findings of this study indicated that there is a low application of computer by principals in managing secondary schools. This implies that the conventional style of management still persist which makes it difficult for principals to tap into the benefits of technology. Also, principals' application of smartphones in managing secondary school recorded a high extent which implies that the principals can carry out their duties seamlessly as they can stay in the comfort of their offices and communicate with school board and their counterparts in other schools to obtain information about new development and trends in education. In conclusion, e-learning technologies such as computer and smartphones when applied by the principals are indispensable especially in this era of technology in order to effectively manage secondary schools and achieve their predetermined goals and objectives.

Recommendations

Based on the findings in this study, the researcher made the following recommendations:

1. Government should make adequate funds for provision of computer and internet as well as other logistical support that would strengthen seamless application of e-learning technologies in the management of in public secondary schools in the state. Also, the government through the efforts of the Ministry of Education should always organize conferences and workshops for principals in order to ensure that they are technological complaints to improve the application of e-learning technologies in managing the schools.
2. Principals should ensure that their smartphones are used mainly for the purpose of education especially during school hours in order to utilize and achieve the benefits attached to smartphones usage in the management of schools.

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Social Media Language on Business Education Students' Proficiency in Business Communication in Federal College of Education, Abeokuta

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Abstract

The study examined the influence of social media language on business education students' proficiency in business communication in Federal College of Education Abeokuta. Descriptive survey design was adopted for the study. The population consisted of 471 Business Education Students. The Sample comprises 164 Business Education Students respondents using simple random sampling techniques. A structured questionnaire tagged Influence of Social Media language on Business Education Students' Proficiency in Business Communication Questionnaire (ISMLPQ) was used to collect data from the respondents. The instrument was subjected to face and content validation by two experts from Business Education Unit at Lead City University Ibadan. The instrument had a reliability coefficient of 0.87 using the Cronbach Alpha formula. Mean and standard deviation were used to answer research questions. The findings revealed among others that social media usage ascertains a positive influence on business education students' proficiency in business communication in colleges of education. The study found that the weighted SD = 3.30/0.60 indicated that the respondents were homogeneous. The study also found that, with weighted mean of 3.32 and weighted SD of 0.59 results in the table 2 revealed that the respondents agree that all items constitute positive influence social media language. The study equally found that the weighted mean (SD) = 2.59 shows that items 11 and 13 are negative influences of social media language on business education students' proficiency. It was concluded that social media language, if well utilized for academic purposes will improve business communication skills of Business Education students in colleges of education. It was recommended among others that students should be encouraged to use social media for academic purpose to acquire necessary information needed for academic performance.

Keywords: Business communication, business education, Social media, Language, Proficiency.

Introduction

Communication is a great skills in any educational system for both the lecturer and the student for better feedback. Business Communication is 1 unit course taken at the 300 level of the Nigeria Certificate in Education (NCE) Business Education Programme. It is coded BEO326 in the new National Commission for Colleges of Education Minimum Standards for School of Secondary Education, Vocational and Technical Education(NCCE Republic of Nigeria 2020). Business Communication refers to the skill of conveying ideas or information from a party to another in line with office and business policy. At the N.C.E level Business Communication course contents entail: Overview of Business Communication, Communication Process, Channels of Communication, Successful Communication Strategies, Communication in Organisation, Sources of information in Organisations, Business Writing, Business Letters, Report Writing, Information Technology, Office Automation, Management Information System, Public Speaking, Curriculum Vitae and Resume, Communication and Meetings, Listening as a skill in Business Communication, Legal Aspects in Business Communication, Virtual Office, Human Resource Management¹. It was stated in the minimum standards that there should be emphasis on practical. From the foregoing it is obvious that communication system is of great significance in Business Education. This is because communication occupies a central place in any theory of Business Education. And for effective communication to take place in Business there is the need to stick to the canons of Business Communication, which are: Concreteness, Correctness, Conciseness, Clarity, Courtesy, Consideration, and Completeness. However the language used on social media seeks to use the fewest number of letters and helps in dealing with space constraints of messaging thereby promoting flexibility and informality. The social media are the fastest growing web applications in the 21st century, a fact attested to by its wide usage and the wide-ranging consequent influence on the populace. There is indeed abundant evidence that millions of people across the world use social media on a regular basis for various reasons (Daluba, & Maxwell, 2018). In fact, According to Onuohan& Saheed, (2018) the wide nature of applications like Wiki, video streaming and applications, and social networks makes it the phenomenon of the century.

Though social media use cuts across all age groups, studies have, in addition, shown that it is predominant among young persons and/or students. In was found that while those born between 1970-1999 ('Generation X'), spend approximately 13 hours per day on social media, those born between 2000 till date ('I Generation') spend not less than 20 hours per day on social media.it was also noticed that these young people use social media for interaction, socialization and entertainment. Social media play an important role in raising awareness about the reliable sources of information among the students and society by providing alternative sources of knowledge. Social media are means to employ mobile and web based technology to create highly integrative platforms which individuals and community share, create, discuss and modify user generated content. There are various categories of social media sites used in education which are also useful in business education for enhancing students' communication skills. The following have been identified as the most common social media platforms currently in use, these are; Facebook, Twitter, Whatsapp, YouTube, Wikipedia, LinkedIn, Tiktoks, Bolgs, Instagram, Pinterest and so on. Among these numerous social media platforms, the Facebook, Twitter, Instagram and Whatsapp have been recognized as the ones commonly used by students; in Nigeria for instance, majority of students spend an ample of their time on platforms such as the Facebook, Twitter and Whatsapp while making use of smartphones which is now a common gadgets among them; for this reason, very many students spend 2 to 3 hours checking

activities and updating their profiles on these social networks even at the peril of their educational and career pursuit. Perhaps, this is the reason that teachers have started thinking differently about the utilization of social media tools for education (Rose, 2019). This has accelerated the pace at which teachers incorporate social media into academic curricula. Communication can be described as the interaction between people. Conventional communication involves face-to-face interaction, but in social media, communication occurs when someone responds or comments on others' status or initiates conversation with someone else.

Social media have emerged as part of the basic features of students' life. They have revolutionized the way students think, interact and communicate. Students use social media as platforms for many activities such as bonding relations, finding lost contacts, discussing common interests and others. With the existence of smart phones, students have become more attracted to use social media in their daily routines. Information and communication technologies and social network can be used as effective tools to improve instructional approaches and enhance students' academic performance using the online environment (West, 2018). The advancement of social media has taken over almost all spheres of human endeavors despite negative implications. The educational environment is equally not left out of this; people are therefore tempted to claim that these social applications-social media carries with it the potential to further improve learning and sharing of information among learners and teachers. Social media has the ability to close the gap between the learners as the teacher even though a physical distance is existing between them; in essence, it enables learners from all parts of the world to learn and work together without any hindrances. Social media was seen as a central path through which individuals frequently interact and share ideas despite being far apart. Social media has proven to improve communication skills, social participation and commitment, improve peer support, and ensure the realization of education based on collaborative strategies; thus, the impacts of social media on communication, learning, research and education in general cannot be overemphasized. Miah *et al* (2019) described proficiency as the demonstration of high skills, expertise and advancement in knowledge by a person. Proficiency can be defined as the amount of quality work accomplished by an individual, compared to the time and resources used. Student proficiency was seen as an index of achievement on the part of individual student from training. Students' proficiency in business communication is important because business education is critical to national development. Business education is a vital program in tertiary institution that has the capacity to bring about the required liberation and stimulation of the citizens for national development. It was also described as an academic program intended to inculcate in the students; understanding, values, knowledge, business skills, and technical skills required in the world of work and for teaching other business students.

Specifically, according to Mehmood & Taswir (2020) the skills to be learnt by business education students are technical, manipulative and thinking habits applied to social media tools and machines, tasks, procedures and operations. These skills are necessary to operate new technologies that social media platforms depend on, in the real world of work and are required globally by businesses, employees, and individuals. Thus, while social media, generally, presents such benefits as encouraging greater social interaction via electronic mediums, promoting interactions among students and teachers, providing greater access to information and information sources, creating a sense of belonging among users, reducing barriers to group interaction and communications such as distance and social/economic status, and increasing the

technological competency levels of frequent users, among others. Umoru (2018) conducted an investigation with some teachers and students, however, revealed a number of challenges in relation to student's participation on social media networks and the many adverse influences on them. These include a high addiction rate by business education students, which affects their time of study, researching, listening during lecture periods, the wrong usage of grammar and spelling in social media discourse as well as failure in their academic achievement. There is, therefore, the need for business education lecturers to think of re-directing their classroom delivery from traditional face-to-face methods to the use of social media which will enable them to acquire basic skills that will give them comparative advantage in the world of work.

Despite some important limitations, social media constitutes, perhaps, the biggest change of the last few decades in terms of human communication and students' academic engagement. Notwithstanding, despite these benefits of social media, it appears that the negative impacts of it on students is alarming as students tend to abandon their studies in a bid to catch up with the trends and distractions of these platforms such as chatting, texting, gaming etc. Othman & Noah, (2018) noted that through social media, students learn correct spellings, sentences, pronunciations, and essay writings through the usage of Google. It was discovered that social networking sites can become useful instruments in improving correct spellings and writings among students as it offers elasticity in learning, inspires inventive ideas and increases interpersonal interactions among students and instructors. It was pointed out that the usage of Facebook has raised the level of anxiety among students as they appear to become apprehensive about being without their cell phones for a few hours. Omeje, investigate on the influence of social media on the performance of secondary school students in English language in Nsukka Education Zone of Enugu State. Responses were elicited from students and teachers in ten secondary schools in the three local governments (Nsukka, Uzo-uwani and Igbo-Etiti) that made up the Nsukka Education zone. The study sample was fifty nine (59) secondary schools, in which twenty three thousand, two hundred and fifty nine (23,259) were students and one thousand, seven hundred and ninety two (1,792) were teachers. A four-point likert type rating questionnaire titled 'Social Media and Academic Performance of students in English Language' (SMAPOSIEL) was used to collect data from the respondents. The descriptive survey design was used. Simple random sampling was employed in sampling the respondents. Frequency and mean ($\bar{X}$) were used in the analysis of data. To achieve the objectives of the research, the study used a mixed method approach which involved the survey of student's addictiveness and the teacher's response on its effect on students.

The study revealed that a great number of students in Nsukka education Zone are addicted to social media such as WhatsApp, Facebook, twitter and so on for making friends and chatting instead of academic work. In addition, the negative effects of this trend are seen in their wrong use of language, grammar and spelling such as the use of short phrases and incomplete sentences, sentence structure, content organization, incessant use of acronyms, misuse of phonetic spelling, and less study time due to the heavy participation on social media networks. Nevertheless, there were cases where others experience improvement in their academic performance as a result of participation on social media networks. The findings of the study led to the conclusion that the dominance and addiction on social media are the major causes of poor performance in English language both in internal and external examinations among secondary school students of Nsukka Education Zone of Enugu State. Ademiluyi, Suleman and Dauda, (2019) also supported by assessing the influence of social media on communication skill acquisition and academic performance of business education students. The study had two specific purposes, three research questions and two hypotheses. Descriptive

survey design was adopted for the study. The population consisted of 461 respondents. A structured questionnaire tagged Influence of Social Media on Communication Skills and Academic Performance Questionnaire (ISMCSAPQ) was used to collect data from the respondents. The instrument was subjected to face and content validation by three experts with a Cronbach reliability coefficient of 0.87. Mean and standard deviation were used to analyse the data to answer the research questions while linear regression statistic was used to test the hypotheses. The findings revealed among others that social media use significantly positively influence communication skills and academic performance of office technology and management students in polytechnic in Osun State. Based on the foregoing, therefore, this study seeks to investigate the influence of social media language on business education student's proficiency in business communication in Federal College of Education Abeokuta.

Statement of the Problem

Social media have been created to support or improve communication proficiency in students. The introduction of social media languages in general have solidified their place as the foundation of the educational system of the 21st century. Facebook, whatsapps, Instagram, Imo, e-mail have become common place in all the nooks and crannies of the planet with great impact on all activities, especially as they help students learn more and get ready for the competitive job market of today (Ahmed & Qazi, 2019). Class work, assignments, lecture materials among others are frequently posted on social media and often engendering extensive creative interactions among the participants. Arguably, social media language, if properly managed can have significant effect on teaching and learning of business communication in Business education. However, observation revealed that social media may also interfere with Business students' concentration, potentially to the detriment of learning and communication skills because of the language variations and writing styles used on the media platforms like Asap, Imo, Lol among others. On the contrary, with new social media being developed and introduced, the trends suggest an approaching explosion in the ubiquity of the social media language with great implications for teaching and learning in business education and other fields. There is therefore a need to determine the influence of social media language on business education students' proficiency in business communication in federal college of education Abeokuta.

Aim and Objective of the Study

The aim of this study is to examine the influence of social media language on Business Education students' proficiency in business communication in federal college of education Abeokuta. Specifically, the study sought to:

1. identify the social media tools commonly used by business education students
2. determine the positive and negative influences of social media language usage on Business Education students' proficiency in business communication in Federal College of Education Abeokuta.

Research Questions

The following research questions guided the study.

1. What are the social media tools commonly utilized by business education students?
2. What is the positive and negative influences of social media language usage on Business Education students' proficiency in business communication in Federal College of Education Abeokuta?

Methodology

This study adopted descriptive survey research design. The population of this study comprise 471 Business Education Students from Federal College of Education Abeokuta out of which 164 business education students as respondents for the study were sample through simple random sampling techniques. One instrument was used to collect data for the study. A self-structured questionnaire tagged Influence of Social Media language on business education students' proficiency Questionnaire (ISMLPQ) was used to collect data for social media language use from the respondents. The instruments were subjected to face validation by two experts from Business Education unit, Lead City University Ibadan. The internal consistency of the instrument was ascertained using Cronbach Alpha which yielded a coefficient of 0.87 indicating that the instrument was reliable for the study. The instrument has 15 items generated from the research questions. The instrument was placed on four point rating scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE). The scales were scored using 4, 3, 2, and 1 point respectively and Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD). Mean and standard deviation were used to analyze the data to answer the research questions.

Research question 1: What are the social media tools commonly utilized by business education students.

Table 1: Mean Responses on Social Media Tools Commonly Utilized by Business Education Students

S/N	Items	N	FX	Mean	SD	Remarks
1	WhatsApp	160	576	3.60	0.42	Agreed
2	Facebook	160	536	3.55	0.61	Agreed
3	Tiktok	160	512	3.20	0.58	Agreed
4	Instagram	160	528	3.30	0.71	Agreed
5	YouTube	160	484	3.03	0.64	Agreed

Decision Rule 2.50, Weighted mean/ SD= 3.30/0.60.

Source: Researchers' Fieldwork (2024)

With a weighted mean of 3.30 result in Table 1 revealed that the respondents agreed that all the items are social media truly commonly utilized by Business Education Students. The weighted SD of 0.60 indicated that the responded are homogeneous.

Research question 2: What is the positive influence of social media language usage on Business Education students' proficiency in business communication in Federal College of Education Abeokuta?

Table 2: Mean Responses on Positive influence of Social Media Language Usage in Business Education Students Proficiency in Business Courses

S/N	Items	N	Fx	Mean	SD	Remarks
6	Improvement in writing skills	160	528	3.30	0.58	Agree
7	Ability to capture the interest of the audience	160	528	3.30	0.62	Agree
8	Improvement in Listen skills	160	566	3.48	0.45	Agree
9	Communication without being emotional	160	532	3.32	0.72	Agree
10	Ability to construct simple and better sentence	160	520	3.25	0.61	Agree

With a weighted mean of 3.32 results in the table 2 revealed that the respondents agreed that all the items are constitute positive influence of social media language usage on Business Education Students proficiency in business communication. The weighted SD of 0.59 indicates the homogeneity of the responses indicated.

Research question 3: What is the negative influence of social media language usage on business education students' proficiency in business communication in Federal College of Education.

Table 3: Mean Response on Negative Influence of Social Media Language Usage in Business Education Students Proficiency in Business Courses

S/N	Items	F _x	Mean	SD	Remarks
11	Use of social media slangs for business communication	488	3.05	0.62	Agree
12	Use of informal language for business correspondence	476	2.37	0.57	Disagree
13	Use of abbreviation in business communication	468	2.32	0.72	Disagree
14	Difficulty in structuring business correspondence	460	2.87	0.61	Agree
15	Inadequate attention to facts and details of business communication	468	2.33	0.45	Disagree

Decision Rule = 2.50, Weighted Mean (SD) 2.59

Results in table 3 shows that respondents agreed that items 11 and 13 are negative influences of social media language usage on Business Education Students proficiency in business communication.

Discussion of Findings

This paper examined the influence of social media language on business education students' proficiency in business communication in Federal College of Education. The findings of the study are discusses below: Research question one, are sought to identify the social media tools commonly utilized by business education students'. In response, Table 1 revealed that WhatsApp, Facebook, Tiktok, Instagram, YouTube are commonly utilized by business education students. This findings supported the opinion that Facebook, Twitter, WhatsApp, YouTube, Wikipedia, Linkedin, Tiktoks, Instagram have been identified as the most commonly social media platform.

Research question two, sought to ascertain the positive influence of social media usage on business education students' proficiency in Business Communication.

Responses in Table 2 indicated that social media help students' to improve their writing skills, capture the interest of the audience, improve listening skills, communicate without being emotional and construct simple sentences. This findings corroborated the findings that social media use had a significant positive influence on the communication skills and academic performance of office technology and management (OTM) in polytechnics in Osun State, Nigeria (Ademiluyi, Suleman & Dauda, 2019).

Research question three sought to examine the negative influence of social media language usage on business education students' proficiency in Business Communication. In response, findings in Table 3 showed that social media language usage has the following negative influence on business education students' proficiency in Business Communication; use of slangs, use of informal terminologies, use of abbreviations and inadequate attention to facts and details of Business Communication. This findings buttressed that the social media dominance and addiction are the major causes of poor performance in English language both in internal and external examination among Secondary school students' of Nsukka Education Zone in Enugu State (Omeje, 2018).

Conclusion

Based on the findings of the study, it was concluded that social media language usage positively influenced business education students' proficiency in business communication. This implied that social media language if well utilized for academic purposes will improve business communication skills of business education students in Federal College of Education Abeokuta.

Recommendations

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

1. Lecturer should use social media tools in teaching business education students with the teacher controlling the platform.
2. Students should be encouraged to use social media for academic purpose to acquire necessary information needed for academic performance.
3. Students should avoid the use of slangs, abbreviations, informal terminologies, in business communication and other related courses because it can affect the knowledge of good spelling skills in their writing and speaking skills in business education department, also students should be properly guided in the way they use social media. Negative aspect of social media should not be welcome by the students.

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CURRICULUM CONTROL IN NIGERIAN EDUCATION: WHOSE RESPONSIBILITY?

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ABSTRACT

This paper examined who controls the curriculum. The paper argued that the question of who should control the curriculum is a complicated one because individuals have different opinions on that. The term curriculum was defined as an activity that is deliberately planned and organized while on the one hand, curriculum control was thought of as the power to control the curriculum. The paper also argued that although learners, teachers, parents, policymakers, and experts, are critical stakeholders in education, they should not be allowed to completely control the curriculum. Thus, the Federal Government should be solely saddled with the responsibility of controlling the curriculum to check excesses and ensure uniformity, coherence, standards and compliance. This is because without the Federal Government controlling the curriculum, it will be difficult to implement the curriculum. The paper went further to highlight the need for experts to work in harmony with the critical stakeholders in education, particularly the teachers as is the case in the Netherlands and Great Britain. It was concluded that to achieve our educational goals as a country deliberate effort must be made towards giving teachers key roles in all aspects of the school curriculum and curriculum control is certainly one of such issues.

Keywords: Curriculum, curriculum control.

Introduction

The question of who controls the school curriculum in Nigeria is contentious because people have diverse opinions about this Matter. Learners, teachers, parents, educational administrators, experts in education, policymakers and the Government are all concerned and have varying opinions on who should control the curriculum. Recently, the removal of religious studies from the school curriculum in Nigeria has generated a lot of debates both in the National assembly and outside the national assembly. The Education sector is critical to national development, particularly in a populous nation like Nigeria where youths constitute the majority of the population. Despite the importance of education to the progress of a nation, there are quite a lot of challenges facing the sector in the country, and one of the problems is, who controls the school curriculum? This question arises because the curriculum provides the knowledge, skills, and values that are the bridge between education and development.

Concept of Curriculum

Any meaningful discussion on the concept of curriculum would require an outline, to some extent, of what curriculum is, to understand the task therein. Etymologically, the word curriculum originated from the Latin word "currier," meaning " race course," which refers to the course of deeds and experiences through which children grow to become mature adults (Collins English Dictionary, 2003). Going by this, Curriculum can simply be said to be a course of study. Educators, scholars and those concerned with educational policy have a more nuanced and so more comprehensive view of the word's meaning. According to edglossary.com, curriculum refers to "the lessons and academic content taught in a school or a specific course or programme".

Tanner and Tanner (1975), conceptualized curriculum as all planned and guided learning experiences and intended outcomes formulated through systematic reconstruction of knowledge and experiences under the guidance of the school. Oyetunde and Piwuna see curriculum as educational activities that are planned, organized and systematic. As for Denga (2005), the curriculum encompasses planned and unplanned experiences to which learners are exposed within as well as outside the school environment for both individual and collective growth. For UNESCO (2016), curriculum represents a conscious and systematic selection of facts, skills and values, a selection that shapes the way teaching, learning and assessment processes are carried out by addressing questions such as what, why, when and how students should learn.

From the foregoing, it is clear that the concept curriculum is a complex one. It entails, teaching and learning methods, how students' attainments are measured and disciplinary forms of knowledge(i.e. Subjects) around which school curricula are typically constructed and outcomes spelt out. Curriculum commands the entire scope of formative deeds and experiences occurring both within and outside the school for the purposeful formation of adult members of society. Thus it can even be said that the curriculum is a living and breathing programme from which learners can derive the appropriate behaviours, attitudes, values,

knowledge and skills (Adesugba& Temitope, 2019). Any debate then on curriculum must take into cognizance the many facets of the concept, which link together and interact in practice for a fruitful educational outcome. Essentially, therefore, the curriculum is more than the glossy booklet that contains materials to be taught.

The Concept Curriculum Control

Curriculum control simply means the power to influence a curriculum. By extension, it is the power to have authority over the curriculum of a given institution. For instance, in the Netherlands and the United Kingdom, each school has an advisory council (made up of local community, school administration and teachers), which is saddled with the responsibility of choosing what gets taught. This form of participatory curriculum decision-making is also the practice in America (Ingersoll & Rossi, 1995). Whereas in some countries like Nigeria, the responsibility for determining the school curriculums rests largely with the government, especially the Federal Ministry of Education.

When it comes to education, it is not only Government entities that are stakeholders, students, parents, teachers, community members and businessmen who help fund the schools have an interest in the process. The issue of who controls the curriculum is hotly debated. The triggers for controversy include societal challenges, globalization, agendas, and the goal and effectiveness of education (Carson, 1984; Handler, 2010; Booth 2016; Alberby & Bergmark, 2017). The debates underscore the importance of curriculum in enhancing teaching and learning.

Some Scholars Stance on Curriculum Control

Against the participatory curriculum decision-making is the argument in favour of state control curriculum. Carson (1984) articulated that decisions about the curriculum, especially as to how much of the humanities should be taught as opposed to how much science and mathematics, are political and should be the prerogative of the democratic representatives of the people, that is the central government. Besides, the state has access to advice and proposals from specialists in universities and within the government bureaucracies. On the contrary, Booth (2016) is of the view that a state-controlled curriculum is dangerous because it can lead to the promotion of ideologies which parents don't share or even the curriculum being captured by interest groups.

Some scholars strongly maintained that curriculum content should be chosen to meet children's needs and interests. They even advanced that students should determine the curriculum of studies. In their view, students' active involvement in the decision-making of their curriculum has the twine effect of creating interest in the acquisition of knowledge and contributing to their development of life skills such as: feeling responsible, development of democratic attitudes, and leadership qualities. Contrary to this, Alberby & Bergmark (p. 2017), opined that if learners are allowed to have control of the curriculum' perhaps only things that are of interest to the child, which could be immoral, may dominate the curriculum. For example, materials like bet9ja, naira bet and computer games may find their way into the curriculum.

Another school of thought would prefer leaving the curriculum in the hands of the local community. This is based on the conviction that parents have the right and responsibility to raise their children and control their upbringing, and when the local community is left to handle the curriculum, its content will be geared towards the local interests and goals and this could bring immediate benefits both to the area and student (Adesugba & Temitope (2019). The challenge with such a stance as argued is that children may end up learning different things as dictated by their backgrounds. Take for instance, in such a situation, would Local and state history not be given more weight than national history in the classroom?

Carl (2009) and Handler (2010) were of the view that teachers involvement in curriculum is important. Teachers can contribute by collaboratively and effectively working with other specialists to arrange and compose materials, textbooks and contents. They can also help to align the content of the curriculum with students' needs in the classroom. This view is countered by Ramparsed (2000), the scholar maintained that it would be unacceptable to entrust teachers with the school curriculum since some lack the necessary skills for the job.

White in Carson (2006) contended in support of curriculum control by experts. This is because, curriculum decisions include technical and policy components, covering everything from the best ways to teach and learn, to the best method of assessment. As for Dewey (1897), education is a social contract with the society, therefore its activities should reflect the community. The importance of curriculum in education cannot be overemphasized. The overall objectives of education depend largely on the nature of the curriculum. The quality of education is determined by the curriculum. This explains why curriculum experts have observed that curriculum making either at the level of planning, design, implementation or reformation needs the input of critical stakeholders if it is to be relevant, meaningful and adequate to meet the demands of the people for whom it has been put together.

Issues in Curriculum Planning, Design and Development

The dynamics of social changes, emerging technologies, and the need for productivity and progress could render existing curricula either obsolete or out of tune with currency, to compel curriculum reviews to make them responsive to the needs of students and society (Herrare, 2012). Thus most schools' curricula evolved in response to societal needs. The idea of participatory decision-making in the curriculum is becoming increasingly popular (white, 2006; Alerby & Bergmark, 2017; Vogt, Nieveen & Thijs, 2018). In most cases, the centralized curriculum with the prescribed curriculum materials, achievement standards, and standardized testing to evaluate students, is what is obtained. However, there is a great deal of scepticism about the central curriculum control policy model. School reformers and reform researchers view the excessive top-down Control as part of the problem bedevilling the school system and called for less central control. In its place, they advocate for school management, teachers, students, community and other initiatives at the school level to control the curriculum (Alerby & Bergmark, 2017; Booth, 2016).

The curriculum captures the why of the curriculum, what is to be taught, when is to be taught how is to be taught and of course where it is to be taught. In curriculum development and design the purpose of a curriculum has to be explicitly stated in the learning outcomes or

objectives, and the broad aims or goal as well. The purpose captures the whole idea that underpins the creation of the curriculum. This is what is referred to as the "why" or "intention" of the curriculum. The decision made at this point shapes everything else concerning the curriculum, from content, and assessment to method (Priestly, 2019). Composing a curriculum also demands selecting the content, which is the subjects, skills, topics, and values, given as a syllabus, and these constitute the programme of study. This is the "what" of the curriculum. The content of the curriculum could often be an area of serious disagreement. Some think that curriculum content should be chosen based on the interests and needs of learners. Others maintain that there are forms of knowledge, rigorously developed which are vetted as intrinsically worthwhile and have been packaged in the various academic disciplines that are essential for all generations (Young & Muller, 2010). These forms of knowledge students ought to learn regardless of interest or need.

Learning necessarily involves a method of instruction, technically referred to as pedagogy. Priestly (2019) sums up this as the "how" of the curriculum. A well-developed curriculum will have to identify the teaching strategies, the delivery mechanism, as well as Learning activities that could lead to the achievement of the objectives and ultimately the goal of education. Thus Wood (2014), advanced that learning processes are more important to the concept curriculum than even content. Yet, in a multicultural and multi-religious society, choosing methods of and activities for learning that are effective and efficient, appropriate and not offensive to the sensibilities of all can be an uphill task. For example, should boys and girls sit together or separately in a class? Who should teach sex education: male teachers for boys and female teachers for girls or any gender for all? Inherent to the concept of curriculum is the component of assessment. This has to do with the use of tests, homework, and observations to judge the extent of students learning. Priestly (2019) noted that assessment could be used formatively, summatively or evaluatively. This implies assessment is a highly technical process that requires knowledge for it to be properly employed. Opera and Nwokafor (2020) articulated that the entire educational enterprise revolves around the "who." The other components of "what," "where," and "how" have significance only about the "who." Even the differentiated instruction is targeted at the "who."

Curriculum is a term for a coordinated set of activities that facilitate learning. The complexities of curriculum development processes and the range of issues informing the "why," "what" and "how" of teaching, learning and assessment present major challenges when the contention on who controls curriculum arises. Therefore the answer to who controls curriculum must factor in these various components of curriculum to ensure quality education. For any curriculum to be effective and impactful, the question of who controls the curriculum is sacrosanct. This is because when unqualified persons are allowed to control the curriculum its effects could be counterproductive.

Curriculum Control in Nigeria

The issue of who controls the curriculum in Nigeria will better be appreciated with a glimpse into the history of education in the country. The educational policies and precedence of the Federal government of Nigeria have evolved in response to the changing political and economic challenges. For instance, in the colonial period, the colonial masters were in charge

of the curriculum. They determined what was to be taught based on the need at the time. However, after independence, the priority was to widen access to education to help in producing high quality and medium-level manpower relevant to the country. Such a need warranted the Federal Government to take over the education system and be in charge of the curriculum.

At the moment, the Federal Ministry of Education (FME) regulates educational provision in Nigeria in both public and private schools. The National Policy on Education which is the main document on educational operations in Nigeria, drawn up by the Federal Government, offers standards and modes for the delivery of qualitative education in the institutions of learning in Nigeria. The National Policy on Education which was first published in 1977, from the proceedings of a curriculum conference, where public discussions and consultations with a wide range of stakeholders were held, has been revised several times. The 2014 edition is the latest, it outlines new areas of knowledge, and their objectives, as had been approved by the Federal Ministry of Education. That is the body saddled with the responsibility of carrying out reforms in the education sector. Thus, in Nigeria, like some nations around the globe, the state has a great deal of influence over school curricula (Ingersoll & Rossi, 1995), and so are examination bodies. It is clear to see that in Nigeria the school curriculum is under the control of the Government and no one else. Kennedy (1996) in his write up argued that:

It is in the interest of governments to control the content of the curriculum and the manner of its delivery since in this way they may have some influence over the thinking and behavior of society's future citizens...Paradoxically, however, too much-centralised control impedes the implementation of change and innovation and stifles the development and creativity among teachers and learners... (p.78).

The reality is that everyone has a role to play. The experts should work synergistically with other critical stakeholders in education as this can help in the development of a comprehensive curriculum that can transform Nigeria on the path of development. Curriculum planning should be done democratically. Resorting to the democratic method, allows the participants to debate on all desirable curriculums of education to be implemented. The future of education in Nigeria is in the hands of all its citizens starting from the families, the churches/mosques, the communities, the schools and the Government. If each one of the institutions mentioned makes education a priority by reviewing and making sure that we have a functional curriculum, not just loaded, bulky and theoretically based, the sky will be our starting point.

Conclusion

Curriculum control all over the world is unique to each National setting. The curriculum cannot be stagnant. The curriculum must be a living document that is in constant flux. It must be constantly revised to address new findings and the resulting new visions. To do this the process, although a technical one, must involve all stakeholders: institutions,

experts, organizations, the business community, school teachers and administrators the government to allow cross-fertilization of ideas if our institutions of learning will have a virile, dynamic and an all-round education. As the saying goes; no education system can rise above the quality of its teachers and by extension, no education can rise above the quality of its curriculum. This shows how important the teachers and the curriculum can be in the attainment of success in the teaching and learning process. Thus, curriculum control in teaching and learning is paramount as it helps bring about progress in education and the nation in general.

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THE IMPACT OF SOCIAL SCIENCE EDUCATION IN ADDRESSING THE PROBLEMS OF SUSTAINABLE DEVELOPMENT IN NIGERIA

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Abstract

Despite the projections of the United Nations Sustainable Development goals (2015), Nigeria still lags behind when assessed from different developmental parameters. It is not just appalling but very shameful that today the majority of Nigerian citizens are still impoverished and lacking the basic needs of life. Today in the wake of the terrible inflation the country is currently undergoing, access to food, housing, good education, accessible roads, electricity and security among others are issues the average Nigerian citizens have to contend with. When measured in strict human, technological and economic parameters, Nigeria seems to be retarding rather than improving. The increasing number of school drop-outs and the declining interest in education by Nigerian children and youths provoke another level of concern. The situation is so bad that one wonders if the country will meet 50% of the criteria before the target time-frame 2030 if the trend continues unchecked. In this piece, the authors explore the role of social science education in enhancing the process of sustainable development in Nigeria. This position is furnished by the belief in education as being a most important driving force of development. The purpose of this paper is to explore what ways Social Studies and Social Science Education can enhance the course of development, its various areas of application and what implications the logic of inquiry has for the stakeholders in the development agenda of the country. To achieve this aim, therefore, the work adopts the methods of textual and descriptive analyses to unravel the entailment as well as the *praxis* orientations of Social studies and Social Science Education. It is equally prescriptive as it addresses the roles of the social actors and agencies required to make the course of development achievable via robust Social Science Education in the country. The results of the study indicate clear connections between robust science education programme and sustainable development in organized social setting.

Key Words: Sustainability, Development, Education, Social Studies and Social-Science.

1. Introduction

The specific concerns of this paper addresses the potentials of enhancing the process of sustainable development in Nigeria through the joint mentorship of social studies and social science education in the various school levels in the country. This position is informed by the fact that the contemporary clamour for sustainable development appears more realistic and engaging than older models of development assessments which hitherto revolved around mere economic objectives (GDP) and to a narrower stance, the emphasis on attendant Human Development Index (HDI). Having explored the adverse effects on radical pursuit of socioeconomic development through linear production and traditional industrial models which

neglects the health and preservation of the global natural environments, the United Nations now projects the idea of environmental sustainability vis-a-vis sustainable development. It appears that given this trending concept of development, responsibility is no longer left in the hands of government and state institutions alone, but engages every other member of the society who naturally and morally has the duty to protect the environment and preserve its scarce resources so that generations yet unborn will not suffer lack. With this notion of development then, the idea of “responsible environmental citizenship” arises and with it notable consequences for the educational system of each country. One major responsibility of the education system of every nation is the foremost task of grooming and mentoring children and youths towards becoming responsible citizens. Obviously, this task falls within the purview of the Social Science Education (social studies and civic education inclusive). It is believed that when the objectives of these educational disciplines are adequately enforced through the system, schools, and teachers (incorporating the environmental, sustainability and development studies in their wake), then students will actually acquire the requisite skills and attitude to actively participate and move the society to achieve sustainable development.

2. Conceptual Framework

It is important to understand in elaborate terms the underlying meaning of the key concepts of use in this paper. This is because, the meaning and projections of Sustainable Development has several features that distinguish it from the ordinary use and understanding of the word “development”. The same also applies in delineating the concept “social science education” as a field of study distinct in its approach and methods to knowledge and application. Firstly, sustainable development according to the 1987 report of the UN Commission on Environment and Development, *Brundtland Commission*, is development that “meets the needs of the present without compromising the ability of future generations to meet their own needs”. (UNCED, 1987). From its earliest developmental concerns in 1983, and later 1987, the *Brundtland Commission* contributed in popularizing the concept of sustainable development as distinct from the erstwhile understanding of development. Before this and during the period under mention, the world has underscored the fact that continuous industrialization and development strides without considering the effects on the environment and rich bank of natural resources spread across the globe. However, with the persistent global depletion of natural resources, degradation of natural habitats and ecosystems, environmental pollution, etc., there arose the need to review the concept of development along more sustainability channels such that tenable developmental strides will be attained without jeopardizing the future. Apart from providing clarity on the concept of sustainable development, the commission emphasized the three interconnected pillars of Sustainable development which are: Environmental, economic and social dimensions of development. (WCED, 1987)

In alignment therefore with the more coordinated efforts of the United nations to carve out clear objectives to attaining sustainability in the different spheres of application, the Sustainable Development Goal, number 4 categorically outlined Quality Education as an important Sustainable development Goal. (UN, 2015) This requirement specifically draws the attention of education systems in each country to raising such questions as to what is the specific role of education in facilitating sustainable development and what specific role can Social Science education within the entire educational framework or system in Nigeria play towards

making this project realistic? It also emphasizes the main social actors in the sustainable development project and what tasks are expected of them in their individual capacities.

On its own part, Social Science is the study of how society works, taking to cognizance the “relationships between individuals and societies, rather than focusing on the physical world”. (Liberto, 2024) They are specifically applied in such fields as economics, psychology, education, social work, sociology to mention but a few. Subsequently, Social Science Education, becomes that field of education which provides “learners with an awareness of possible situations and their possible roles in shaping the future.” (Testbook, 2024) At this point in time, it is important to link the connection between Social Science and Social Studies, both of which are integral to the topic under discourse. While social science education focuses on systematic study of society, its institutions, agencies and goals, via such subjects as political science, economics, anthropology, sociology; social studies provides students with the basic understanding of various aspects of society, culture, history, economics, politics and geography. (FCT-EMIS, 2024) To the student of social studies, therefore, the education system sets out such objectives as : civic and citizenship education, cultural awareness and appreciation, historical understanding, geographical knowledge, political awareness and economic literacy. Others are: fostering awareness of issues on social justice and equity, media literacy, critical thinking, problem-solving, effective communication and global awareness. (FCT-EMIS, 2024). In a broader scope, therefore, Social Studies integrates the combined study of social sciences, humanities and the arts to capture essential knowledge on the society and man’s immediate social and physical environments.

3. The Imperative of Sustainable Development in Africa

The course of sustainable development in the global setting is being championed by different institutional fronts and by the various social agencies at both national and international levels. Given the slow rate of development in most countries of the world especially the “less developed” countries, amidst the continued depletion of the environment and increased environmental pollution, the need to redefine the developmental parameters became source of concern to the world leaders thereby informing the United Nations’ Sustainable Development Goals in 2015. Since then the individual countries have made their specific efforts to attain the target Sustainable Development Goals through social policy, affirmative action and other institutional platforms. In a brief survey of the progress so far with some West African Countries towards the ideal set by the UN one finds relative slow progress when compared with the strides achieved since 2015 in other developing nations in the West. In a study conducted by Ilesanmi (2007) on the rather unfortunate situation in West Africa in terms of development,

The region has hitherto maintained a significantly low Human Development Index (HDI=0.33). Baseline data on ECOWAS Member States lowly compared with those of many developed economies: West Africa has rural majority (76%); high poverty level (42%); low life expectancy (50 years); high fertility rate (6.4); high infant mortality (92/1000); very low GDP and GNP (\$330/year and \$310/year); low school enrolment (37.5%); very low literacy level (27.29%); very low population: medical personnel and lowly developed agricultural, economic and infrastructure sectors. The study reveals that the current level of development in each member State of ECOWAS is much of the efforts of

the nation in question and not necessarily owing to any significant developmental effort of ECOWAS. The resultant development indexes are rather low.

In a more streamlined and recent survey, the African Development Bank characterizes Nigeria's progress towards development as slow and tepid with a projected rise from 0.4 points to 2.9 % in 2024 to a slight expected improvement at 3.7 % in 2025. It goes on to note that the country's slow pace is caused by the effects of domestic economic reforms put up to address the country's persistent economic imbalances and structural distortions. (ADB, 2024) Due to the complex nature of factors affecting the slow developmental pace of West African countries, Nigeria inclusive, Ilesanmi therefore suggests that there is "need for each country to deliberately determine to improve its development situation by addressing the indicators contributory to the overall development index". In agreement with Ilesanmi, it is the position and conviction of this paper that the conventional global standards for measuring development do not apply evenly for African countries as it does for the Western world due to their diverse historical and sociopolitical factors. It is to this end therefore that beyond the routine analysis of development via GDP and HDI assessment models, one adopts the Sustainable Development Model which encompasses more modest, relative, localized and pragmatic principles that can actual drive development in pursuance of the UN Sustainable Development ideals. In more realistic terms, the environmental challenges within most African countries like oil spillage, pollution of most natural water sources, global warming, carbon emission, and continuous exploration of crude oil and other solid minerals within the Africa soil without coordinated efforts to institute national and continental programmes for environmental sustainability challenge the very notions of development projected in Africa by the Western Global economic and human development assessment standards. Put in more critical terms, without efforts to address the issues of environmental sustainability alongside projected efforts to attain national and continental development in Africa, the resulting state of affairs will be a mockery to existing social and public policies on development.

4. Assessing the Developmental Challenges in Nigeria

On the Nigerian particular scenario, before now assessment of national developments have been based on Gross GDPs calculated over stipulated time, but also placed on par with the developmental pedigrees of the advanced Western nations, thereby being subject to International Economics, Trade and politics. According to Ezeanyika & Oruebor (2001), "the use of GDP has long dominated, and greatly influenced the discussion on economic growth and development". This measuring standard in the contention of the authors have been criticized as not being most appropriate standard for measuring a country's rate of development. To fill in the required gap, other alternative measures were adopted and fundamental to them is the Human Development Index (HDI) which was developed by the United nations development Programme. (Ezeanyika & Oruebor, 2019). As the HDI's appraisal of development suggests, the important parameters of education, income and life expectancy stand premium to the concerns of national development. For Ezeanyika & Oruebor, (2001, 178), while human development is perceived as a process of increasing people's choices and income seen as having inevitable impact on human development targeting escape from poverty and living above assumed expectancy, life expectancy and education remain central to the improvement of human capabilities. In the wake of all these yardsticks for measurement, one imagines the actual instrument with which to measure

development in Nigeria. There is also the current accusations to the Western world and Europe of strategically undermining true development in Africa, especially through the various neocolonialist modes. This brings back the suspicions on acclaimed globalization agenda, foreign loans disbursement through the United Nations Financial organs (World Bank, IMF), internationally-influenced social and public economic policies over time, and the perceived exploitation of the country's natural resources (Crude Oil theft, bunkery and other corrupt sponsored state-economic practices. A very recent African-based developmental assessment reports that,

The depreciation of African currencies persisted in 2023, albeit to a lesser extent than in 2022. Under pressure from sustained high global interest rates and continued global uncertainty fueled by geopolitical and trade tensions, most African currencies depreciated further against a stronger US dollar in 2023. For instance, Nigeria's exchange rates depreciated by 95.6 percent in 2023. This depreciation largely reflected a correction following reforms in the foreign exchange market in June 2023, which led to the floating of the Naira. (ADB, 2024)

An attempt to integrate these separate assessment tools alongside the claims of neocolonialist impact on African's slow-walk to development, defining the right parameters for assessing development in all its major facets become confusing, complex and relative. In modest terms, however, a critical look into the demands of sustainable development takes us into wider and more integrating measures of development.

5. Social Science Education in Nigeria and its Role in Enhancing Sustainable Development

The education system in Nigeria has not remained passive towards incorporating Social Science subjects and courses within its school system comprising primary, secondary and tertiary educational levels of teaching and learning. This can be seen in the Nigerian Social Science curriculum which flaunts such subjects like geography, economics, political science, sociology, history, psychology and business studies at both the secondary school and tertiary schools spread across the country. (Federal Ministry of Education, 2017)

While the focus of Social Science is the study of human beings in their various aspects of social lives to enable them pursue functional careers (professionalism) and contribute to the growth of society, social studies inculcates local knowledge of the immediate environmental terrains where every citizen is born and develops to adulthood. The point here is on development of the person as a responsible social entity who is expected to have developed capacity to act and represent oneself well in the different spheres of social interaction. As can be seen in the *Encyclopedia Britannica*, social science education comprises several disciplines that study human societies, social interactions and day-to-day social processes that are key to preserving the social entity and or effect desired change where necessary. While economics carries out analysis on the production, distribution and consumption of goods and services within a country, political science deals with examining the structures of governments, policies and political processes that shape public behavior within states. Geography as a discipline takes into consideration the study of man's overall physical environments especially those features typical to the country under study and what measures the citizens have to effectively manage them. It also explores relationships between people, places and environments. There is also anthropology which

explores human societies, cultures and behaviour across time and space. In these and other social science education courses and subjects, the focus is on helping individuals understand complex issues, acquire critical thinking skills and develop problem-solving attitudes in order to prepare them for social work, career, education and research and more over to take charge of the society which among them is the society's development needs.

In line with the unassuming role of social studies which particularizes understanding of one's social and physical environments to his or her immediate environment, social science education prepares the student for responsible life ahead and instill in him or her adequate local knowledge to foster genuine community and society-based development and not just some developmental ideals imposed by foreign or alien sources and educational systems. It is within the integrating and localized educational terrain of social science education that the thrust of this study is directed to. This is because, the expectations of sustainable development are options that are best explored from "within" the system rather than "adopting foreign assessment standards". In as much as the parameters that define sustainable development are universal and rather spelt out in the UN SDGs (2015), attaining such developmental goals as required from the particularized social and geographical settings would be best pursued from within with the citizens actually getting involved, albeit under the supervision of government structures and social policies that reflect local developmental demands. Of course producing citizens with adequate local knowledge, problem-solving attitude and requisite technical skills to enhance actual developmental needs of the country remain the chief goals of social studies and social science education. The clamour for producing environmental citizens points specifically at the function of education directed towards inculcation of right values, attitudes and skills for life in the society. Efforts to foster sustainable development go beyond the functions of governments to include the individual and collective activities of people at micro-social levels. The obligations to defend the natural habitats, ecosystems, natural waters, forests, atmosphere and unique natural resources from continuous depletion in the hands of selfish industrialists and greedy political actors (local and foreign) begin with environmentally responsible citizens. To attain the requisite economic and technological developments deserving of a nation, the government and citizens should principally be bonafide actors and agencies through which robust sustainable development is championed. How else can these actors and agencies of change and development be tutored, nurtured and mentored to become environmental citizens and harbingers of development if not through effective educational system, and functional social science education in particular? One therefore in this paper holds stakeholders of the education system in Nigeria accountable for building a healthy and pragmatic social science education geared towards improving the human developmental needs of the country. At this point in time, we make allusion to the remarkable motto of the Man O' War Order which states thus: "Build the man, build the Community". Typical to the order's objectives is an overwhelming curriculum on leadership development. These range from goals of training people for "good citizenship and responsible leadership". If we agree with the corporate objectives of the Man O' War, Nigeria, then there should not be much ado about incorporating human development as a special principle that works hand-in-glove with the demands of sustainable development. Such practices should be replicated at the various levels of education in the country. Development and environmental studies are important aspects of social science education which should be inculcated into Social Science Education curriculum and well taught in Nigerian schools. This piece indisputably sees an intrinsic connection between human development and the obligation towards environmental

sustainability and sustainable development. Citizens should be environmentally responsible to foster genuine sustainable development in their various communities, states and nations. The true agency to a nation's sustainable development project should be the citizen himself or herself who already is assumed to have been tutored in the social science education courses which are supposed to be compulsorily taught in the primary and lower secondary schools. These days, the emphasis on environmental milestones are not just social responsibilities of state actors but have at its basic unit of application individual environmental actions defined in daily, monthly and annual action plans thereby making each citizen a key player in attaining the UN sustainable development goals. (UNEP, 2022; CBSNews, 2007) With regard to preservation of the environment, and perceived benefits in cyclic production and industrial models, economic models are now championed along cyclic arrangements like is obtainable in the Circular economy model. (Ellen MacArthur Foundation, 2013). This environmental-friendly economic strategy fosters growth and development under the economic development goals without depleting the scarce natural resources but also ensures that less capital is used to attain maximum production and as such improves the GDP of the state from both the private and public sectors. In light of the above arguments, one sees the unique positions accorded to human development and sustainable development. One is intrinsically tied to the other. It is from a robust culture of human development that sustainable development is conceived. Subsequently, with established sustainable economic development strategies, other aspects of development build and grow: technological and others. At the base of all developmental ideals is the premium on human development and this is where Social Science Education serves as basic mentorship guide, but also instrumental to acquiring the essential skills to drive the course of development in any nation. In confirmation of this remarkable role of social science education in preparing eligible statesmen and responsible citizens, social science education "aims at providing learners with an awareness of possible situations and their possible roles in shaping the future." In furtherance, it is acknowledged that social science education inculcates the right personal and social values, democratic and constitutional values necessary for responsible citizenship. (Testbook, 2024) To corroborate this line of argument, one finds reason to accept Ogunbiyi's opinion that the inclusion of social studies education into the Nigerian school curriculum was because of the belief that the subject has the capacity to positively influence, improve and change students' behaviour towards acceptable norms, beliefs, values and attitudes of society. (Ogunbiyi, 2011). Social studies is essentially acknowledged for its task of inculcating the requisite social values and attitudes that make one a functional member of the society. In corroboration of this fact, Dukanwojo (2023) maintains strongly that social studies education lays enabling foundations for active global citizenship, as the student achieves the right skills and capacity to driving sustainable development forward. In a more emphatic way, Umoh (2003) expresses the role of education on fostering sustainable development as a contextual phenomenon. In his opinion, "for social science education to be relevant in ensuring sustainable development, it must focus on the identification of contextualized patterns that can guide action and serve as models for analysis-guided policies. It must derive from the context of our own societal realities that is crucial for greater analytical efficacy and more effective social action and socio-economic development of the developing nations'. This implies that teachers of social studies and other social science subjects engage their students in learning programmes that capture the immediate time-space exigencies affecting the society. Bringing up immediate developmental and environmental issues typical to students' geo-political learning environments can facilitate genuine understanding of

specific problems and knowledge on the best ways to address the challenges. Knowledge in this context should be localized, pragmatic and evolutionary.

It is important to note that, as an educational discipline, the focus of science education is first of all empowering teachers with the desired skills to make impact on students thereby continuing already established mentorship function for the progress of society. It is no wonder then the Imo State University Science Education Department spells out clearly, that the mission statement of its social science education department is

to acquaint her undergraduate student-teachers with the cumulative trends of past events that are relevant to current problems, needs and aspirations of the immediate and wider world, as well as the acquisition of the pedagogical skills and strategies to contribute positively and remarkably in the improvement of Nigerian educational system, and also become teachers without borders.

Following from the above therefore, the objectives of the Department stems from training Social science teachers with academic and professional competence to inculcate knowledge within the various levels of the education system. Apart from ensuring that these teachers are knowledgeable and reliable in their respective areas of specialization, they should be skillful in classroom and man management.

Conclusion

In sum, the projections of this paper is that traditional economic models of assessing development have not really worked for the African continent and Nigeria in particular. This phenomenon is attributed to the pervasive influences of international politics, exploitative global parameters for international trade with Africa over the years, and neocolonialism. The actual challenges confronting African's real development came to limelight with the visible environmental challenges caused by adopted western industrial and commercial practices as seen in the continuous depletion of natural resources' reserves within African soil. With the wake of sustainable development and environmental sustainability projections therefore, a more accommodating and genuine conception of development for Africa was born. This paper adopts this concept of development and situates the place of education in it. It is the contention of the the authors that there is necessary connection between the field of social studies and social science education and sustainable development. For sustainable development to be attainable, everyone must be involved, government and citizens alike. To ensure that environmentally responsible citizens who would drive the wheels of the desired sustainable development are produced, the mentorship and tutelage programmes of social studies and social science education remain fundamental requirements.

Recommendations

- * There is need to declare affirmative action on the natural environments and rich natural reserves in Nigeria against the continued economic and industrial explorations.
- * Environmental and development studies should be made compulsory in all cadres of the education system in Nigeria.

- * There is need for training and retraining of social science teachers on sustainability and environmental skills especially those affecting the Nigerian environments so as to have the technical know-how to inculcate the right skills in their students.
- * At this point in time, the services of environmental experts and social science academics should be jointly employed and sponsored by the Government (Federal, State and Local Governments) to review and improve the curriculum to suite the actual sustainability and developmental needs of the various catchment areas.
- * The authors recommend that the Federal Ministries of Education and Environment, and the National Emergency Management Agency work in synergy to forestall further damage and possible rehabilitation to the already endangered Nigerian natural ecosystems.
- * Pragmatic social policies on sustainable development relative and original to the Nigerian particular needs should be sponsored and placed as key economic drivers to development over and above full adoption of alien models if genuine development is to be attained in the country.

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**EFFECTS OF AGRICULTURAL SCIENCE PRACTICAL ACTIVITIES AND
ALTERNATIVE TO PRACTICAL ON SENIOR SCHOOL STUDENTS'
ACHIEVEMENT IN OBSERVING AND MEASURING SKILLS**

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ABSTRACT

Agricultural science students lack needed skills for basic agricultural practices and as such cannot solve problems requiring such skills. The study therefore investigated the effect of Agricultural Science Practical Activities and Alternative to Practical on students' achievement in observing and measuring skills. Two research questions and two null hypotheses guided the study. A quasi-experimental research design was adopted. The population is 366,593 senior secondary students in Imo State with a sample of 87 students drawn from two schools out of 301 public Schools using purposive random sampling technique. One of the schools was assigned practical activities and to the other alternative to practical. Researcher made test instrument titled "Agricultural Practical Activity Achievement Test" containing 25 practical test items was used for data collection. The instrument was validated by three specialists. The reliability coefficient of 0.76 was obtained using Kuder-Richardson 21 (K-R21). Research questions were answered using mean and standard deviation while ANCOVA was used in testing the hypotheses. Findings include that students taught Agricultural Science (AS) with practical activities performed higher than their counterparts taught using alternative to practical. There is a significant difference in the mean scores of acquisition of observing and measuring skills between students exposed to practical activities and those exposed to alternative to practical. It was recommended among others that teachers should encourage students to develop skills such as observing and measuring skills in agriculture by engaging them in real farm practicals that will inculcate such skills in them.

Key words: *Agricultural Science, practical activities, observing, measuring skills*

Introduction

The primary role of practical agricultural teaching and learning is to equip students with the requisite knowledge, attitude, practice and skills in undertaking agricultural tasks. Practical skills training in agriculture is also expected to motivate and generate entrepreneurial skills among students (Onuekwusi & Okorie, 2008). The inclusion of agricultural science (AS) as a pre-vocational subject at the basic level (primary and junior secondary schools) and as a vocational subject at the senior secondary school level is one of the educational initiatives meant to effectively restore agriculture to its enviable position (FRN, 2013).

In spite of all the policies and programmes initiated by the Federal government, records of the West African Examinations Council (WAEC) showed that agricultural science results are generally poor in Nigeria (WAEC, 2015, 2019). Many stakeholders have expressed serious concerns about the poor academic performance of Agricultural Science students (both in the practical and theoretical sections), since many of them may not have sufficient interest in enrolling in agriculture-related courses in the near future. Otekunrin, Oni & Otekunrin, (2019) noted that this may result in food insecurity in the nation and ongoing reliance on other nations to feed the growing population (importing food). To remedy the poor performance in science subjects, including agricultural science, the Chief Examiners for the science subjects generally recommended that candidates should be taken through many practical lessons to improve their performance as well as be allotted more time during practical lessons (WAEC, 2019).

As a result of this poor achievement of students as well as poor skills in agriculture and the resultant food insecurity in the nation, it is important that students must be exposed to laboratory/ field work and agricultural experiences at an early age in order to develop a solid understanding of agricultural concepts, acquire skills and to be able to avoid making simple mistakes and errors that are made during practicals in external examinations such as WAEC and NECO (Ige, Busari & Ojo, 2016). Hence, practical skills in teaching and learning as well as in assessment of students' outcomes are of paramount importance in agricultural science education, for food security, national development and global food security. These can be achieved through practical activities in the school farm.

School farm is a major component of the school and with a vision to bring back unprecedented rebirth in teaching and learning of AS that is practical oriented and able to complement what the students are being taught in the classroom environment. Unfortunately, many schools do not have functional school farms where students practice skills they learnt theoretically in classrooms.

Observing and measuring skills are foundational skills among the basic process skills which are essential in the development of sound and balanced agricultural science students who will use their skills in solving man's problems. The basic science process skills include: observing, measuring, inferring, classifying, predicting and communicating. In this study, the researcher concentrated on observing and measuring skills. The formation of Science Process Skills (SPS) is the first step in learning science from birth to maturity. This is due to the fact that science process skills act as a motivator for learners to engage in the kinds of activities that foster reflective thinking and knowledge acquisition (Idiege, Nja, and Ugwu 2017).

Observing skills include the use of senses of seeing, hearing, feelings, touching and smelling. Its results constitute primary experience or a primary source which is a major ingredient in science learning. According to Idiege, Nja and Ugwu (2017) students are said to have acquired observing skills when they are able to notice details in objects, break things into parts, draw what they see and label parts of the drawing, be able to identify characteristic changes and compare objects and sequence of events.

Measuring involves using standard and non-standard measures to describe dimensions. When we measure some properties, we compare the property to a referent called unit. Measuring gives a better description of the item under consideration. The ability to identify the measurement required, specify the instrument to be used, compare the measurement with specific instrument and add up to the total measurement for the purpose of determining

accuracy is a demonstration of measuring skills (Idiege, Nja & Ugwu, 2017). Acquiring observing and measuring skills by AS students require adopting an efficient teaching and learning strategy. According to Diise, Zakaria and Mohammed (2018) several teaching methods (lecture, demonstration, practical method, etc) have been employed in teaching and learning of agriculture to impact the needed knowledge, attitude, practices and skills on students.

Lecture method is the most commonly used method in teaching in schools. However, Bello, Ibi and Bukar (2016) observe that the lecture method is considered ineffective due to the fact that it creates little impact on learners' academic performance because the lesson is dominated by a teacher talking to the learners where the learners remain passive listeners and recipient of knowledge unlike in practical method where learners participate actively in the lesson. Demonstration method refers to the type of teaching method in which the teacher is the principal actor, while the learners watch with the intention to act later. Here the teacher systematically shows whatever the learners are expected to do at the end of the lesson by showing them how to do it and explaining the step-by-step process in undertaking the task (Diise, Zakaria & Mohammed, 2018). Adopting demonstration teaching strategy in lesson delivery improves recall as well as acquisition of skills when students are allowed to practice on their own, either in groups or individually following the step by step procedure given by the teacher. It therefore involves practical demonstration of the skills in the task.

Practical teaching and learning is a process of creating learning experience in which students interact with materials or with secondary sources of data to observe and understand the natural world (Lunetta, Hofstein and Clough, 2007). Resilient educator (2020) observed that the purposes of class project (practicals) in agricultural education have expanded beyond skill acquisition and proficiency to include personal development for diverse career preparation beyond agriculture. Organizing practical learning process in order to create concrete experience from proper teaching and assessment for learners has been a concern for researchers, teachers and academics. According to Chukelu (2009), practical activity method is more effective in fostering students' acquisition of science process skills than the lecture method. Practical lessons which is often referred to as practical work or 'hands on' experience or sometimes experiential learning is aimed at exposing students to practical reality of learning objects to enhance students familiarity and mastering of the objects of learning in agricultural science (Diise, Zakaria & Mohammed 2018).

Despite the following challenges militating against the adoption of practical activities in teaching and learning of agriculture: Teaching skills of teacher; negative attitude of students; poorly developed school farm/garden; inadequate tools and instructional materials; lack of funds; limited period on the school time table (Kabugi 2013; Diise, Zakaria and Mohammed 2018), practical approach to learning agriculture remains the faster way of inculcating skills in students in senior secondary schools.

Alternative to Practical paper is simply an alternative mode of assessment to the Practical Examination paper of WAEC and NECO. Students do not need to go to the farm to pass this paper. To Nwana (2007), these alternative to practicals feature essentially theoretical simulations of practical situations. According to Otiye as cited by Acholonu (2011), it emphasizes theoretical knowledge at the expense of technical, vocational and entrepreneurial education. It is also devoid of the real practical work which can equip learners with the knowledge and skills to face the challenges of the Nation and the emerging global change. It is

contrary to Constructivist learning environment which provide learning environments such as real-world settings or case-based learning instead of predetermined sequences of instruction.

The theory of constructivism by John Dewey (1916) is relevant to this study. It has a contemporary view of learning which states that learning is an active process of creating meaning from different experiences. In other words, students will learn best by trying to make sense of something of their own with the teacher as a guide to help them along the way.

Therefore exposing students to real life experiences in the farm will stimulate faster learning and consequently inculcate practical skills in them that will make them capable of solving human problems.

Poor skills of students in agricultural science has been a recurring decimal over the years, resulting to poorly equipped citizens who will help to solve the problems of food insecurity in Nigeria. AS students often lack the needed practical skills to undertake basic agricultural practices. Despite the fact that AS is a practical oriented subject, students rarely have opportunities to practise what they learn in the classrooms in relation to real life situations. Practical activities are mostly taught to students only for a short period before they write external examinations (WAEC and NECO SSCE) which has little or no impact in their skill acquisition. The WAEC Chief Examiner in his report (2019), lamented that the responses of candidates to some of the science subjects including agriculture, showed that they were not adequately prepared for the examination. Students find it difficult to display skills which require their five senses such as observing and measuring during practical examinations. Furthermore, there is over reliance on lecture and demonstration teaching methods in the classroom for teaching agricultural skills, which often failed to impart in students the required skills and attitudes to be able to take up farming after graduation. Could this be due to ill preparation of these graduates with practical skills in agriculture? To worsen it is the assessment of AS students in practicals using the "Alternative to practicals" by Examination bodies like WAEC and NECO as against farm practical examinations, which do not encourage skill acquisition.

To the best of the researchers' knowledge, little or no work has been done to solve this problem. To further discover the best way of teaching and learning of agriculture in senior secondary schools to enhance skills acquisition, the researchers wonder if investigating the effects of agricultural science practical activities and alternative to practicals on students' observing and measuring skill acquisition could improve their performance, hence, this study.

The study is aimed at determining the effects of agricultural science practical activities and use of alternative to practicals on students' acquisition of observing and measuring skills.

The following research questions guided the study:-

1. What are the mean scores of students exposed to observing skills in agricultural science using practical activities and those exposed using alternative to practicals?
2. What are the mean scores of students exposed to measuring skills in agricultural science using practical activities and those exposed using alternative to practicals?

The following null hypotheses (Ho) were formulated and tested at significance level of 0.05:

Ho₁: There is no significant difference in the mean scores of observing skills of students exposed to practical agricultural science activities and those taught using alternative to practicals.

Ho₂: The mean scores of measuring skills of students exposed to Agricultural practical activities and those exposed to alternative to practical do not differ significantly.

Method

A quasi-experimental research design was adopted for the study. The population consists of 366,593 senior secondary students in Imo State. A sample of 87 students was drawn from two schools out of 301 public Secondary Schools in the twenty-seven L.G.A. using purposive random sampling technique for the ease of assessment of the students in both schools. One of the schools was assigned practical activities while the other school was assigned alternative to practical. Intact streams were used in both schools. Researcher made test known as Agricultural Practical Activity Achievement Test (ASPAAT) developed by the researcher was the instrument for data collection. It consists of 25 practical test items was the instrument used for data collection. The instrument was validated by two specialists in Agricultural science Education and one in Educational measurement and evaluation. The reliability test was done using Kuder-Richardson 21 (K-R21) which gave a reliability index of 0.76.

Experimental procedure: The regular Agricultural Science (AS) class teachers were used for the study in both Practical Activity (PA) and Alternative to Practical (AP) groups. The AS teachers who took the Practical group were guided on the application of the practical instructional approach while the AS teacher who took the AP group used the demonstration and lecture method since intact streams were used. Both teachers were given lesson plans prepared by the researcher to ensure that they do not deviate from the procedures needed to deliver both practical lessons and alternative to practicals. Agricultural Science Practical Activity Achievement Test (ASPAAT) was used for both pre-test and post-test. The PA group consisted of teaching selected AS concept: Weeds and weed control and Livestock nutrition using practical activity method. This involved exposing students to practical exercises in the farm/field, use of specimen/materials to concretize learning as well as foster students' interaction with their environment as the students were made to observe weeds and livestock feed stuff and to identify them or measure them as the case may be and also interact with their teacher. The AP group was taught the same AS skills using demonstration and lecture method. Lesson plans for both the PA and AP groups were the same in terms of contents, basic instructional objectives, length of time for teaching and mode of evaluation except for practical activities in the PA group. The post-test was administered by the teacher (under the supervision of the researcher) after reshuffling the items at the end of four (4) weeks of twelve periods to the subjects in the two groups using ASPAAT. The specimens used for the test were provided by the researcher. The scripts from both pre-test and post-test of the two groups were marked, scored using the marking guide and the data analyzed using mean, standard deviation for the research questions and analysis of co-variance (ANVOVA) for the hypotheses at 0.05 level of significance. ANCOVA helped to compare the mean of the two treatment groups using pre-test result as covariate for the post test and to take care of the initial differences.

RESULTS:

Table 1: Mean and standard deviation scores of observing skills of students exposed to Agricultural Science Practical Activities (PA) and those exposed to Alternative to Practical (AP).

Treatment Group	N	Pre-test Mean	SD	Post-test Mean	SD	Mean Gain
Practical Activities:	45	10.84	1.68	15.47	1.62	4.63
Alternative to Practical:	42	10.81	2.00	13.29	1.89	2.48

Result in Table 1 shows that students exposed to PA at pre-test and post-test obtained mean ($\bar{x}$) and standard deviation (SD) of 10.84 and 15.47; and 1.68 and 1.62 respectively, while those exposed to AP at pre-test and post-test obtained ($\bar{x}$) and SD scores of 10.81 and 13.29; and 2.00 and 1.89 respectively. Also the mean gain scores of observing skills of students exposed to PA and those exposed to AP are 4.63 and 2.48 respectively indicating that the students exposed to PA performed higher than those exposed to AP. The SD scores of 1.62 and 1.89 for students exposed to PA and those exposed to AP respectively at post-test also indicate that students exposed to PA performed better than those exposed to AP.

Table 2: ANCOVA result on difference in the mean scores of observing skills of students exposed to PA and those exposed to Alternative to Practical (AP)

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	319.279 ^a	2	159.640	292.633	.000
Intercept	59.983	1	59.983	109.953	.000
Pre-test	215.947	1	215.947	395.850	.000
Treatment	100.479	1	100.479	184.187	.000
Error	45.824	84	.546		
Total	18440.000	87			
Corrected Total	365.103	86			

a. R Squared = .874 (Adjusted R Squared = .872)

Result in Table 2 shows that the mean score of observation skills of students exposed to PA is significantly different from those exposed to AP. Therefore, the null hypothesis is rejected.

Table 3: Mean and standard deviation scores of measuring skills of students exposed to PA and those exposed to AP

Treatment Group	N	Pre-test Mean	SD	Post-test Mean	SD	Mean Gain
Practical Activities:	45	9.71	2.86	15.04	2.60	5.33
Alternative to Practical:	42	9.64	2.21	12.14	2.66	2.50

Result in Table 3 shows that students exposed PA at pre-test and post-test have mean scores ($\bar{x}$) and standard deviation (SD) scores of 9.71 and 15.04; and 2.86 and 2.60 respectively while the students exposed to AP at pre-test and post-test have ($\bar{x}$) of 9.64 and 12.14 with SD scores of 2.21 and 2.66 respectively. The mean gain scores of measuring skills of students exposed to PA and those exposed to AP are 5.33 and 2.50 respectively, indicating that the students exposed to PA performed higher than those exposed to AP. The SD of

2.60 and 2.66 for students exposed to PA and those exposed to AP respectively at post-test also shows that students exposed to PA activities performed higher than those exposed to AP.

Table 4: ANCOVA result on difference in the mean scores of measuring skills of students exposed to agricultural science practical activities and those exposed to alternative to practical

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	684.976 ^a	2	342.488	338.547	.000
Intercept	109.187	1	109.187	107.930	.000
Pre-test	502.076	1	502.076	496.298	.000
Treatment	174.804	1	174.804	172.792	.000
Error	84.978	84	1.012		
Total	16965.000	87			
Corrected Total	769.954	86			

a. R Squared = .890 (Adjusted R Squared = .887)

Table 4 reveals that there is a significant effect of treatment on the students' acquisition of measuring skills in Agricultural science. Based on this result, the null hypothesis was rejected implying that the mean scores of measuring skills of students exposed to PA and those exposed to AP differ significantly at 0.05 level of significance.

Findings: 1. The mean score of observing skills of students exposed to agricultural science practical activities was significantly higher than the mean score of those exposed to alternative to practical.

2. The mean score of measuring skills of students exposed to agricultural science practical activities was significantly higher than the mean score of those exposed to alternative to practical.

Discussion:

This study found that students exposed to agricultural science practical activities scored on average higher on observing skills than students exposed to alternative practicals. This variation is important. It suggests that engaging children in real agricultural tasks has a big impact on how well they learn to observe things. This study is consistent with the findings of Diise, Zakaria, and Mohammed (2018), who found that the project style of instruction greatly enhances agricultural students' technical competency and skill acquisition. Project employs useful actions to operate more effectively. It is also in concordance with Nnorom and Obi (2013) who investigated the effect of practical activities on achievement in Biology among secondary school students in Anambra State. Their result revealed significant difference between students exposed to practical activities and those taught in the conventional way. This therefore suggests that students exposed to practical style of instruction acquire better skills such as observing skills than their counterparts taught in the conventional way. The ability to make good observations is also essential to the development of other science process skills.

It was found also that mean score of measuring skills of students exposed to agricultural science practical activities is significantly higher than the mean score of those

exposed to alternative to practical. This implies that agricultural science practical activities enhance students' acquisition of measuring skills more than just exposing them only to alternative to practical. This is in line with Chukelu (2009) who investigated the effects of biology practical activities on students' process skill acquisition in Abuja Municipal Area Council and found that practical activity method was more effective in fostering students' acquisition of science process skills than the lecture method. This is also in agreement with Ibe (2016) who investigated on the impact of Guided-inquiry teaching on Primary Pupils acquisition of Science process skills and Attitudes. The results show that the guided-inquiry enhanced the experimental group pupils understanding of primary science concepts as well as the science process skills more than the group taught with lecture method. The result therefore implies that the students exposed to practical activities mastered the different measuring instruments in AS and they also mastered solving simple conversion of units.

Recommendations

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

1. Teachers should encourage students to develop interest in practical activities by engaging them in practical activities early in life. This will help them develop observing skills early enough which would be mastered over time.
2. Every school must have adequate farm lands for students' practical activities. This is because the success of adopting practical activities lies on the availability of equipment and materials for students to practice with, in the school farm. This is pertinent because students cannot learn certain skills such as measuring without materials to measure with.
3. Examination bodies like WAEC and NECO should revert to farm practical method of evaluating agricultural science students rather than alternative to practicals. This will mandate teachers to expose their students to different process skills such as observing and measuring through practical activities. Students will therefore learn the skills which must be evaluated at the end.

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**USING STM, AND RESEARCH RESOURCES TO DEVELOP
ENTREPRENEURSHIP SKILLS FOR YOUTH AND SUSTAINABLE
ENVIRONMENT IN NIGERIA**

BY

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Abstract

This paper highlighted on the use of STM and Research resources to develop entrepreneurship skills for youth and a sustainable environment. Entrepreneurship is a task with struggle providing insight for profit and risk in setting up enterprise for self-reliance job. The STM and Research resources have to do with human and material resources of STM and Research enhancing the development of the entrepreneurship skills needed by today's youths for sustainable development with a view as source of employment. The sample of the study consisted of 820 STM and Research (STMR) human resources from 150 sampled secondary schools in Owerri Educational Zone. A four point likert scale Questionnaire was developed as instrument for data collection, comprising sections. A-personal data, section B for STMR human resources and section C for STMR material resources. The results of the findings showed that the column average score of 3.50 STMR human resources are resourceful, hence they attended conferences, workshops and seminars and are high levels in qualification. Research is useful because the product has sufficient local content which must consider the interest of the scientists in the Diaspora as benefit of the training. They are also computer literate and can provide improvise teaching materials. The average score is 3.35 STMR material resources, are adequate, and available for the development of entrepreneurship skills for the youth and sustainable environment in Nigeria. Based on the findings appropriate recommendations were made for more resourceful situation.

Introduction

Entrepreneur comes from a French word, "entrepredre" which means to undertake, i.e., one who undertakes to supply goods or services to the market for profit (Oyeniyi, 2003). This reflects the trends prevailing in other spheres of economic and social activities. Entrepreneurship is a task with struggle entailing efforts, profits and risk in the setting up of enterprise. It acquires skills of identification of potential and learn designing and conducting development that motivate self-reliance. Ezenwanne, (2023). Stated that entrepreneurial intention and skills needed by today's youths for sustainable development, will create enabling environment. Bejinaru, (2018). Cited that, assessing students' entrepreneurial skills needed in the knowledge economy management and marketing will enhance and sustain the youth and environment on the need and scope of entrepreneur, would be translating ideas into design and formulation of strategies which would provide an insight in to real life situation. Therefore, (Bolarinwa, 2001). Confirmed that entrepreneurship elements are combination of motivation, vision with judgment,

communication, determination, optimism, courage endurance and the power of creating co-operation which finds market opportunities through STMR potential. Douglas, Shepherd, & Venugopal, (2021). Opined that, the above multi-motivational are general model of entrepreneurial intentions. These would aid the youths (participants) to determine whether they would be able to sustain their businesses in the future (Brindley, 2005). Thus, which is the major problem Nigeria faces today; graduate unemployment, young men and women leave the universities, polytechnics and college of education every year with little hope of securing jobs (Ojeage & Owolabi, 2011). Science, Technology, Mathematics and Research will help being in touch with the latest information in global research and contribute articles to journals with impacts of foreign training for development of the nation. Lee, Holland, & McNeill, (2022). Stated that entrepreneur is a global sustainable development in the twenty-first century. Ojukwu, (2001). Pointed that entrepreneurship development as a programme of human capital development inputs aimed at increasing the supply of adequately trained entrepreneurs through STM and Research potential who are motivated to make a success out of business. Ezeudu, (2008). Opined, that it is therefore the process of owning and managing business enterprise with the hope of making profit. Asoegwu, (2008). Viewed, that it is the youth majority of entrepreneurship respondents who have higher education, in STM and Research insight to achieve greater growth and demonstrate a higher level growth intention to the succeed in the business.

The Youth Unemployment Development Scope

The youths have the challenge of limited and poor participation in the economy. Therefore, youths should acquire the skills and work experience in STMR knowledge that they need to assist in sustaining the economy. According to Ilo publication, (2005). Nigerian youths are between 18 to 30 years of age. The youth unemployment constitutes 73% of the total unemployment in the country. Thus, the ratio of adult to youth unemployment is about 1:3 respectively. Hence, about 42% of the youths under the age of 30 are unemployed, compared to less than 17% of adults over the age of 30. In fact, employment of youths aged between 18 and 24 years old has fallen by more than 20% since December 2008 and unemployed youths to be less skilled and inexperienced in STMR talent, almost 86% do not have formal tertiary education while two-thirds have never worked, (Labour Force Survey 2011).

However, the STMR knowledge in entrepreneurial activity in youths remain extremely low at 6% of the total youth population. Thus, entrepreneurship among STMR youths will have a positive impact not only on the social plane of bringing equality in the economy, also by raising the levels of the overall economic indicators of the country. Al-Qudah, Al-Okaily, & Alqudah, (2022). Opined, that the relationship between social entrepreneurship and sustainable development from economic growth perspective of creating and managing sustainable and efficient business capable of providing attractive permanent jobs and employment growth for the country. Therefore, youth empowerment through STMR skills in entrepreneurship will reduce youth unemployment and provide the enabling and secure environment for the youth to be gainful in the employment for economic development and adequate supply of infrastructural facilities such as road, communication network, water, electricity etc. Science, Technology, Mathematics and Research wealth and public support needed to enable continued investment to the country for development of the youths for self-reliant job for the unemployed youths.

STMR Resources for Developing Entrepreneurship Skills

Science, Technology Mathematics and Research (STMR) resources have contributed significantly to the sustainable development of the nation. Ogunmade &Co. (2007). Affirmed that nevertheless, it is important to note that developing literacy in (STMR) for sustainable development cannot be achieved in a vacuum. This requires scientific materials and human resources essential for teaching-learning process. STMR required human resources should have adequate understanding on aspect of nature science that compromises awareness of the complex relationship between science, and the society that explain life experiences of the learner, lecturer, or educator through concepts, theories, principles, scientific processes and communicating the information got in research to develop skills in youths for self reliant jobs. Hence, the essential materials for learning include textbooks, laboratories, library and infrastructure. Researcher still opined that, it is also important to note that science is doing and involves regular hands-on practical and activity work for learners to develop scientific literacy for the attainment of entrepreneurship skill for the sustainable development of the youth and environment. Finally, institutionalization of science, technology, mathematics and research for national development, innovations and linkages in the industrials, organizations, private sectors are fundamental requirement to flourish human resources.

STMR Resources to Develop Entrepreneurship Skills for Youths and Sustainable Environment

Environmental education is the ultimate aim of entrepreneurial skills to aid youths (learners) in developing into citizens who possesses the knowledge, skills and attitudes which will enable and encourage them to engage in environmentally responsible behavior (Knapp, 1995). Okebukola, (1993). Defined environmental education as the process of acquiring or transmitting knowledge, attitude and skills for the sustainable use of natural and man made resources, which will enhance the learning of entrepreneurial skills. However, according to Ezeudu, (2008), our STM education has failed in its responsibilities of fostering scientific theories as the graduates roam the streets with no job and no skill to start of their own business. Thus, there is need to introduce entrepreneurship skills, using STMR resources to educate the youths for sustainable entrepreneurial skills acquisition of right science, technology, mathematics and research information to communicate habit, skills and attitude as a means to face unemployment. Eniola, (2020), viewed Entrepreneurial as self-efficacy and orientation for SME development to aid and enhance employment in the country. Maduabum, (1992). Supported, that competence as used in this context refers to combination of knowledge of skills and attitudes that can be developed in youths through training that are adequate for accomplishing some specific tasks like entrepreneurial skills.

The teaching of chemistry, biology, physic, mathematics and research information therefore, must be directed towards the use of local materials which must be from the learners environment. Cano, & Tabares, (2017). Confirmed, that determinants of university students entrepreneurial intention are bearing in mind the training, experience, research information and academic qualifications, a tremendous effect on the national man-power and capacity building, will be achieved through STMR knowledge as to again self reliant job. Ashmore, (1989). Highlighted that entrepreneurship education offers students opportunity to anticipate and respond to change.

Hence, Iloputaife (2002) quoting Uwameiyi (1994) and Iloputaife (1997). Stated, that functionality in education (entrepreneurship in STMR education) would serve to:

1. Identify' students possessing entrepreneurial traits.
2. Motivate and develop students for launching and managing their own scale business enterprises.
3. Create necessary awareness and motivation in students for promoting Self employment alternatives to wage employment, through STMR information.

Statement of the Problem

Nigeria is economically depressed and could not provide the basic tools for industrialization. The country is frustrated, with unemployment due to lack of technical skills in sciences, technology, mathematics and research information in 'human resources. In addition, it is a hindrance to advancement in science education due to its economically colonized with dishonesty, embezzlement and looting of public fund. In other words, to solve these problems the researchers suggested developing entrepreneurship skills using STMR resources for the youths and a sustainable environment with the provision of self-employment .

Purpose of the Study

The study intended to develop entrepreneurship skills using STMR resources for the youths and a sustainable environment with a view to helping as a source of employment for potential growth.

The study specially sought to;

1. determine the level of youths (human resources) in STMR knowledge in developing entrepreneurship skills in the environment.
2. determine the availability of the material resources in STMR insight for developing entrepreneurship skill in the environment

Research Questions

Two research questions were posed to guide the study.

1. To what extent are human resources in STMR necessary for the development of entrepreneurship skills in the environment?
2. To what extent are the STMR material resources necessary for the development of Entrepreneurship skills in the environment?

Methodology

Research Design

The study was a descriptive survey design. Descriptive survey according to Nwogu (1991) are those studies which aimed at collecting data on and describing in a systematic manner the characteristics features or facts about a given population.

Population of the Study

The population consisted of all STMR graduate, youth teachers in the public secondary schools in Owerri Education Zone. 2450 youth graduate teachers with STMR, made up the population figure of this study.

Sample and Sampling Techniques

The sample of the study constituted 150 schools which were stratified randomly, sampled from Owerri. North, East, West and South. It comprises all the STMR doctorate degree teachers as a purposive sampled youths (human resources) in the sampled schools giving a total of 820 STMR human resources.

Instrumentation

A questionnaire was used for data collection. The developed questionnaire consisted of 2 sections.

Section 1 sought for the youth (human resources) in STMR doctorate degree teachers, necessary for the development of entrepreneurship skills in the environment. The researcher used 4 point likert scale of strongly accepted =3.50-4, Accepted 2.50-3.49, rejected 1.50-2.49, and strongly rejected 00-1.49.

Section 2 focused on the STMR material resources with 4 point likert scale of 3.50- 4 highly available, 2.50-3.49 moderately available, 1.50-2.49 available, 00-1.49 not available. The responses were collected on the spot from the respondents, thus ensuring 100% return rate. Obviously, the data obtained were analyzed using mean and the mean rating of 2.50 was accepted as a cut off point for the level of agreement.

Validation of the Instrument

The instrument was validated by three. STMR teachers and two experts from measurement and evaluation department in Imo State University, Owerri, the instrument was modified based on the validators suggestions

Reliability of the Instrument

The instrument was tested for reliability on twenty STMR doctorate degree youth teachers in Okigwe Education Zone which is outside the population of this study. The internal consistency of 0.82 using cronbach Alpha obtained from data collected

Result:

Table 1: Mean Responses of STMR Human Resources for the Development of Entrepreneurial Skills for the Youths and a Sustainable Environment in Nigeria.

S/N	STM AND RESEARCH HUMAN RESOURCES	MEAN	REMARK
1	Adequate STM and research doctorate degree youth teachers	3.50	Strongly accepted
2	STM and research doctorate degree youth teachers are highly resourceful, can provide improvise teaching materials when they are not available	3.70	Strongly accepted
3	STMR Teachers, 70 and above percent of them have B.Sc or B.Ed, M.Sc or M.Ed and Ph.D	3.50	Strongly accepted
4	STMR doctorate degree youth teachers often attend conferences, workshops and seminars	3.30	Accepted
5	STMR doctorate degree youth teachers with computer literate	3.60	Strongly accepted
6	STMR doctorate degree youth with laboratory assistants who have computer literate	3.25	Accepted
7	STMR doctorate degree youth teachers with adequate laboratory experience	3.20	Accepted
8	STMR doctorate degree youth teachers with adequate use of the teaching materials	3.60	Strongly accepted
9	STMR doctorate degree youth teachers with adequate practical experiences	3.55	Strongly accepted
10	STMR doctorate degree youth teachers often take students to field trip	3.80	Strongly accepted
	Column Average	3.50	Strongly accepted

Table 1 showed the STM and Research doctorate degree youth, human resources are acceptable to develop entrepreneur-ship skills for sustainable environment in Nigeria with view of their qualifications. The column average score of 3.50 showed that the STMR

human resources are resourceful, since they attended workshops, conferences and seminars and are computer literate in addition. STMR laboratory assistants have adequate experience and computer literate which will aid the development of entrepreneurial skills for sustainable environment in Nigeria.

Table2: Mean Responses of STMR Teaching Material Resources for the Development of Entrepreneurial skills for the youths and a sustainable Environment in Nigeria.

S/N	STM AND RESEAQRCH TEACHING MATERIAL RESOURCES	MEAN	REMARK
1	STMR visual and audio aids		
	a) Computer	3.20	Moderately
	b) B) Video tapes and recorder	3.00	available
	c) Audio tapes and recorder	3.40	“
	d) Film projector	3.00	“
	e) Overhead projector	3.00	“
	f) Slides and slide projector	3.10	“
	g) Television	3.60	“
2	STM and research instruments for measuring ecological factors		Highly available
	a)E.g. Thermometer, Barometer, Anemometer, Fish trap, etc,	3.80	
3	STMR Equipment		Highly available
	a) Hand lens	3.20	
	b) film strip	3.40	Moderately
	c) posters	3.30	available
	d) flip charts	3.20	Moderately
	e) Microscope	3.50	available
	f) Chemical reagents	3.50	Moderately
	g)Models	3.20	available
	h) Maps		Moderately
	i) Specimen-test tubes, funnel, filter paper, pins, etc	3.40	available
	j) Charts and diagrams		Highly available
		3.50	Highly available
4	Adequate textbooks	3.30	Moderately
5	Adequate laboratory		available
		3.80	Moderately
		3.60	available
			Moderately
	Column Average	3.35	available
			Highly available
			Moderately
			available
			Highly available
			Highly available

Table 2 required competencies of STM and Research material resources like Visual and audio aids, instrument for measuring ecological factors, equipment, adequate textbooks and K laboratory for the development of entrepreneurship skills for the youths and a sustainable environment in Nigeria. The average mean score of 3.35, signified that the

STM material resources were adequate and available for the development of entrepreneurship skills.

Discussion:

The results showed that the STM and Research human resources were qualified to develop entrepreneurship skills for youths and sustainable environment in Nigeria. Also the results revealed that the availability and adequate STMR material resources aided the development of entrepreneurship skills. More over these results were in conformity with the findings of Ojukwu (2001) that entrepreneurship development as a programme of human capital development inputs aimed at increasing the supply of adequately trained entrepreneurs who are motivated to make a success out of business. Greens et al (2003) supported by advocating the use of teaching materials that feature women entrepreneurs in a greater verity of industries and with high growth aspirations to expand the horizons and stimulate aspirations of women. In addition, Bolarinwa, (2001). Stated that, entrepreneurship education has the following advantages.

1. It will help the youth to form a base of knowledge about the function and operation of a business and develop some levels of familiarity and comfort with business environment such as technological change, the micro-enterprise, etc.
2. It will play as a complementary role in developing the occupational knowledge, job skills and work experience.
3. It offers opportunities to youths for job experience and for earning, saving and investing money at an earlier stage of life than their peers, contributing to their believe in their abilities and to a sense of self-worth.
4. There will be great reduction in the high rate of unemployment in our society, self-employment and business ownership will become viable and appealing goals for today's youths. Then there is a need to restructure our STMR education for entrepreneurship skills for the youths. That means, STMR resources are adequate to develop entrepreneurship skills which will be geared towards youth being self-reliant and self-employed

Conclusion

This research set out to determine the development of entrepreneurship skills in youths using STM and Research resources, because it is an attritional, structural ability to make decisions on important change in their lives and the lives of others. Inclusive, entrepreneurship is a call for a shared theoretical conversation about unconventional entrepreneurs. It is also a social relationship between human resources and sustainable development growth in the environment. The skills are needed in the knowledge economy by today's youths for sustainable development which will credit enabling environment. Using STM, and research resources to develop entrepreneurship skills for youths and sustainable environment is a global development in the twenty-first century.

Recommendations

Federal and State Government should fund entrepreneurship skills through STM and Research resources because the programme will require a lot of money to set up. Federal and State Government should introduce entrepreneurship education through STMR into our school curriculum for the acquisition of right skill as a means of surviving unemployment.

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PRINCIPALS' SUPERVISORY PRACTICES ON TEACHERS' USE OF E-LEARNING RESOURCES IN THE DELIVERY OF SOCIAL STUDIES INSTRUCTIONS IN SECONDARY SCHOOLS IN RIVERS SOUTH EAST EDUCATION ZONES

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Abstract

In this study, the researcher investigated principals' supervisory practices on teachers' use of e-learning resources in the delivery of Social Studies instructions in junior secondary schools in Rivers South East Education Zones, Rivers State. To achieve purpose of the study, two research questions were asked and two corresponding hypotheses were tested to guide the study. The study adopted the survey research design. The population of this study was 2,529 teachers comprising 956 male and 1,573 females in all the 73 public junior secondary schools in the study area. The researcher drew a sample of 345 respondents in 14 selected public junior secondary schools in the study area through Taro Yamane formula. This sample was drawn using proportionate random sampling and stratified random sampling techniques. The instrument for this study is a researcher-constructed rating scale titled "Principals' Supervisory Practices on Teachers' Use of E-learning Resources Scale" (PSPTUERS) which contained 30 items. The instrument was validated by three research specialists. A reliability coefficient of 0.75 was obtained using Cronbach alpha. Research questions were answered using mean scores and standard deviation while the hypotheses were tested using the t-test statistics. The result found that there is a low level of principals' application of classroom visitation and mentoring practices on teachers' use of e-learning resources in the delivery of social studies instructions with no significant difference based on gender and school location. Based on the findings of the study, it was recommended among others that principals should improve more on their classroom visitation and monitoring supervisory practice as this will help stir up teachers' ability to utilize the various e-learning resources available in schools for delivery of instructions.

Keywords: Classroom visitation, E-learning resources, Monitoring practice, Social studies

and Supervisory practices.

Introduction

Social studies is one of the subjects in Upper Basic secondary curriculum that enable individuals to achieve moral, societal and educational goals. This subject is centered on the advancement of personal capability, reconciliation of information, aptitudes and attitude in settling cultural issues, issues and difficulties of the general public. Social studies is as old as man and is very essential that students have knowledge about their societal values and norms. Mbakwem, Nzegbulem and Isiozor (2018) assert that Social Studies involves investigation, in a fair rigorous and methodological manner, the many factors of man as member of human groups who interacts with other members in diverse ways and forms. Furthermore, the common objective of social studies is to understand the nature of moral life and the good society or the bases of human society with a view to finding solutions to the many problems of the society. To ensure that learners are exposed to learning experiences which will shape their behaviours, foster values, ideals, solve social/personal problems in the society, the roles of the teachers cannot be overemphasized.

A teacher is a subject leader who interacts with the learners to impact attitude, skills and knowledge. He dictates and analyzes the learners' needs, encourages and assists them at the right time. According to Oku (2015), the teacher as the classroom manager is expected to create a conducive environment for teaching/learning to be adjudged effective in the performance of his/her primary function. However, they are the custodians of the educational and school systems. Since teaching can be regarded as a systematic, rational and organized process of transmitting knowledge, skills, attitudes, values and what is worthwhile (education) in accordance with certain professional principles; there is need for the services of efficient teachers whose knowledge is bonded with innovations such as the use of e-learning resources.

Electronic learning or e-learning refers to the delivery of a learning training or education programme by electronic means. E-learning comprises all forms of electronically supported teaching and learning. Gabadeen, Alabi and Akinnubi (2015) contend that this access means that the dependency of booking a computer room at a particular time is lessened, and students are both encouraged and challenged to use information technology within an educational context. A successful e-learning experience will use a combination of the technologies most appropriate for the practitioner, the learner group, the course content and course assessment. According to Nwaosa and Okolocha (2023) the e-learning tools includes computer hardware, software applications among others. Also, e-learning resources found in schools are mobile phones, internet, video/audio podcasts, facebook, videoconferencing, Webinar Zoom Meet, and multimedia/digital projector. Therefore, for the teachers to make use of these innovations for the delivery of Social Studies instructions there are some roles to be played by the principals.

The principal is a leader, counselor, a guide, a psychologist, the chief communicator and the teacher of teachers. The principal is the administrative head of a secondary school in Nigeria and a professional leader. Thus, it is one of the principal's jobs to help the school achieve a high level of performance through the utilization of all its human and material resources. This is done through effective, and ultimately excellence in

leadership. In this sense, the leadership task of school principals is of the utmost importance and is probably the most important element of the principal's role and/or task. A principal is therefore held responsible for the smooth running of the school in which he has been placed. The principal, according to Federal Republic of Nigeria [FRN] (2013), is the administrator who guides, controls, supervises and leads in the achievement of the aims and objectives of secondary school education. One of the statutory functions of the principal is supervision.

Supervision is the process of letting teachers to grow professionally through improvement of instruction. The fundamental aim of supervision is to help student learning through equipping the teacher with the current instructional techniques. It is concerned with the process of stimulating growth and a means of helping teachers to help themselves. Quality education can only be possible through effective supervisory strategies used by principals. Nzegbulem and Anyaogu (2016) observe that instructional supervision helps to provide adequate conditions that are essential for effective learning through effective teaching methods. It also helps to improve teachers' capacity and methodology of impacting knowledge to the learners. Onuma (2016) outlined many practices available for principals to help teachers improve on their effective instructions in the schools. Some of the practices include micro teaching, teaching demonstration, self-appraisal, observation, classroom visitation, conferences and evaluation (Onuma, 2016). The principals facilitate various supervision practices in the school through classroom visitation and monitoring practices; all of which formed the basis for this study.

Classroom visitation or observation is a supervisory practice in which the principals visit the classroom and observe teachers delivery of the instruction taking account of their mastery of the subject matter, application of teaching strategies and aids, classroom management and organization among others. According to Oguli (2017), classroom visitation is not an avenue for fault-finding in the classroom teaching process before the students but a platform for principals to involve teachers in the process of improving upon their shortcomings. After the classroom observation, the objective of the visitation could not be said to have been achieved unless, heads provide professional guidance and assistance to help teachers improve on their instructional delivery. This is because the essence of supervision is not to witch-hunt teachers but to provide professional help for them to improve in their use of e-learning resources for delivery of social studies instructions. Empirically, Awe, Tiliye, Fatimayin and Adeyemi (2022) found that the existence of internal measures for instructional supervision in public schools with teachers exhibiting negative perception towards principals' instructional supervisory practices. In the same vein, Garba, Waweru and Kaugi (2019) revealed that the majority of principals in public secondary schools did not execute procedural lesson observation. Also, most principals did not provide teachers with feedback on observed instructions.

Monitoring practice if done properly is an invaluable tool for quality education, and it provides a useful base for evaluation. It enables the system (schools and ministries) to determine whether the resources, available, are sufficient and are being well used, and whether the capacity of teachers is sufficient and appropriate. According to Gavi (2021), monitoring is the routine tracking and reporting of priority information on a programme's progress in implementation and achievement, its intended output and outcomes. This includes the monitoring of programme inputs and outputs through record keeping and regular reporting systems which is sometimes referred to as "process evaluation". Monitoring provides essential inputs for evaluation and therefore constitutes part of the overall evaluation process. Empirically, Uwaleke, Iyala, and

Yakubu's study (2021) found that there was a significant relationship between the principals' role of and teachers' job performance in secondary schools. Also, Sule, Ameh and Egbai (2015) revealed that there was a significant positive relationship between instructional supervisory practice of classroom observation and teachers' role effectiveness. Monitoring practices seem to be effective on a particular gender, hence one of the moderating variables in this study was gender.

Gender is used to analyze the roles, responsibilities, constraints, opportunities and needs of males and female in all areas and in any given social context. Gender roles are learned behaviours in a given society, community or other social group. Put differently, gender characterizes the differing roles, responsibilities, constraints, opportunities, needs and attributes of females and males in all areas and in any given social context. Umoh (2023) contends that human is either male or female, provided with either masculine or feminine qualities. Filgona and Sababa (2017) define gender as the socially constructed differences and relations between males and females. Also, another moderating variable used to complement gender in this study was location. Location in this study could mean urban and rural areas where the schools/homes are located. Arop and Owan (2018) assert that school location refers to where a school is situated or sited, it can be located in a rural location, urban location, and suburban regions. However, the areas whether urban or rural where the schools are located determines how effective principals' supervisory practices are on teachers' use of e-learning resources. Furthermore, most of the studies used in this study so far either considered the various principals' supervisory techniques without considering its impacts on teachers' use of e-learning resources in teaching and learning of Social Studies (Onuma, 2016 & Oguli, 2017). Also, other studies focused on teachers' use of e-learning resources without looking at how principals' supervisory practices can foster its usage (Gabadeen, Alabi & Akinnubi, 2015 and Nwaosa & Okolocha, 2023). Considering the gaps in the previous studies, the researcher attempts to fill them by investigating principals' supervisory practices on teachers' use of e-learning resources in the delivery of Social Studies instructions in junior secondary schools in Rivers South East Education Zones, Rivers State.

Statement of the Problem

In today's digital age, e-learning has emerged as a powerful tool to revolutionize education. With its ability to transcend geographical boundaries and provide access to a vast array of resources, e-learning has the potential to transform teaching and learning in Nigerian schools. However, the successful implementation of e-learning goes beyond the mere adoption of technology. It requires effective leadership and support from principals who play a crucial role in ensuring its integration into the curriculum. Furthermore, the use of technology in secondary schools these days has become paramount hence the use of Computer Based Test (CBT) examinations for enrolment into Universities through Joint Admission and Matriculation Board (JAMB). Many students fail JAMB (CBT) exams as a result of their inability to use the computer for such exercises efficiently. Most times, the fault is not purely theirs as the teachers themselves are not used to computer and even those that are computer literates have no access to these devices. A visit to some secondary schools has shown presence of e-learning tools with the social studies teachers' inability to use them. The reasons for the non-utilization are yet unknown, one could wonder whether the principals have failed in discharging their duties such as visiting the teachers during delivery of instruction, monitoring their means of teaching the students with e-learning resources and even giving feedbacks to the teachers about the findings of their visits to the classroom during teaching and learning process. This worrisome situation has therefore

necessitated the need for this research as the researcher tries to find out whether the supervisory practices are applied by principals on teachers' use of e-learning resources in delivery of Social Studies instructions in secondary schools in Rivers South East Education Zones? Providing answer to the posed question becomes the thrust of the study.

Scope of the Study

The study covers all the junior secondary schools in Rivers South East Education Zones, Rivers State. It was delimited in focusing on principals' supervisory practices which include classroom visitation and monitoring. The study tried to find out whether principals apply these supervisory practices in ensuring that teachers make use of e-learning resources (such as mobile phones, internet, video/audio podcasts, facebook, videoconferencing and multimedia/digital projector) in the delivery of Social Studies instructions in junior secondary schools in Rivers South East Education Zones, Nigeria. Gender and location were used as moderating variables in this study.

Research Questions:

In line with the specific objectives, the following research questions were posed to guide the study;

1. What is the level of principals' application of classroom visitation practice on teachers' use of e-learning resources in the delivery of social studies instructions based on gender?
2. What is the level of principals' application of monitoring practice on teachers' use of e-learning resources in the delivery of social studies instructions based on location?

Hypotheses

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

Ho₁: There is no significant difference between the mean rating scores of male and female teachers on the level of principals' application of classroom visitation practice on teachers' use of e-learning resources in delivery of social studies instructions.

Ho₂: There is no significant difference between the mean rating scores of teachers from urban and rural schools on the level of principals' application of monitoring practice on teachers' use of e-learning resources in delivery of social studies instructions.

Method

The study adopted the survey research design. The choice of the survey design for this study was borne out of the fact that it focused on teachers' gender and location which helped the researcher to provide responses on principals' supervisory practices on teachers' use of e-learning resources in the delivery of Social Studies Instructions in Secondary Schools in Rivers South East Education Zones. The population of this study was 2,529 teachers (956 male and 1,573 females) in all the 73 public junior secondary schools (39 schools in urban and 34 schools in rural areas) in Rivers South East Education Zones of Rivers State. With the use of Taro Yamane formula, the researcher drew a sample of 345 respondents (141 male teachers and 204 female teachers) in 14 selected public junior secondary schools in the study area (186 teachers from urban and 159 teachers from rural schools). This sample was drawn using proportionate random sampling and stratified random sampling techniques.

Using the proportionate random sampling technique, the researcher ensured equal representation of the respondents. The stratified random sampling technique was to sample the secondary schools by dividing the local government areas into small groups or strata to complete the sampling process of the schools. The instrument for this study was a researcher-constructed rating scale titled “Principals’ Supervisory Practices on Teachers’ Use of E-learning Resources Scale” (PSPTUERS). This instrument contained 15 items with the four response options of Very High Level (VHL), High Level (HL), Low Level (LL), and Very Low Level (VLL). The rating scale was validated by three research specialists. A reliability coefficient of 0.75 was obtained using Cronbach alpha statistics. The researcher analyzed the data so as to obtain the mean scores and standard deviations for the research questions while the hypotheses were tested using the t-test statistics at a 0.05 level of significance.

Results

Research Question One: What is the level of principals’ application of classroom visitation practice on teachers’ use of e-learning resources in the delivery of social studies instruction based on gender?

Table 1: Mean rating of male and female teachers on the level of principals’ application of classroom visitation practice on teachers’ use of e-learning resources in the delivery of social studies instruction;

S/ N	Items	Male Teachers n = 141			Female Teachers n = 204		
		X	SD	Decision	X	SD	Decision
1	assist in observing instructional steps required in using e-learning resources for teaching and learning	1.91	0.80	LL	2.01	0.83	LL
2	identify teachers’ area of weakness in the use of e-learning resources	1.89	0.82	LL	2.03	0.79	LL
3	Identify teachers’ area of weaknesses in the use of e-learning resources can guide the principal in giving feedback	2.09	0.70	LL	1.91	0.72	LL
4	enhance adequate use of e-learning resources in respective areas of specialization.	1.94	0.88	LL	1.83	0.76	LL
5	improve teachers’ capacity in the use of e-learning resources on instructional practices.	1.91	0.74	LL	1.89	0.82	LL
6	ensure a cover of scheme of work by the teachers cannot be attained when using e-learning resources.	2.06	0.83	LL	2.13	0.72	LL
7	encourages teachers to use e-learning resources in planning their lessons	2.04	0.79	LL	1.84	0.77	LL
8	assists teachers to employ e-learning resources while teaching.	1.87	0.71	LL	1.87	0.81	LL

Obtained Mean	15.71	6.27	LL	15.51	6.22	LL
Expected Mean	20.00			20.0		

Table 1 shows the mean rating of male and female teachers on the level of principals' application of classroom visitation practice on teachers' use of e-learning resources in the delivery of social studies instruction. The results indicated that items 1, 2, 3, 4, 5, 6, 7 and 8 recorded mean scores below the criterion mean of 2.50. Since the male and female teachers' expected mean score is 20.00 with the obtained mean scores of 15.71 for male teachers and 15.51 for female teachers, it was concluded that there is a low level of principals' application of classroom visitation practice on teachers' use of e-learning resources in the delivery of social studies instructions based on gender in junior secondary schools in Rivers South East Education Zones, Rivers State.

Hypothesis One:

Ho₁: There is no significant difference between the mean rating scores of male and female teachers on the level of principals' application of classroom visitation practice on teachers' use of e-learning resources in delivery of social studies instruction.

Table 2: t-test of significant difference between the mean rating of male and female teachers on the level of principals' application of classroom visitation practice on teachers' use of e-learning resources in delivery of social studies instruction;

Respondents	n	$\bar{X}$	SD	df	t-cal	t-tab	Decision
Male Teachers	141	15.71	6.27				
Female Teachers	204	15.51	6.22	343	0.47	1.96	Accept Ho ₁

Table 2 gave the grand mean score and standard deviations of 141 male teachers as

15.71 and 1.92 respectively, while that of the mean scores and standard deviations of 204 female teachers stood at 15.51 and 2.13 respectively. At 343 degree of freedom, with application of the t-test calculated, its result of 0.47 is less than the t-tabulated at 5% level of significance, the decision is to accept the null hypothesis and conclude that there is no significant difference between the mean rating scores of male and female teachers on the level of principals' application of classroom visitation practice on teachers' use of e-learning resources in delivery of social studies instruction in public junior secondary schools in Rivers South East Education Zones, Rivers State.

Research Question Two: What is the level of principals' application of monitoring

practice on teachers' use of e-learning resources in the delivery of social studies instruction based on location?

Table 3: Mean rating of teachers from urban and rural schools on the level of principals' application of monitoring practice on teachers' use of e-learning resources in the delivery of social studies instruction;

S/ N	Items	Urban n = 186			Rural n = 159		
		X	SD	Decision	X	SD	Decision
9	regular discussion with students about the topics taught in class using e-learning resources.	2.13	0.71	LL	1.87	0.78	LL
10	checks teachers' lesson notes from the heads of units	1.94	0.87	LL	1.88	0.82	LL
11	conducting irregular visitations in various classes to ensure that teachers are using e-learning resources	1.91	0.74	LL	2.10	0.70	LL
12	helping teachers to live up to their responsibilities	2.06	0.82	LL	1.94	0.86	LL
13	finding out the level of educational performance indicators with the use of e-learning resources in school	2.02	0.79	LL	1.92	0.74	LL
14	checking students' attendance to classes	2.12	0.71	LL	1.71	0.71	LL
15	Monitors teachers attendance during lessons on daily basis	1.96	0.87	LL	1.92	0.68	LL
	Obtained Mean	14.14	5.51	LL	13.34	5.29	LL
	Expected Mean	17.50			17.50		

Data in Table 3 shows the rating of teachers from urban and rural schools on the level of principals' application of monitoring practice on teachers' use of e-learning resources in the delivery of social studies instruction. The results indicated that items 9, 10, 11, 12, 13, 14 and 15 recorded mean scores below the criterion mean of 2.50. Since the teachers from urban and rural schools' expected mean score is 17.50 with the obtained mean scores of 14.14 with standard deviation of 5.51 for teachers from urban schools

and 13.34 with standard deviation of 5.29 for teachers from rural schools. It was concluded that there is a low level of principals' application of monitoring practice on teachers' use of e-learning resources in the delivery of Social Studies instruction based on location in public junior secondary schools in Rivers South East Education Zones, Rivers State.

Hypothesis Two:

Ho₂: The mean rating scores between teachers from urban and rural schools on the level of principals' application of monitoring practice on teachers' use of e-learning resources in delivery of social studies instruction does not differ significantly.

Table 4: t-test of significant difference between teachers from urban and rural schools on the level of principals' application of monitoring practice on teachers' use of e- learning resources in delivery of social studies instruction;

Respondents	n	X	SD	df	t-cal	t-tab	Decision
Urban schools	186	14.14	5.51	343	1.69	1.96	Accept Ho ₂
Rural schools	159	13.34	5.52				

Data in Table 4 gave the grand mean score and standard deviations of 186 teachers from urban schools as 14.14 and 5.51 respectively, while that of the mean scores and standard deviations of 159 teachers from rural schools stood at 13.34 and 5.52 respectively. At 343 degree of freedom, with application of the t-test calculated, its result of 1.69 is less than the t-tabulated at 5% level of significance, the decision is to accept the null hypothesis and conclude that the mean rating scores between teachers from urban and rural schools on the level of principals' application of monitoring practice on teachers' use of e-learning resources in delivery of social studies instruction does not differ significantly in public junior secondary schools in Rivers South East Education Zones, Rivers State.

Discussion of the Findings

The result showed that there is a low level of principals' application of classroom visitation practice on teachers' use of e-learning resources in the delivery of social studies instructions based on gender in junior secondary schools in Rivers South East Education Zones, Rivers State. The low level found is a proof that the principals have not fared well in visiting the teachers in their various classes which must have resulted to teachers' inability to utilize e-learning tools because of lack of supervision. The findings of the study further established that there is no significant difference between the mean rating scores of male and female teachers on the level of principals' application of classroom visitation practice on teachers' use of e-learning resources in delivery of social studies instruction. In agreeing to these findings, Awe, Tilije, Fatimayin and Adeyemi (2022) found that the existence of internal measures for instructional supervision in public schools with teachers exhibiting negative perception towards principals' instructional supervisory practices. The study found that teachers' productivity was high in these public secondary schools but there was no statistically significant relationship between principals' instructional supervisory practices and teachers' productivity. The negative perception of

teachers towards principals' supervisory practices is highly worrisome and while the observed high productivity among the teachers is a positive development for secondary education. In the same vein, Garba, Waweru and Kaugi (2019) revealed that the majority of principals in public secondary schools did not execute procedural lesson observation. Also, most principals did not provide teachers with feedback on observed instructions. The findings therefore strengthened the fact that principals' low level of applying classroom visitation practice contributes to teachers' non-utilization of e-learning resources in the delivery of Social Studies instructions in public junior secondary schools in Rivers South East Education Zones, Rivers State.

It was revealed in the findings of this study that there is a low level of principals' application of monitoring practice on teachers' use of e-learning resources in the delivery of social studies instructions based on location in junior secondary schools in Rivers South East Education Zones, Rivers State. The low level recorded was attributed to principals inability to hold regular discussion with students about the topics taught in class using e-learning resources making it easy for the teachers to shy away from utilizing the resources since they are not been monitored by their principals. The findings of the study further established that there is no significant difference between the mean rating scores of teachers from urban and rural schools on the level of principals' application of monitoring practice on teachers' use of e-learning resources in delivery of social studies instruction. In agreeing to these findings, Uwaleke, Iyala, and Yakubu (2021) found that there was a significant relationship between the principals' role of and teachers' job performance in secondary schools. Also, Sule, Ameh and Egbai (2015) revealed that there was a significant positive relationship between instructional supervisory practice of classroom observation and teachers' role effectiveness. The result also revealed that, there was a significant positive relationship between instructional supervisory practice of checking of teachers' lesson notes and teachers' role effectiveness. The findings therefore strengthened the fact that principals' monitoring practices has great impacts on teachers' use of e-learning resources but the level to which they apply such practice is very low and could lead to teachers' continuous use of only teacher-centered approach in the teaching and learning of Social Studies in junior secondary schools in Rivers South East Education Zones, Rivers State.

Conclusion

Supervisory practices are activities carried out towards improving teaching and learning in secondary schools. The impacts of such practices are indispensable as they help ensure that the teachers discharge their duties accordingly especially as it concerns the use of e-learning resources for delivery of Social Studies instructions. The findings of the study indicated that principals' low level of applying classroom visitation practice contributes to teachers' non-utilization of e-learning resources in the delivery of Social Studies instructions thereby making it difficult for students to comprehend, remember and retain the various social studies concepts taught in schools. However, it was revealed that principals' monitoring practices has great impacts on teachers' use of e-learning resources but the level to which they apply such practice is very low and could lead to teachers' continuous use of only teacher-centered approach in the teaching and learning of Social Studies. In conclusion, teachers' utilization of e-learning tools cannot be overemphasized in a bid to enhance students' academic achievement. Hence, concerted is required especially from the principals in the area of supervisory practices to ensure that the teachers are visited in their various classrooms and effectively monitored in order to

improve their skills and update their knowledge in the use of e- learning resources in the delivery of Social Studies instructions in schools.

Recommendations

Based on the findings in this study, the researcher made the following recommendations:

1. Principals should improve more on their classroom visitation supervisory practice as this will help stir up teachers' ability to utilize the various e-learning resources available in schools for delivery of instructions.
2. Regular and proper monitoring of teachers through checking of their lesson notes to find out if the available e-learning resources are listed in the materials for teaching the subject and the steps required for effective usage that can spur students' achievement.

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COMPETENCY NEEDS OF TEACHERS OF BUSINESS STUDIES FOR EFFECTIVE TEACHING OF BUSINESS STUDIES IN JUNIOR SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA

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Abstract

The need to improve the teaching and learning of business studies in junior secondary schools necessitated this study to assess the competency need's of junior secondary school business studies teachers in Anambra State, Nigeria. Three research questions guided the study and three null hypotheses were tested. The design of the study was descriptive survey. The population of 146 business subjects heads in secondary schools in Anambra State was used with sampling. A structured observational guide containing 35 items was used to collect data for the study. The observational guide was validated by experts in the field of business education and measurement and evaluation. The reliability coefficient of the instrument was determined using trial-testing and analysis using Cronbach Alpha method yielded values of 0.76, 0.88 and 0.82 for clusters B1 to B3 respectively with an overall coefficient value of 0.82 obtained. Mean and standard deviation were used to analyze data to answer the research questions and determine the homogeneity or otherwise of respondents' mean ratings. The t-test and Analysis of Variance (ANOVA) were used to test the null hypotheses at 0.05 level of significance. The findings revealed that teachers of business studies lowly apply pedagogical, human relation and classroom management competencies for effective teaching of business studies. Gender and years of experience did not significantly influence the respondents' mean ratings on the extent teachers of business studies apply all the competencies covered for effective teaching of business studies. Based on these findings, it was recommended among others that; the three competency gaps identified in this study should be packaged into a training module for in-service training of business studies teachers in public junior secondary schools in Anambra State to build their capacity to apply pedagogical, human relations and classroom management for effective teaching of business studies.

Key Words: *Competency, Need, Business studies teachers, Business Studies*

Introduction

Education is one of the imperative aspects that not only inculcates the essential skills, abilities and knowledge among the individuals, but also leads to overall growth and progress of individuals, community and the nation as a whole. An educated person is not only able to accomplish his desired goals, but is also able to render an efficient contribution towards the well-being of the community. The National Policy on

Education (Federal Republic of Nigeria (FRN) (2013) stated that the main objective of education is to instill the basic and necessary discipline, value, skill, and attitude to all individuals. The inculcation of these knowledge, skills and abilities among the youths could be enhanced through the introduction of business studies into the educational system.

Business studies is one of the compulsory subjects offered to junior secondary school students in Nigeria. It is a pre-vocational subject which is expected to expose the students to general business knowledge and to have basic ideas about business. Dikeocha, Nwagu, Ugochukwu and Okoronkwo (2019) defined business studies as the study of those components of business subjects that will lead an individual into understanding the business world. It is an amalgamation of four core components fused together as one subject. These four components of business studies are Office Practices Commerce, Book-Keeping and Keyboarding as revised by NERDC (2013). As stated by to Kaizer (2019), business studies equip its recipients with skills for self-employment or gainful employment at the completion of junior secondary school education. The unemployment problems facing different nations of the world can best be addressed through business studies which equips the youths with basic knowledge and skills in subjects like Book-Keeping, Office Practice, Keyboarding, and entrepreneurship which can lead to self-employment. The National Policy on Education (FRN, 2013) expressly stated that business studies leads to the acquisition of practical skills, understanding and knowledge relating to occupation. This means that business studies prepare the recipients with functional trade/entrepreneurship skills for useful living. Okwuanaso and Nwazor (2012) posited that the objectives of business studies include; preparation of students to function intelligently in a business society and be exposed to social and consumer economics that will provide them with skills which will enable them to carry out their own business affairs with ease, and enabling the youth to have an intelligent understanding of the complexity of technology and how it functions since technology is never static.

According to Nedum-Ogbede (2019), acquisition of relevant skills in business studies requires competent business studies teachers. Nedum-Ogbede defined a business studies teacher as an individual who is a master and expert in the field of business studies, possessing the skills/competencies required for effective teaching/learning in order to achieve the objective of the subject. The author stated that a qualified business studies teacher is expected to be able to demonstrate skills and giving students the opportunity to practice under close supervision. Inegbedion, Njoku, Ekpenyong and Inegbedion (2008) defined a business studies teacher is a person who holds an NCE (National Certificate of Education). Inegbedion, Njoku, Ekpenyong and Inegbedion stated that holders of NCE from the recognized colleges of education in business education are competent to teach the five components of the JSS business studies programme. Additionally, the authors posited that since business studies is a highly specialized subject, it should be taught by experts who possess the required competencies. In line with this point, the National Policy on Education (FRN, 2013) asserted that for teaching in Nigeria to attain the highest standards possible, teacher competencies should not be taken for granted, since

no education system can rise above the quality of its teachers. Accordingly, it provided that the goals of teacher education shall be to inculcate the right knowledge and skills to the learners. This however, can be done through the application of the right competencies.

Competencies refer to higher level characteristics, representing the ability of an individual to perform a job role successfully. These characteristics result in effective action and/or superior performance in a job. Onah (2018) viewed competencies as abilities of power and authority of skills, knowledge, attitudes and facts necessary for accomplishing tasks on the job. Ente, Amusa and Eze (2009) posited that competencies are essential knowledge and skills obtainable in a profession and those which the professionals in the field must possess and be able to demonstrate at optimal level of acquisition and functioning. In general, competencies not only mean knowledge and skills but also attitudes, values, motivations and beliefs teachers need in order to be successful in their job. Competencies can also be viewed as the total ability of business studies teachers to carry out their roles successfully.

Competencies expected of a qualified business studies teacher for effective implementation of the curriculum may include; pedagogical competencies, ICT, human relation, and classroom management competencies among others. Adediwura and Tayo (2007) and Adu and Olatundun (2007) stated that teacher competencies include teacher's subject knowledge, teaching skills, attitude and teachers attendance. Similarly, Ekoh (2008) listed teacher competencies as adequate knowledge of subject matter, use of appropriate instructional aids, ability to communicate effectively, adequate classroom management and effective evaluation of teaching and learning. Additionally, Teachers Registration Council of Nigeria (TRCN) (2008) listed competencies expected of a NCE graduate to teach in junior secondary school level to include professional, pedagogical, National Curriculum requirements, literacy and numeracy, and students' physio-psychological background competencies. This study however covered, pedagogical, human relations and classroom management competencies applied by business studies teachers for effective teaching of business studies

Pedagogy refers to what a teacher does to influence learning. Nawaz, Phil and Gomes (2014) defined it as any conscious activity by one person designed to enhance the learning of another. Pedagogical competencies on the other hand refer to performance, knowledge and skills in teaching and learning (Syahrudin, Ernawati, Nasir, Anuar, Ahmad & Khadijak, 2013). This means that pedagogical competencies include teachers' capabilities to manage teaching and learning process from the planning stages to the evaluation stages. Syahrudin et.al posited that pedagogical competencies entailed understanding of curriculum development, lesson plans, dialogical teaching and learning process, learning evaluation, and students' potential developments. Nwaukwa, Iloeje, Nzeh and Nwagu (2018) listed pedagogical competencies to include; knowledge of subject matter., ability to clearly state objectives in measurable terms (appropriate interrelatedness and sequence of objectives), ability to explain topics and concepts clearly and correctly, ability to demonstrate skills correctly and expertly, ability to answer students questions correctly, ability to present instructions clearly to aid students' mastery of relevant skills, ability to properly organize instructional content (lesson plan), ability to deliver lesson in the most attention catching manner, and ability to use methods that

stimulate students' interest. Similarly, TRCN (2008) listed pedagogical competency expected of teachers at junior secondary school level to possess as knowledge of the general and specialized methodologies and techniques for teaching, assessing and monitoring student performance in their subjects. Application of these competencies can help teachers to plan, initiate, lead and enhance skill acquisition among business studies students.

Similarly, business studies teachers need to apply human relation competencies to improve their instructional delivery. These human relation competencies may include friendliness, maintaining a positive attitude, ability to listen to students, ability to compliment genuinely students' efforts, ability to infuse qualities of good character into teaching, ability to model courtesy and good manners, ability to give regular attention to students, ability to show continual willingness to help students, and ability to use verbal and behavioral reinforcers to improve students' learning. Additionally, not all the teachers manage their classes in the same manner, but there are common competencies that teachers generally know about and try to apply to establish and re-establish order and to keep their classroom exclusively an environment for learning. Obineme (2018) stated that the most essential teacher responsibility in a typical school environment is the ability to organize classroom activities and manage the behaviour of students. This means that as individuals, or group of individuals, teachers hold a very important position in educational sector. They need certain classroom management competencies to enable them manage students behaviour and ensure the maintenance of high standard in schools, since effective teaching and learning cannot be achieved in a mismanaged classroom. Classroom management refers to the arrangement of students and grouping of activities into units to make for effective teaching and learning (Oboegbulem, 2011). Alberto and Troutman in Obineme (2018) stated that classroom management competencies include teacher discipline, motivation, time management and communication skills. Mubarak (2017) enumerated classroom management competencies required of teachers to include; ability to apply rules to ensure order in the class, ability to approach the class in a way to recognize students' needs, abilities to make students assimilate the lesson each one according to their individual ability, ability to give students time to abide by the rules of the class, and ability to give merit to good work or use excellent remarks to evaluate any learner's lucrative achievement.

Improving quality of teaching of business studies could depend upon business studies teachers' in-depth knowledge of pedagogical, human relation and classroom management competencies and their ability to apply them in instructional delivery. However, the teaching of business studies in most secondary schools in Nigeria appears to be ineffective in view of poor performance of students in the subjects. This view is supported by Daluba (2013) who asserted that teachers have inadequate pedagogical competencies and therefore apply them while delivering instruction at low extent. Similarly, Okoro (2016) discovered shortage of qualified and dedicated business studies teachers to teach the contents of business studies curriculum. Okoro regretted that in some cases, the few available business studies teachers are not properly trained, most especially in schools in rural areas which are characterized by inadequate facilities and unqualified teachers. This calls for continuous appraisal of competency needs of teachers

(business studies teachers inclusive).

Needs are skills gap between current job competences and requirements. Need exists when an employee cannot perform an assigned task satisfactorily (Igwe in Nwaukwa, Iloeje, Nzeh & Nwagu, 2018). Oderako (2014) viewed need as a gap between what is and what ought to be in respect to skills and competencies required to execute a particular task satisfactorily. In this study, competency needs of business studies were determined through the application of pedagogical, human relation and classroom management competencies in teaching business studies. This study used male and female subject heads as respondents because of their experience in supervision of teachers' teaching activities. They also have in-depth knowledge and skills of competencies required by teachers to effectively perform their duties of teaching. Therefore, assessment of business studies teachers' teaching effectiveness requires various techniques of supervision such as classroom visitation and observation. Onah (2018) stated that during classroom visitation, the subject heads assess teachers' effectiveness on lesson note preparation, instructional delivery, classroom management/control, human relation skills, and time management among others. It could be possible that experienced male and female business subjects head who personally observe the day to day pedagogical, human relation and classroom management competencies of their teachers will easily identify and notice areas teachers are not meeting up in their duties. However, Onah (2018) found that years of experience was not a significant factor on the extent business subjects teachers apply classroom management competencies in instructional delivery.

The problem of this study is that Teachers of business studies require a lot of competencies to be able to effectively teach business studies. However, it appears that many students who major in business studies after completion of secondary education still lack basic knowledge of the subject matter as well as relevant skills for employment and/or further education. This raises the concern of effectiveness of business studies teachers in junior secondary schools. It appears that most graduates of business studies from NCE programmes appear not to have attained the level of competencies expected of them to effectively delivery instructions Nigeria junior secondary schools. This implies that business studies teachers lack adequate competencies as a result of which students are not performing well as expected in the world of work or higher educational career in the field of business education. The problem of this study therefore, is that there appear to be inadequate empirical studies on the extent business studies teachers apply pedagogical, human relation and classroom management competencies for effective teaching of business studies in *Anambra* State. Therefore, this study determined competency needs of teachers of business studies for effective teaching of business studies in junior secondary schools in *Anambra* State with a view to determining their competency training needs.

Purpose of the Study

The main purpose of this study was to determine competency needs of teachers of business studies for effective teaching of business studies in junior secondary schools in *Anambra* State, Nigeria. Specifically, the study determined the

extent teachers of business studies:

1. Apply pedagogical competencies for effective teaching of business studies in junior secondary schools in Anambra State, Nigeria.
2. Apply human relation competencies for effective teaching of business studies in junior secondary schools in Anambra State, Nigeria.
3. Apply classroom management competencies for effective teaching of business studies in junior secondary schools in Anambra State, Nigeria.

Research Questions

The following research questions guided the study:

1. To what extent do teachers of business studies apply pedagogical competencies for effective teaching of business studies in junior secondary schools in Anambra State, Nigeria?
2. To what extent do teachers of business studies apply human relation competencies for effective teaching of business studies in junior secondary schools in Anambra State, Nigeria?
3. To what extent do teachers of business studies apply classroom management competencies for effective teaching of business studies in junior secondary schools in Anambra State, Nigeria?

Hypotheses

The following research questions were tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of male and female subject heads on the extent teachers of business studies in junior secondary schools in Anambra State apply pedagogical competencies for effective teaching of business studies.
2. Subject heads in public junior secondary schools in Anambra State do not differ significantly in their mean ratings on the extent teachers of business studies apply human relation competencies for effective teaching of business studies (0-5years, 6- 10years and above 10years).
3. There is no significant difference in the mean ratings of male and female subject heads on the extent teachers of business studies in junior secondary schools in Anambra State apply classroom management competencies for effective teaching of business studies.

Method

This study adopted descriptive survey research design. The population of the study consisted of 146 business subjects heads in all the public junior secondary schools in the three education zones in Anambra State namely; Awka and Aguta education zones. The whole population was studied because the population was not too large; it was manageable. The instrument for data collection was structured observational guide titled:

Competencies Applied by Teachers of Business Studies for Effective Teaching of Business Studies (CATBS-ETBS) in two parts A and B. Part A is designed to elicit demographic information of the respondents such gender and years of teaching experience, and B consists of 35 observational guide items in three clusters B₁ to B₃ which are structured on a 5-points rating scale of Very High Applied (VHA) -5, Highly Applied (HA) - 4, Moderately Applied (MA) -3, Lowly Applied (LA) -2, Very Lowly Applied (VLA) -1. The face and content validity of the instrument was established using the opinions of three experts in the field of business education and one expert in measurement and evaluation both from Faculty of Education, Imo State University Owerri. Trial-testing method was used to determine the reliability of the instrument using 20 business subjects heads in public junior secondary schools in Imo State who are not part of the study population. Data collected were analyzed using Cronbach Alpha which yielded coefficient values of 0.76, 0.88 and 0.82 for clusters B₁ to B₃ respectively with an overall coefficient value of 0.82 obtained. The researcher personally administered copies of the questionnaires on the respondents with the help of three research assistants adequately briefed. Out of 146 copies of questionnaire distributed, 133 were correctly filled and retrieved which was used for data analysis. Data collected were analyzed using mean and standard deviation to answer the research questions and determine the homogeneity of the respondents' opinions. The t-test and ANOVA were used to test the null hypotheses at 0.05 level of significance. A hypothesis was rejected where the p-value is less than the alpha value of 0.05 but accepted where the p-value is greater or equal to the alpha value. All the analyses were carried out using SPSS version 23

Results

Research Question 1

To what extent do teachers of business studies apply pedagogical competencies for effective teaching of business studies in junior secondary schools in Anambra State, Nigeria?

Table 1: *Respondents' mean ratings on extent teachers of business studies apply pedagogical competencies for effective teaching of business studies N = 133*

S/N	Items on Pedagogical Competencies	X	SD	Remarks
1	Knowledge of the content of the subjects to teach	2.07	0.78	Lowly Applied
2	Knowledge of how to teach subject content to students	1.59	0.51	Lowly Applied
3	Knowledge of how to use assessment strategies	1.57	0.86	Lowly Applied
4	Knowledge of the use of monitoring strategies	2.23	0.98	Lowly Applied
5	Ability to use relevant examples in teaching the students understanding	1.50	0.70	Lowly Applied
6	Knowledge of how to state objectives clearly in Terms	2.39	0.89	Lowly Applied
7	Explain topics and concepts clearly and correctly to students	2.44	0.91	Lowly Applied

8	Ability to answer students' questions correctly	2.57	0.70	Moderately Applied
9	Ability to properly organize instructional lesson plan	2.40	0.81	Lowly Applied
10	Ability to use teaching methods that stimulate Interest	1.60	0.76	Lowly Applied
11	Ability to use appropriate instructional materials to the topic taught	1.56	0.83	Lowly Applied
12	Ability to suitably display instructional students to see clearly	3.67	0.69	Highly Applied
13	Use instructional aids to facilitate and make lesson	2.65	0.62	Moderately Applied
14	repeat major points of the lesson for retention	3.78	0.71	Highly Applied
15	Ability to summarize important points at the Lesson	1.89	0.87	Lowly Applied
Cluster Mean		2.42		Lowly Applied

Data in table 1 shows that the cluster mean score of 2.42 indicates that teachers of business studies lowly applied pedagogical competencies for effective teaching of business studies in junior secondary schools in Anambra State. The item by item analysis reveals that items 12 and 14 are high applied for effective teaching of business studies with mean scores ranged between 3.67 and 3.78, items 8 and 13 are moderately applied with mean scores ranged between 2.57 and 2.65. The remaining 11 items are lowly applied with mean scores ranged between 1.50 and 2.44. The standard deviation scores ranged between 0.51 and 0.98 showing that the respondents are not wide apart in their mean ratings.

Research Question 2

To what extent do teachers of business studies apply human relation competencies for effective teaching of business studies in junior secondary schools in Abia State, Nigeria?

Table 2: *Respondents' mean ratings on extent teachers of business studies apply human relation competencies for effective teaching of business studies*

S/N	Items on Human Relation Competencies	X	SD	Remarks
16	Ability to develop closeness and students	1.94	0.79	Lowly Applied
17	Ability to maintaining a positive attitude	3.17	0.81	Moderately Applied
18	Ability to attain to students' needs and complaints	3.10	0.53	Moderately Applied
19	Ability to compliment genuinely students' efforts	2.30	0.80	Lowly Applied
20	Ability to infuse qualities of good	2.07	0.74	Lowly Applied

	teaching			
21	Ability to model courtesy and good manners	2.33	0.82	Lowly Applied
22	Ability to give regular attention to students	2.06	0.85	Lowly Applied
23	Ability to show continual willingness to help students	2.47	0.61	Lowly Applied
24	Ability to use verbal and behavioral to improve students' learning	2.54	0.64	Moderately Applied
Cluster Mean		2.16		Lowly Applied

Data in table 2 shows that the cluster mean score of 2.16 indicates that teachers of business studies lowly applied human relation competencies for effective teaching of business studies in junior secondary schools in Anambra State, The item by item analysis reveals that item 17, 18 and 24 are highly applied for effective teaching of business studies with mean scores ranged between 3.54 and 3.17 while the remaining six items are lowly applied by teachers of business studies for effective instructional delivery with mean scores ranged between 1.94 and 2.47. The standard deviation scores ranged between 0.53 and 0.85 showing that the respondents are not wide apart in their mean ratings.

Research Question 3

To what extent do teachers of business studies apply classroom management competencies for effective teaching of business studies in junior secondary schools in Anambra State» Nigeria?

Table 3: *Respondents' mean ratings on extent teachers of business studies apply classroom management competencies for effective teaching of business studies N = 133*

S/N	Classroom Management Competencies	X	SD	Remarks
25	Ability to apply rules to ensure order in the class	3.62	0.91	Highly Applied
26	Ability to move round the classroom effective learning	3.75	0.82	Highly Applied
27	Ability to arrange classroom for free movement	2.41	0.74	Lowly Applied
28	Ability to maintain an orderly, conducive and safe	1.50	0.87	Lowly Applied
29	Ability to manage time effectively	1.09	0.61	Very Lowly
30	Ability to approach the class in a way to needs	2.49	0.87	Lowly Applied
31	Ability to use humour to make teaching	2.45	0.74	Lowly Applied
32	Ability to give merit to good work or use	2.19	0.89	Lowly Applied

	evaluate any learner's lucrative achievement			
33	Ability to monitor students' behaviour to ensure good behaviour	1.76	0.72	Lowly Applied
34	Ability to manage students' class works	2.08	0.74	Lowly Applied
35	Ability to improve students accountability	2.12	0.71	Lowly Applied
Cluster Mean		2.11		Lowly Applied

Data in table 3 shows that the cluster mean score of 2.31 indicates that teachers of business studies lowly applied classroom management competencies for effective teaching of business studies in junior secondary schools in Anambra State. The item by item analysis reveals that item 25 and 26 are highly applied for effective teaching of business studies with mean scores ranged between 3.62 and 3.75, items 27, 28, 30, 31, 32, 33, 34 and 35 are lowly applied with mean scores ranged between 1.50 and 2.49 while the remaining item (item 29) is very lowly applied by teachers of business studies for effective instructional delivery with mean scores ranged between 1.94 and 2.47. The standard deviation scores ranged between 0.61 and 0.91 showing that the respondents are not wide apart in their mean ratings.

Hypothesis 1

There is no significant difference in the mean ratings of male and female subject heads on the extent teachers of business studies in junior secondary schools in Anambra State apply pedagogical competencies for effective teaching of business studies.

Table 4: *T-test analysis of male and female subject heads on the extent teachers of business studies apply pedagogical competencies for effective teaching of business studies*

Gender	N	X	SD	a	df	t-value	P-value	Decision
Female	86	19.71	3.82	0.05	131	.61	.06	Accepted
Male	47	18.67	4.47					

Data in table 4 shows that t-value of .61 at 131 degree of freedom with a p-value of .06 is greater than the criterion value of 0.05 ($p\text{-value} = .06 > 0.05$). This means that there is no significant difference in the mean ratings of male and female subject heads on the extent teachers of business studies in junior secondary schools in Anambra State apply pedagogical competencies for effective teaching of business studies in junior secondary schools in Anambra State. Therefore the null hypothesis was accepted.

Hypothesis 2

Subject heads in public junior secondary schools in Anambra State do not differ significantly in their mean ratings on the extent teachers of business studies apply human relation competencies for effective teaching of business studies (0-5years, 6-10 years and above 10 years).

Table 5: *One — way Analysis of Variance (ANOVA) on respondents' mean ratings on the extent teachers of business studies apply human relation competencies for effective teaching of business studies*

Source of variance	Sum of square	Df	Mean square	F-ratio	P-value	Decision
Between Groups	1923.43	2	961.71	1.19	.14	Accepted
Within Groups	155442.95	131	805.40			
Total	157366.38	133				

Data in table 5 shows that f-ratio of 1.19 at 2 and 131 degrees of freedom with a p-value of .14 is less than the p-value of 0.05 (.14 > 0.05). This means that subject heads in public junior secondary schools in Anambra State do not differ significantly in their mean ratings on the extent teachers of business studies apply human relation competencies for effective teaching of business studies based on years of experience. Therefore, the null hypothesis was accepted.

Hypothesis 3

There is no significant difference in the mean ratings of male and female subject heads on the extent teachers of business studies in junior secondary schools in Anambra State apply classroom management competencies for effective teaching of business studies.

Table 6: *T-test analysis of male and female subject heads on the extent teachers of business studies apply classroom management competencies for effective teaching of business studies*

Gender	N	X	SD	df	t-cal	P-value	Decision
Male	97	26.00	3.84	131	0.86	.40	Accepted
Female	192	27.57	3.01				

Data in table 6 shows that t-value of 86 at 131 degree of freedom with a p-value of .40 is greater than the criterion value of 0.05 (p-value .40 > 0.05). This means that there is no significant difference in the mean ratings of male and female subject heads on the extent teachers of business studies in junior secondary schools in Anambra State apply classroom management competencies for effective teaching of business studies in junior secondary schools in Anambra State, Therefore the null hypothesis was accepted.

Discussion

Findings of the study revealed that teachers of business studies lowly applied pedagogical competencies for effective teaching of business studies in junior secondary schools in Anambra State. The findings of this study agrees with that of Nedum-Ogbede (2019) which found that inadequacy of competent teacher is one major factors that hinder effective teaching of business studies. This supports the earlier findings of Onah (2018) that business subjects teachers lowly apply pedagogical skills to enhance instructional delivery. The findings could be attributed to inadequate preparation of business studies teachers during their pre-service training as most colleges of education who are saddled with the responsibility of training future teachers lacks infrastructures and facilities for quality delivery. It could also be that there is a lack of regular in-service training programmes for these teachers to up-date their pedagogical competencies for enhanced teaching performance. Nwaukwa et al (2018) and Daluba (2013) reported that educators have inadequate pedagogical skills and therefore apply them while delivering instruction at low extent. Okoro (2016) discovered shortage of qualified and dedicated business studies teachers to teach the contents of business studies curriculum. Okoro regretted that in some cases, the few available business studies teachers are not properly trained, most especially in schools in rural areas which are characterized by inadequate facilities and unqualified teachers. Findings of the study also disclosed that there was no significant difference in the mean ratings of male and female subject heads on the extent teachers of business studies in junior secondary schools in Anambra State apply pedagogical competencies for effective teaching of business studies in junior secondary schools in Anambra State. This findings concurs with that of Onah (2018) which found that gender of business subjects heads was not a significant factor on the extent teachers of business subjects apply knowledge of subject matter competencies for teaching business subjects.

Findings of the study showed that that teachers of business studies lowly applied human relation competencies for effective teaching of business studies in junior secondary schools in Anambra State. The findings of this study corroborated with that of Nwazor and Nwaukwa (2015) that this quality of teacher-student relationship in the Nigerian secondary schools is very poor. Nwazor and Nwaukwa asserted that there should be more closeness, warmth and interaction between teachers and students so as to improve students' learning. Pianta (2009) posited that one prevailing circumstance in Nigerian schools is poor human relationships between teachers and students. Pianta pointed out that viewing the classroom as a relationship system offers teachers a wider array of conceptual and practice tools to address social and management concerns than are offered by a focus on discrete operant techniques. Hattie (2015) stated that application of human relations competencies include; cordial teacher-student relationship, ensuring quality classroom discussions between teachers and students, promoting classroom cohesion, teacher expectation, teacher immediacy, and teacher credibility. Establishing a positive and supportive classroom environment, combined with productive relationships between teachers and their students, will provide a platform in which students are encouraged and motivated to grow both academically and personally.

The findings further showed that years of teaching experience of subject heads was not a significant factor in their mean ratings on the extent teachers of business studies in junior secondary schools in Anambra State apply human relation competencies for effective teaching of business studies in junior secondary schools in Anambra State

The findings of the study further revealed that teachers of business studies lowly applied classroom management competencies for effective teaching of business studies in junior secondary schools in Anambra State. The findings of this study is in line with the findings of Onah (2018) which showed that business teachers did not highly apply classroom management skills for effective teaching of business subjects. Okolocha and Onyeneke (2013) reported that business teachers were ineffective in applying classroom management skills to achieve optimal instructional goals and improved students' learning and academic achievements. Okolocha and Onyeneke's maintained that business teachers were ineffective in maximizing available classroom accommodation for effective learning, prevention of visual distraction by positioning the students safely, curbing students noise making using necessary reinforcement, moving round the classroom while teaching for easy supervision, speaking loudly to the hearing of all students and encouraging students' collaboration in selecting rewards and defining appropriate behaviours that will earn rewards. Berliner (2008) discovered that classroom management is the most difficult aspect for many teachers and once a teacher loses control of his classroom, it becomes difficult to correct misbehaviour caused by poor classroom management which results in a lower rate of academic engagement. Findings of the study likewise showed that there was 'no significant difference in the mean ratings of male and female subject heads on the extent teachers of business studies in junior secondary schools in Anambra State apply classroom management competencies for effective teaching of business studies in junior secondary schools in Anambra State. The findings agree with the findings of Okolocha and Onyeneke (2013) which found that gender did not have influence on business studies teachers' teaching effectiveness in secondary schools.

Conclusion

The main goal of business studies at junior secondary schools is to equip students with business skills to enable them to make useful living for themselves as well as prepare them for higher education. To achieve this objective, teachers of business studies have to apply pedagogical, human relation and classroom management competencies to bring about effective instructional delivery. The application of these competencies however, rests on the extent they are possessed by business studies teachers. It is however, regrettable that teachers of business studies do not adequately apply these covered competencies for effective teaching of their subjects. Based on the findings of this study, the researchers concluded that the objectives of business studies at the junior secondary school will not be met if business studies teachers are not subjected to regular training and retraining through in-service, on-the-job, conferences and workshops to enable them continue to update their competencies in line with changing competency demands. Business studies teachers' inadequate competency in pedagogy, human relations and classroom management will concomitantly affect the

quality of teaching and learning of business studies and students' skills acquisition thus jeopardizing the essence of the programme.

Recommendations

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

1. The three competency gaps identified in this study should be packaged into a training module for in-service training of business studies teachers in public junior secondary schools in Anambra State to build their capacity to apply pedagogical, human relations and classroom management for effective teaching of business studies,
2. Anambra State Ministry of Education should periodically evaluate business studies teachers' competency needs. This will help to identify competencies they are lacking which will guide the government in providing appropriate competency training programmes.
3. Principals should devote more time to their instructional leadership functions by supervising and monitoring teachers' instructional preparation and delivery closely.
They should encourage teachers to discharge their instructional roles better by rewarding high performers with double promotion recommended to the appropriate authority. This will help to motivate others.
4. Colleges of Education who prepare these teachers should be equipped with modern facilities and qualified lecturers to ensure that student-teachers are adequately equipped with instructional competencies to ensure quality instructional delivery when employed in junior secondary schools.
5. Principals and subject heads should rise up to their responsibility and carry out *constant* demonstration teaching to show inexperienced business studies teachers how to apply pedagogical, human relation and classroom management competencies for effective teaching.

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QUALITY ASSURANCE PRACTICES AS CORRELATIVE TO TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN IMO STATE

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ABSTRACT

The researcher investigated quality assurance practices as correlates of teachers' job performance in secondary schools in Imo State. The study has four research questions and four hypotheses. The study adopted a correlation research design which involved simple linear method. The population of the study was made up of 3602 teachers in the 241 public senior secondary schools from the 17 LGAs in Imo State. The sample size for this study is made up of 360 subject-head teachers from 120 selected public senior secondary schools in Imo State. The sample was derived using proportionate and simple random sampling techniques. The instruments used for data collection are two rating scales titled: Quality Assurance Practice Scale (QAPS) and Teachers' Job Performance Scale (TIPS). The validity of the instruments was done by two specialists in Educational Measurement and Evaluation and three specialists in Education Management. The reliability coefficients of the instruments were derived using Cronbach alpha statistic. The result obtained yielded reliability indices of 0.82 and 0.72 for QAPS and TJP respectively, indicating high internal consistency reliability of the research instruments. Research questions were answered using Pearson (r) statistics while the hypotheses were tested with t-test of significance of simple linear correlation statistics at 0.05 level of significance. The findings of the study were that there is a moderate positive and significant relationship between instructional supervision practice and teachers' job performance; there is a very high positive and significant relationship between teacher motivation practice and teachers' job performance; there is a very high positive and significant relationship between monitoring practice and teachers' job performance; and there is a very high positive and significant relationship between evaluation practice and teachers' job performance. Based on the findings, it was recommended among others that since it was found out that instructional supervision practice moderately relates with teachers' job performance, quality assurance personnel from the secondary education management board must always work in synergy with the principals and teachers almost on a regular basis to bring about improved job performance.

INTRODUCTION

Education is not only regarded as a very important instrument of socialization and reform, but as a means of laying foundation for a strong and virile nation. It is regarded as the instrument for development and integration, hence concerted efforts are always made to ensure that the system is on course through quality assurance in schools. The school is a social system and cannot operate without some forms of structure, organization and proper management.

Secondary school education occupies strategic position in the national education system. It bridges the gap between the primary and the tertiary levels of education in Nigeria. It is a formalized system of education usually organized for learners between the ages of ten to seventeen years (Federal Republic of Nigeria, FRN, 2013). In the present Nigeria education system, it is organized into two sections of junior and senior secondary schools for proper development of the students and the nation. The secondary school is an institution or a human industry established for refining human beings in terms of skills, behaviour and all round excellence. The National Policy on Education (FRN, 2013) which states that the broad aims of secondary education in Nigeria are:

- The preparation of students for useful living within the society; and
- The preparation of students for higher education

The aims and objectives make it clear that the ultimate goal of secondary education is to develop the individual's mental capacity and character for behaviour, for higher education, and useful living within the society since the future of any nation depends quite considerably on the quality of education it provides for its citizens. The realization of these objectives hinges on quality of teachers, infrastructure and learning environment, resource inputs, teaching process, classroom management, academic assessment, principals' supervision roles and students' commitment to learning (Oku, Emenalo & Okeke, 2013; Udu & Odo, 2016). To achieve the stated objectives of secondary education, quality assurance must be in place.

Quality of education has become one of the central issues accorded priority in the recent educational reforms going on worldwide, and quality assurance has become one of the mechanisms used in achieving it. However, the understanding of quality and the possible ways and means of assuring quality in education varies. Quality assurance is the meeting or conforming to generally accepted standards as defined by quality assurance bodies or appropriate academic and professional committees (Omebe, 2015). Across the world, quality assurance (QA) is an indispensable structure that ensures quality education is offered in schools. It involves instituting checks and balances to make certain that teachers and schools are teaching the prescribed curriculum appropriately and learners' progressive outcomes are appealing (Aworanti, 2012). The use of quality assurance management system has become popular in the administrative world.

The days of quality control practice in organizations are over, quality assurance has taken over. The worth of any management is based on its ability to produce quality product and satisfy clients needs (Oyetola, Kayode & Okunuga, 2012). In the education industry, the worth of any educational system is based on its ability to produce quality output (students) that can contribute to the development of the society. It is then the functions of the education managers to identify and solve problems that may work against quality delivery of education.

For a nation to rise to a standard worthy enough for her to compete favourably in the league of nations, such a nation must ensure that high quality in her education is attained and sustained, thus bringing about quality workforce in the nation. Quality assurance could be seen as a set of activities that are carried out to monitor and improve performance so that services provided will be effective and goal oriented. The United Nation Children Fund (UNICEF, 2000) defines and analyses quality assurance in education from the view points of learners, content, processes, environments and outcomes. According to UNICEF (2000), quality assurance in education could be attained when the:

- a) Learners are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities;
- b) Environments are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities;
- c) Content is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace;
- d) Processes through which trained teachers use child-centred teaching
- e) approaches in well-managed classrooms, schools and skilful assessment to facilitate learning and reduce disparities;
- f) Outcomes that encompass knowledge, skills and attitude are linked to national goals for education and positive participation in society (p.24).

It is evident from the above that quality assurance encompasses the learner, the environment of learning, the teaching-learning processes and the content (what is offered to the learner) as well as the learning outcomes. According to Federal Ministry of Education (2009), quality assurance is a process of collecting, analysing and utilizing relevant educational information in order to ensure that the stated or pre-determined goals or targets are achieved optimally. It also describes quality assurance as a process of monitoring, assessing and evaluating according to standard and communicating judgments obtained to all concerned in order to ensure quality with integrity, public accountability and consistent improvement. Quality assurance is not peculiar to education. It cuts across all the sectors of the economy including health, business outlets, companies, schools at all levels, law, aviation, manufacturing, land and sea transportation. In agreement to this assertion, Udu and Odo (2016) conclude that

quality assurance is a precautionary measure taken in manufacturing products in order to meet the needs, expectations and satisfaction of consumers.

In education, quality assurance is a process centred approach that is geared towards provision of the best possible products or services. In other words, it is a judgmental concept, which helps the consumers to differentiate one product from another. Fadokun (2011) posits that quality assurance practices are measures that assess a particular education process, outcome and services. It can also be seen as qualitative measures that can be used to monitor and evaluate the quality of important process, outcomes and services that affect quality in education. Indices are based on some established standards (Okeke, 2010). These standards are based on the objectives of each activity and over 75% implementation and achievement of the stated objectives. Federal Ministry of Education (2009) further affirms that quality assurance process is open with all the indicators or parameters of quality outcomes that are participatory to all stakeholders involved. These indicators or indices range from activities which forms the structures and parts of processes in educating the learner for maximum performance. These indices also affect the teacher in the course of discharging his/her duty. Some of these indices according to Ayeni (2012) are management process, teaching pedagogy, inspection, instructional supervision, motivation, evaluation, mentoring, resource management and other curriculum implementation activities. In this study, instructional supervision, teacher motivation, monitoring and evaluation are quality assurance practices considered as associated variables to teachers' job performance.

Instructional supervision is a quality assurance practice put in place by the education management board and school administration to monitor the teaching and learning process in the school, and is a way of checking other people's work to ensure that bureaucratic regulations and procedures are followed and that loyalty to the higher authorities is maintained (Wanzare, 2012). Instructional supervision roles performed by supervisors include; monitoring of teachers' attendance during lessons, checking and ensuring adequate preparation of lesson plans/notes, checking and ensuring adequacy of scheme of work and record of work. Awuah-Baffour (2011) opines that instructional supervision deals with monitoring teachers' instruction-related duties, providing teachers with teaching resource, visiting classrooms to observe lessons, and providing assistance and support to help teachers do their work effectively.

With regards to teacher motivation, Federal Republic of Nigeria (2013) expressed that no nation can rise above the quality of its teachers. Teachers are the key actors in curriculum implementation and if they do not have the right competencies and motivation to fulfill their role, it will create pitfall in the system.

According to Balogun (2012), motivation is the process of influencing or stimulating a person to take action that will accomplish desired goals. However, teachers' motivation is a way of empowering teachers in their occupation to put in more effort in their work. It

further involves the perceptions, variables, methods, strategies and activities used by the management for the purpose of providing a climate that is conducive to the satisfaction of the various needs of the employees, so that they may become satisfied, dedicated and effective in performing their task. In education, teachers should be motivated in order to boost their productivity, effectiveness, efficiency and dedication in performing their task. This will enhance quality assurance, quality education and quality instructional delivery in the education system. It will also enhance the achievement of educational objectives (Aworanti, 2012). Thus, the motivation of teachers in the educational system is of crucial importance and significance to the quality of educational innovation and delivery outcome.

Monitoring is referred to as "an ongoing process by which stakeholders obtain regular feedback on the progress being made towards goals and objectives" (Aworanti, 2012). Monitoring is a systematic process of observing, tracking and recording activities of others in an organization or institution in order to achieve stated goal and objectives. The relevance of monitoring is associated with the necessity of establishing the quality of educational services on the basis of approved stated standards (Coates, 2010). The main purpose of the monitoring activity is to collect information that will inform and facilitate improvement in teachers' classroom practice and assist in meeting quality assurance in the school system.

Evaluation is seen as the assessment of collected information in order to determine the value of judgments and/or generate knowledge to inform decisions about future programmes. Evaluation may be formative, providing feedback for improvement, or summative, assessing merit or worth (Osakwe, 2016). Evaluation is the act of testing the effectiveness of human, material, financial and time resources in the secondary school system so as to judge their effectiveness towards achieving quality assurance in school. This quality assurance factors could be related to teachers' job performance.

In modern competitive environment, the role of teachers in educating the youth of nation is understated. Teachers' job performance remains an issue of great concern to education as an organization including the secondary education. Doneely (2002) rightly explains that job performance is concerned with the overall effectiveness and efficiency of getting things done. It gives an overview of how an organization is fairing. The concept of job performance can be viewed from many perspectives like economic, industry and management. Mali (2005) looks at job performance as reaching the peak of performance with the least expenditure on resources. Job performance therefore is a critical factor in socio-economic development as it justifies huge expenditure by the organization and has many other salutary effects. According to Nwachukwu (2006), job performance is the output, resulting from a given resources input at a given time which directly affect the realization of secondary education. Teachers' performance inside and outside the classroom is of crucial for the personal and academic growth of students. Teachers set the tone of their classroom, build a warm environment, mentor and nurture students, become role models, and listen and look for signs of trouble. In this point of view, the success or the failure of educational activities is

highly depending on teacher performance both inside and outside the classroom. Based on the above background, the researcher examines quality assurance practices as correlates of teachers' job performance in secondary schools in Imo State.

Purpose of the Study

The main purpose of this study was to examine quality assurance practices as correlates to teachers' job performance in public secondary schools in Imo State. Specifically, the study sought to ascertain the:-

1. Relationship between instructional supervision practice and teachers' job performance.
2. Relationship between teacher motivation practice and teachers' job performance.

Research Questions

The following research questions guided the study:

1. What is the coefficient of relationship between instructional supervision practice and teachers' job performance?
2. What is the coefficient of relationship between teacher motivation practice and teachers' job performance?

Hypotheses

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

H₀₁: The coefficient of relationship between instructional supervision practice and teachers' job performance is not significant.

H₀₂: The coefficient of relationship between teacher motivation practice and teachers' job performance is not significant.

RESULTS

In this chapter, the researcher presented the results in tables according to the research questions and hypotheses. **Research Question 1**

RQ₁: What is the coefficient of relationship between instructional supervision practice and teachers' job performance?

Table 1: Summaries of simple linear correlation used to explain the coefficient of relationship between instructional supervision practice (X) and teachers' job performance (Y)

V	n	Σ	r	MR	DR	Remarks
X	341	9214				Moderate
Y	341		0.56	Moderate	Positive	Positive
		9278				Relationship

Size (n), Summation (Σ), Simple Linear Correlation (r), Magnitude of Relationship (DR), Direction of Relationship (MR) and Remarks

Table 1 shows the result for the coefficient of relationship between instructional supervision practice and teachers' job performance. A close look at the table shows that the calculated coefficient of the relationship is 0.56, which indicates that the magnitude of the relationship is moderate while the direction is positive. The positive sign shows that an increase in one variable could moderately lead to some measure of increase in the other variable. The answer to the above question is: there is a moderate positive relationship between instructional supervision practice and teachers' job performance.

Hypothesis 1

H₀₁: The coefficient of relationship between instructional supervision practice and teachers' job performance is not significant.

Table 2: Summaries of t-test of significance of simple linear correlation used to test the coefficient of relationship between instructional supervision practice and teachers' job performance

V	n	Σ	r	a	df	t _{cal}	t _{tab}	Decision
X	341	9214						
			0.56	0.05	339	12.336	1.96	Reject H₀₁
Y	341	9278						

Sample Size (n), Summation (Σ), Coefficient of Relationship (r), Alpha Level (a), Degree of Freedom (df) and t-test of Significance of Simple Linear Correlation between two Variables

Table 2 shows the result for the test of the significance of the coefficient of relationship between instructional supervision practice and teachers' job performance. The result gave the degree of freedom as 395 and the t-calculated value as 12.336 and the t-tabulated value as 1.96. As the t-calculated value is greater than the t-tabulated value, the researcher rejected the null hypothesis; therefore summarize that there is a moderate positive and significant relationship between instructional supervision practice and teachers' job performance.

Research Question 2

RQ₂: What is the coefficient of relationship between teacher motivation practice and teachers' job performance?

Table 3: Summaries of simple linear correlation used to explain the coefficient of relationship between teacher motivation practice (X) and teachers' job performance (Y)

V	n	Σ	r	MR	DR	Remarks
X	341	9326	0.86	Very High	positive	Very High Positive Relationship
Y	341	9278				

Size (n), Summation (Σ), Simple Linear Correlation (r), Magnitude of Relationship (DR), Direction of Relationship (MR) and Remarks

Table 3 shows the result for the coefficient of relationship between teacher motivation practice and teachers' job performance. A close look at the table shows that the calculated coefficient of the relationship is 0.86, which indicates that the magnitude of the relationship is very high while the direction is positive. The positive sign shows that an increase in one variable could very highly lead to some measure of increase in the other variable. The answer to the above question is: there is a very high positive relationship between teacher motivation practice and teachers' job performance.

Hypothesis 2

H₀₂: The coefficient of relationship between teacher motivation practice and teachers' job performance is not significant.

Table 4: Summaries of t-test of significance of simple linear correlation used to test the coefficient of relationship between teacher motivation practice and teachers' job performance (Y)

V	n	Σ	r	a	df	t _{cal}	t _{tab}	Decision
X	341	9326	0.86	0.05	339	31.152	1.96	Reject H₀₁
Y	341	92278						

Sample Size (n), Summation (Σ), Coefficient of Relationship (r), Alpha Level (a), Degree of Freedom (df) and t-test of Significance of Simple Linear Correlation between two Variables

Table 4 shows the result for the test of the significance of the coefficient of relationship between teacher motivation practice and teachers' job performance.

The result gave the degree of freedom as 395 and the t-calculated value as 31.152 and the t-tabulated value as 1.96. As the t-calculated value is greater than the t-tabulated value, the researcher rejected the null hypothesis; therefore summarize that there is a very high positive and significant relationship between teacher motivation practice and teachers' job performance.

Conclusion

The study thus concluded that quality assurance practices (instructional supervision, teacher motivation, monitoring and evaluation) are significantly associated with teachers' job performance in secondary schools in Imo State if other factors are held static.

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THE INTEGRATIONAL VALUES OF TRANSFORMATIONAL LEADERSHIP IN NIGERIA'S EDUCATION SYSTEM

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Abstract

This article identified the problem of unethical behaviors associated with poor qualitative education in Nigeria. In Nigeria's educational sector where educational challenges such as inadequate infrastructure, low teacher motivation, and inconsistent curriculum delivery persist, transformational leadership offers a promising approach towards inspiring educators and administrators alike. This necessitates the integration of transformational leadership within the system as a pivotal strategy for fostering systemic change and improving educational outcomes. This article examines transformational leadership and how its implementation can cultivate a more engaged and effective educational environment. Through expository method and critical analysis, the ills of the Nigerian education system have been unveiled showing how transformational leadership style can fix its challenges. Ultimately, systematic policy reforms that will embrace transformational leadership principles is advocated for, to achieve sustainable improvements in the education system, ensuring that it meets the demands of the 21st century and fosters the holistic development of its learners.

Key Words: Leadership, Transformation, Education, Vision, and Creativity

Introduction

The Nigerian education system is gradually going down due to the system of leadership in use which doesn't lay much emphasis on the inculcation of ethical values and seriousness in the learners. There are manifestations of laziness, disrespectful acts, laxity in studies, examination malpractices, sexual promiscuity, lesbian and homosexual acts, get-rich-quick syndrome, kidnappings, cultism, sorting to get marks, etc., manifested by the learners in various degrees in the education system. As a result, there is deep drop in the quality of education in the institutions which leads to the production of empty and half-baked students who only know how to foment troubles.

Furthermore, the Nigerian education system faces a multitude of other challenges, including inadequate infrastructure, low teacher morale, and a disconnect between educational outcomes and labor market demands. As the nation aspires to compete with other nations in a globalized world, there is an urgent need for the introduction of innovative leadership strategies that can effectively address these systemic issues. One such approach is the integration of transformational leadership into the education system. It is a style that emphasizes inspiration, motivation, and the cultivation of a shared vision among educators, learners and stakeholders.

Transformational leadership stands out as an integrative and powerful tool, as well as a framework that not only encourages change but also aims to empower individuals within the educational landscape. By fostering a culture of collaboration and inclusivity, transformational leaders can inspire educators to embrace innovative teaching practices while enhancing the overall learning experience for students as expected. This leadership paradigm aligns well with the goals of the Nigerian education sector as enshrined in the federal governments' document on education, specifically, the "National Policy on Education," which seeks to improve access, quality, and relevance in education.

This article therefore explores the integrational values and potentials of transformational leadership to revolutionize the Nigerian education system by examining its defining characteristics, contemporary relevance, and the pathways through which it can be effectively integrated into educational policies and practices for a better future. Ultimately, the promotion of transformational leadership principles can serve as a catalyst for positive change in our education system, enhancing the capacity of educators and institutions to meet the needs of a dynamic society and prepare students for the challenges of the future.

Nigeria's Present Education System

Education has been highly valued down through the ages, owing to its great importance. It is a great industry, and an instrument of excellence for the enhancement of social and economic reconstruction of a nation. It is the key to the realization of any nation's collective aspiration, and one of the social services provided by the three tiers of government in Nigeria. Following this trajectory, our country, Nigeria, articulated some guidelines enshrined in her National Policy on Education. The Federal Republic of Nigeria (2013) stated the goals of education in Nigeria to include the development of the individual into a morally sound, patriotic and effective citizen, total integration of the individual into the immediate community, the Nigerian society and the world, provision of equal access to qualitative educational opportunities for all citizens at all levels of education, within and

outside the formal school system, inculcation of national consciousness, values and national unity, and development of appropriate skills, mental, physical and social abilities and competencies to empower the individual to live in and contribute positively to the society (pp. 2-3).

Consequent upon this, the Federal Republic of Nigeria (2013) stated further that:

The success of any system of education is hinged on proper planning, framework, efficient administration and adequate financing. Leadership capacity building for education sector planners and managers is the strengthening of the leader's skills in effective resource mobilization and management (human, material, financial and time) as well as adequate work practices. There shall therefore be mandatory continuous training before and during the period of service for all planners and managers in the education system. National Institute for Educational Planning and Administration (NIEPA) shall be charged with the responsibility of coordinating the capacity building activities of the planners and managers (pp. 132 - 133).

It is obvious that these Federal government's lofty ideas for the proper education of children in the country can only be realized through the accurate execution of the policy by those in charge as stated above, but the reverse has always been the case. It has been observed in our society today that students lack good behaviors and joke with their studies. This is a serious problem that must be solved using a better leadership style that will lay emphasis on developing good behaviors and positive attitudes towards studies in the students.

On the other hand, for there to be normalcy and efficiency in society, students in the various institutions of learning (primary, secondary, and university) should have good behaviors that will align with the ideal ways of doing things. Society moves better and becomes livable when people are intelligent both academically and behave well. This is why a good leadership style should be used in the institutions of learning to bring out the best in the learners and harness their talents for optimum performances as citizens. It is important because a good leadership style influences people and helps to inculcate some positive values in them.

However, some of the needed ethical behaviors and values needed in the learners for better performances are honesty, fairness, leadership, integrity, compassion, respect, responsibility, loyalty, law-abiding, transparency, and environmental concerns, etc. They are so important in life and help in creating sanity in educational institutions and society at large. The transformational leader uses them to bring out the best in people. The inculcation of sound morality (ethical values) among students in schools through proper teaching and learning should not be neglected as it is a distinguishing factor between human beings and animals. Ethical considerations should be central in educational administrative decisions and practices as they are in interpersonal relationships. The increasing immorality and indiscipline in the current Nigerian society has tremendously affected our educational system negatively. Consequently, this has resulted to the glaring lack of ethical considerations in administrative decisions and practices in the educational system which has contributed more to indiscipline in schools Oku, Emenalo, and Okeke, (2018)

The existence of these anomalies and behavioral deficiencies among learners has been caused by the lack of a good leadership style that can lead to a paradigm shift in terms of behaviors and performances by the students, and staff as well. This necessitates embarking on the best leadership style that can handle these problems and bring out the best in the students. Society is now suffering from these anomalies (both the school and family). These issues call for a change and total overhauling of the educational system. Oku, Emenalo, and Okeke (2018) noted that:

The school is a living unit and so is described as an open system which has the characteristics of a living entity such as self-regulating and self-remaining as well as improvement. It is responsive to the ever changing or dynamic society which occasions changes in technology and its effects, changes in the economy, social needs and interactions. In other words, certain changes are made in the educational system to bring about the desired change in the society and for the products of education to remain relevant and functional.

This is why the Nigerian education system needs a transformation and calls for the use of transformational leadership style that has the capacity of making some transformative changes in the lives of all (staff and students). This is so because organizational success and the effectiveness in achieving goals based on a clear mission and vision usually correspond to a leadership approach that targets raising service levels, the introduction of modern organizational development trends, and adaptation to internal and external environments. This shows the importance of leadership in all human endeavors.

Before delving into the concept of transformational leadership that needs to be integrated into the Nigerian education system, one should know that leadership is very important in all spheres of life. Oku, Emenalo, and Okeke, (2018) see leadership as the driving force that propels an organization to achieve its goals. It is the ability to exercise social power. For leadership to properly answer its name it must have the elements of care, personality, knowledge, motivation, commitment, and communication According to Prentice (1961), leadership is the accomplishment of a goal through the direction of human assistants. He also noted that the man who successfully marshals his human collaboration to achieve ends is a leader. It is the ability of an individual or a group of people to influence and guide followers or members of an organization or society. Chike-Okoli, as cited in Orih (2020), noted that leadership is the process of influencing the activities of an organized group towards goals setting and goal achievement. It is the initiation of a new structure or procedure for accomplishing an organization's goals or objective. Jerry-Alagbaoso (2017) equally noted that leadership involves the provision and management of different factors associated with values, strategies and planning. This is why a would-be leader should be disciplined and focused to perform well. Transformational leadership helps in achieving that and is therefore of utmost importance in our educational system at this moment when the federal government wants to kill education in the country through poor salaries and neglects of ASUU demands for qualitative education, students perform poorly academically, and morality is also at its lowest ebb.

Transformational Leadership

James MacGregor Burns was the originator of this leadership style. In 1978 he first introduced the concept of transforming leadership in his descriptive research on political leaders. According to him, transforming leadership is a process in which leaders and followers help each other to advance to a higher level of morale and motivation (Burns,1978). He established two concepts which are "transforming leadership" and "transactional leadership". For Burns, the transforming approach creates significant change in the life of people and organizations. It redesigns perceptions and values and changes the expectations and aspirations of employees. Anyaogu (2021) noted that transformational leadership style has it that nothing so needs reforming as other people's habits. The idea of replacing unethical behaviors of students that lead to poor academic performances with ethical values through transformational leadership style is necessary and of paramount importance.

It should be noted that transformational leadership is deeply rooted in ethical values. Burns (1978) defined the characteristics of a transformational leader in moral terms and positioned this leadership style as moral leadership. According to him, in transformational leadership approach, leaders and followers further take each other's motivation and morality to higher levels. Burns based the relationships between leaders and followers on a series of moral principles and developed rules regarding the nature of good leadership in terms of morality. His theory focused on moral leadership and led a different view to other leadership theories.

Components of Transformational Leadership:

There are four components of Transformational leadership which are idealized influence, inspirational motivation, intellectual stimulation and individual consideration. Northouse noted that leaders who portray transformational leadership normally possess exceedingly strong internal values and ideals. They effectively promote their followers to act in a manner that supports the progress and success of the entire organization instead of their interests (Northouse, 2016).

Idealized influence is one of the components of transformational leadership. Here transformational leaders serve as role models and set high ethical standards. When applied in the Nigerian education context, school administrators will embody professionalism, respect, and integrity, encouraging students and teachers to develop similar values. Idealized influence is also known as charisma influence. It is an emotional component of leadership which describes how leaders act as strong role models for followers. Followers admire the character and behavior of the leaders, and they are out to imitate them. Such leaders are known for possessing the highest moral and ethical standards (Northouse, 2016). Their purpose is to do what is right. Followers trust such leaders and they are confident that they would help them to realize greater success.

Transformational leaders transfer their ideas to the people intending to convince them to undertake certain activities since it is for the wellbeing of the organization. It comprises of attributions and behavior components. Leaders' attributions as made by followers based on the perceptions that they have on their leaders and behavioral component that depend on the observations that followers make on the behavior of the leaders (Lussier,

& Achua, 2015). Here leaders become models for their followers by their friendly behavior. They admire and respect their followers as well.

Inspirational motivation is another important component. When applied in Nigeria's education system, leaders can inspire teachers, students, and administrative staff by creating a compelling vision for educational reform, emphasizing the importance of quality education, inclusivity, and innovation. Inspirational motivation describes leaders who encourage their followers and inspires them to be part of the vision and mission of the organization.

Here leaders will use symbols as well as emotional appeals to motivate learners to improve self-interest and values. The leader understands the significance of making the right choice of words while addressing the learners. As such, a transformational leader understands that keeping the followers motivated is a necessary platform for excellence, and the followers would advance their vision since they have been nurtured by their leader.

Intellectual stimulation is one of the components that is very important because it encourages creativity and critical thinking. It is necessary for the Nigerian youths that have sold hard work for frauds, kidnappings, Yahoo-Yahoo and other cybercrimes to make quick money. Transformational leaders promote an environment where educators are encouraged to develop new teaching methods, implement technology in the classroom, and adopt innovative curricula for effectiveness. Integrating this into the Nigerian education system could involve training and workshops to enhance proper pedagogical skills. Also, it challenges the behaviors of the followers by introducing certain values and beliefs that individuals would be expected to observe.

It encourages learners to come up with new ideas and approaches to dealing with issues and supports them as they come up with new approaches and innovative ways of handling some problems (Northouse, 2016). Learners will begin early to manage and think independently over the issues surrounding them. Through this component, learners will get an opportunity to think independently and come up with new ideas to solve the problems that may come up (Lussier, & Achua, 2015).

Individual consideration is the final component that is also good for the formation of learners. Here close attention is paid to the individual needs of their followers. When applied in the Nigerian context, it will help to address the specific challenges faced by students and teachers, by offering them mentorship programs, and providing support tailored to individual learning and professional development needs for the needed efficiency. This important component describes managers who act as coaches and advisors to the associates. Managers with individual consideration encourage associates to reach goals that help both the associates and the organization. Here the leader behaves well with his/her subordinates according to their own characteristics and capabilities and pays personal attention to individuals to develop a healthy relationship by providing new learning opportunities according to their interest and skill.

Implementation Strategies for Integrating Transformational Leadership in the Education System

Transformational leadership style has a lot of strengths and integrational values for effecting changes which makes it an ideal leadership style for rebuilding Nigeria's education

system. To integrate it into Nigeria's system, it requires some essential strategies to make it practicable for the realization of the aimed objectives. In the first instance, there should be emphasis on professional development for educators. To achieve this, there must be the implementation of regular professional development programs with the aim of promoting transformational leadership principles among school leaders and teachers. The programs will accommodate workshops, seminars, and mentorship that will enable the educators be properly equipped with the skills required to make them emerge as transformational leaders.

Secondly, there should be a serious effort towards creating visionary leadership at all levels of the education system. This entails encouraging educational leaders at all levels (school heads, school supervisors, and university administrators) to develop special love for education and share a clear vision for it in Nigeria. This should be an inclusive vision, with the aim of addressing the diverse needs of learners across different regions and demographics. This will help in the production of balanced learners and citizens in the country.

Additionally, there should be serious promotion of collaborative decision-making that will enhance harmonious coexistence in the institutions. This means fostering environments where teachers, students, and parents can actively participate in decision-making processes. This type of collaboration will facilitate buy-in for initiatives and policies, thereby encouraging a sense of ownership and commitment to educational outcomes. Besides, people always feel happy when they are involved in the affairs going on in their places of work. It gets them energized as they won't feel neglected.

Furthermore, efforts should be made at utilizing technology especially in this modern era where technology has improved harmonious coexistence. The government or those in charge can easily help to leverage technology to create platforms for communication, collaboration, and resource sharing among educators and learners. This will aid online training programs and discussion forums which can help disseminate transformational leadership principles effectively. Transformational leadership enhances mutual collaboration and relationship between the leaders and the led or learners in the school system.

Besides, another strategy is to embark on the process of enhancing accountability and high standards in the institutions of learning. There should be an introduction of metrics and evaluation systems that will enable the assessment of the impact of transformational leadership initiatives in schools. A continuous habit of monitoring progress can better provide feedback on leadership effectiveness and student outcomes, guiding further improvements as a result. This is so because proper monitoring helps in keeping useful programs on a good track which helps in achieving the targeted goals.

Equally, the idea or practice of building supportive networks should not be neglected either. To achieve this noble objective, reasonable effort should be made to develop networks of transformational leaders in education, including creating platforms for sharing best practices, successes, and challenges. This is important because there are always challenges encountered when carrying out noble tasks like this. This type of network will promote and enhance continuous learning and collaborative growth across the education sector, as those involved will easily get good ideas and better clues from one another. This

will lessen the emotional burden that may accrue from the challenges that may arise from the exercise.

However, as human theories, ideologies and thoughts are imperfect owing to human imperfection, transformational leadership style has equally received a share of criticism from people, and some may follow that trajectory to say that it won't be efficient in rectifying the odds in our education system, especially those who abhor order, morality and hard work. One of the backgrounds for its criticism is on conceptual clarity. It is considered to have a wide spectrum making it difficult to focus on the most fundamental issues. On this, Northouse (2016) noted that there would be criticism on the process of measuring transformational leadership since it is argued that there is no specific procedure for measuring leadership. But this shows that the criticism is baseless because leadership itself is not measurable. And if leadership cannot be measured, there is no need trying to measure transformational leadership which is a brand of leadership.

Additionally, transformational leadership has been seen as a leadership style that treats leadership as a personality trait instead of behavior that individuals can learn. This means that some people are already disqualified for not possessing the relevant personality. But if it is personality trait as they argue, it wouldn't have been stipulated within its principles that it aims at stimulating people, motivating them, making them have vision, and giving them considerations as individuals. The essence of all these is to build them with principles that will make them emerge as future leaders. Some equally criticize it on the ground that it is for elites and undermines democracy. This is based on the idea that the leader may determine the future of the organization by luring employees to behave or operate in a certain way, but these criticisms are not strong enough because every democratic system works on principles and aims at channeling people towards an ideal for conformity and progress within the system.

However, though scholars take issue with this system of leadership, these critiques do not negate transformational leadership's value and effectiveness. Rather, its limitations should be viewed as opportunities to integrate additional leadership theories to bolster transformational leadership's utility. Transformational leadership can provide opportunities for engagement with stakeholders who have varied goals and interests when it comes to improving the school's success and for a multifaceted approach to enacting change within a school system. Scholars still argue that its advantages outweigh its flaws. Berkovich (2016) attests to the fact that transformational leadership bridges the gap between theories, which should be viewed as an asset. Transformational leadership offers room for interpretation and flexibility, solidifying as a result, its usefulness and importance as an effective style for creating a positive change in Nigeria's education system.

Conclusion

The integrational values of transformational leadership are uncountable, and the integration of transformational leadership into the Nigerian education system represents a vital pathway towards addressing the myriads of problems and challenges facing the sector. From the foregoing, it has become clear that by fostering a conducive environment where educators are empowered, motivated, and inspired, transformational leadership has the potential to effect substantial changes at all levels of the educational hierarchy. This approach will not only encourage collaboration among teachers, administrators, and

stakeholders but also promote creative and innovative practices that can lead to improved student outcomes and overall educational quality. It has been observed that the successes seen in institutions that had adopted the principles of transformational leadership demonstrate the significant benefits of a leadership style which prioritizes vision, resilience, and adaptability.

However, it must be noted that for transformational leadership to be deeply rooted and flourish within the Nigerian educational context, it is very necessary to implement supportive policy frameworks that prioritize professional development, resource allocation, and stakeholder engagement. This commitment from both governmental and institutional levels is very crucial towards cultivating an educational culture where transformational leaders can thrive and effectively drive positive change.

Therefore, embracing transformational leadership as a core component of educational reform in Nigeria will not only enhance the quality of education but also contribute to the broader goal of nation-building by developing critical thinkers, innovative problem-solvers, and responsible citizens. This will help to put our educational system on track as witnessed in advanced countries like America, Germany, etc. And as our country Nigeria continues to navigate the complexities of its educational landscape, the practice of leveraging the principles of transformational leadership will be key to realizing a more equitable, effective, and inspiring educational environment for all learners.

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**STUDENTS' PERSONNEL MANAGEMENT PRACTICES AS
CORRELATE TO STUDENTS ACHIEVEMENT IN SENIOR SECONDARY
SCHOOLS IN OWERRI EDUCATION ZONES OF IMO STATE**

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Abstract

In this study the researcher investigated students' personnel management practices as correlate to students' achievement in senior secondary schools in Owerri Education Zones of Imo State, Nigeria. To guide the study, two research questions were asked and two hypotheses were formulated. The study adopted a correlational research design involving simple linear method. The population of this study was 32,195 students from the 126 public senior secondary schools in Owerri Education Zones of Imo State. The researcher drew a sample of 395 respondents from 18 selected public senior secondary schools using Taro Yamane formula. Proportionate random sampling technique was used to select the respondents. The researcher used the rating scale titled Students' Personnel Management Practices Scale (SPMPS) and Achievement Test titled: Mathematics and English Language Achievement Test (MELAT) which contained 35 items and 20 multiple choice questions. The instruments were validated by three research specialists. Reliability coefficients of 0.82 for SPMPS and 0.81 for MELAT were obtained using Pearson Product Moment Correlation Coefficient (PPMCC) and Kuder-Richardson (KR-20) respectively. The researcher used Pearson Product Moment Correlation Coefficient (PPMCC) to answer the research questions and t-test of the significance of Pearson "r" to test the hypotheses at a 0.05 level of significance. The result found that discipline, health services, library services and counseling services have low, positive and significant extent of relationship with students' achievement in public senior secondary schools in Owerri Education Zones of Imo State. The study concluded that students' academic success is dependent on students' personnel management in areas such as library services and health services. The effective management of these practices guarantee conducive learning environment whereby improved academic achievement is possible. Based on the findings of the study, it was recommended among others that Government should as a matter of urgency make

provision for sickbays in the various schools as well as revamp the already existing ones that have no facilities or have being abandoned in order to cater for the health challenges of students whenever the need arises. This will help to ensure that the students are conversant with the rules and regulations of the school and abide strictly to them.

Keywords: Students' Personnel Management Practices, Students achievement, Senior secondary schools

Introduction

Education as a social process is focused on the teaching and learning of individuals or a group of people with the objective of producing effective citizens for a functional society. Education opens the door for all citizens to participate in development activities and when citizens are denied good education, they are excluded from the development process, which in turn puts them at a disadvantage vis-à-vis their compatriots with the benefit of education. The value on the educational system explains the high premium placed on it, even in the National Policy on Education, and the huge investment made by all stakeholders which cannot be overemphasized. According to Obi (2021), education is the heart of the society, which is responsible for what we are as individuals, what the nations are and what the world looks like. The Federal Republic of Nigeria (FRN) (2013), in the National Policy of Education, acknowledges the fact that no nation can achieve economic, social and technological progress and self-sufficiency without a good system of education like secondary education.

Secondary school education is set up for the sake of achieving a wide variety of goals. These goals according to Federal Republic of Nigeria (FRN, 2013) include preparing students for useful living within the society and preparing them for higher education. This informs the reason why both the government and the private sector commit a great deal of resources towards the achievement of these goals. According to FRN (2013), the aim of secondary education is to provide opportunity for qualitative education for primary school leavers, cater for the differences in talents of the pupils, develop Nigeria cultural heritage, produce a generation of people who respect the dignity of labour, foster Nigerian unity and to inspire its students with the desire for achievement and self-improvement both at school and in later life. However, the achievement of all these laudable aims and objectives of secondary education rest to a reasonable extent on the effective management of students' personnel practices.

Students' personnel management is one of the essential functions of the school administrator. It is defined as involving all the activities that are rendered to the students for the achievement of educational objectives apart from the normal classroom instructions. This means that student personnel administration encompasses all the curricular and co-curricular components/aspects of the school program. To Anyaogu (2016), students' personnel management is the provision of enabling environment for the teaching and learning process in order that the learning will acquire skills, knowledge and desired attitude which will enable him/her to function effectively in the society. Students' personnel management is an important area in the administration of secondary schools which seeks to provide orientation for students to facilitate adjustment to school life, aim towards self-knowledge, and self-realization. The general objectives of student personnel services are to assist students to attain maximum self-realization, become effective in their social environment, and complement the academic programme of the institution.

Students' personnel management enables the schools to perform individual and group counseling, provide placement and follow-up services which help to guarantee that students are given a conducive environment to learn. Ugomma, Ochai, and Obasi (2020) state that student personnel services are aimed at the satisfaction of learners needs in the areas of provision of administration, registration, orientation, hostel accommodation health services, results, and supervision of school programmes. Akuchie (2018) asserts that student's personnel practices are those services and functions that complement classroom instruction for the total development of the individual. Anyaogu (2016), Onye (2010), Oboegbulem (2014) and Ukpang (2015) assert that it includes assistance given to students on finance, health and safety, food and housing, variety of co-curricular activities, and recommends appropriate disciplinary actions to the school authorities concerning erring students thus serving as deterrent to other students. This study focused on four practices of students' personnel management which include health services, library services, discipline and counseling services.

Health services as a practice of students' personnel management are those services that take care of the health needs of students. Thus, the school management owes it as a duty to inculcate in students good health habits and personal cleanliness. Akerele (2021) opines that school health services are curative and preventive health services provided for the promotion of positive health status of school children and staff in a learning environment. Lucas and Gilles (2023) assert that it is universally recognized that the health of school students deserves special attention and in order to derive the maximum benefit from the educational programme, the student must be healthy physically, mentally and emotionally stable. The objectives of the services according to Achalu (2021:55) "are to understand each learner's health needs and develop high level health for each student, to prevent defects, disorders and continuously appraise a student's health, to develop in each learner positive health awareness and reduction in the incidence of diseases". Igwe (2020) is of the opinion that an emotional school environment that seek to promote the health of school students should encompass a healthful day, school feeding services, school safety programme, good aesthetic environment and good teacher/student relationship.

Library services as one of the students' personnel practices provide students with information and ideas that are fundamental to functioning successfully in today's information and knowledge-based society. According to Ekechukwu (2019), school library is an integral part of the institution's programme and not just shelves of books in a school or a periodical mobile library services but school library resources which are centrally housed in a school and organized by staff that are professionally prepared to administer its services and activities to teachers and students. Chukwuka (2015) asserts that school libraries have become sophisticated 21st century's learning environments that offer equal opportunities for achievement to all students. The school library is essential to every long-term strategy for literacy, education, information provision and economic, social and cultural development. A school library is one of the most important agencies in the school. It plays an important role in the teaching and learning process for both teachers and students. This would support student performance, specifically in the areas of literacy, technological skills, and access to resources and equipment. Thus, to benefit from the importance of school libraries, the students are expected to adhere to the guiding rules governing the library facilities which entail being disciplined. The prime objective of library facilities in schools therefore is to help each individual develop the ability to set realistic goals for themselves as well as improve academic achievement.

Students' achievement is described as the scholastic standing of a student at a given moment. This scholastic standing could be explained in terms of the grades obtained in a subject or group of subjects. Fasasi and Oyeniran (2014) state that student's achievement in both internal and external examinations especially in core subjects like English Language and Mathematics has been used to determine students' progress. English language is a medium of communication, instruction and interaction. According to Asudu (2023), foreign languages such as English Language have always bridged the communication gap among bodies, technologically, politically, culturally, socially and economically. At the secondary school level, English Language is studied as a compulsory and core subject. It is also the medium of instruction in all school subjects. Mathematics on the other hand is one of the key subjects offered in Nigerian secondary school curriculum. Due to value afforded to mathematics by the society, the subject has been made compulsory for all learners until the end of the secondary school course. Odili (2016) defines mathematics as a body of knowledge, a collection of techniques and methods, the product of human activity for solving problems.

Consequently, one of the major aspects of students' personnel management relates to their participation in the school administration. This increases happiness of school life for students, improves the discipline and morale tone of the school, develops the ideals of right conduct, self-control, co-operative efficiency and fairness and provision of training in leadership. However, students' needs were expected to also be catered for in order for proper development and improved achievement. However, several studies have been conducted on the influence of students' personnel management practices on teachers' effectiveness or on the effective administration of secondary schools (Ubana, 2018, Ayorinde, 2021, Kpolovie, Joe, & Okoto, 2023. and Achalu, 2021) but there are scanty studies on the relationship between students' personnel management practices and their achievement in public senior secondary schools which is the gap this present study attempts to fill by investigating students' personnel management practices as correlate to their achievement in senior secondary schools in Owerri Education Zones of Imo State, Nigeria.

Statement of the Problem

Students' needs were expected to also be catered for in order for proper development and improved academic effectiveness. Unfortunately, many secondary schools have been experiencing students' disturbances and indiscipline, which include; stealing, smoking, pilfering, absenteeism, truancy, bullying, examination malpractices, cultism, lateness to school and moral laxity. Issues of riots and cultism are commonplace in the parlance of many secondary schools in the area of study. It is also not uncommon to see students beat up their teachers which do not account for effectiveness. As a result of these bad attitudes put forth by students, their academic performance in both classroom and standardized examinations is not encouraging. Students poor performance have drastically increased giving rise to many students engaging in examinations malpractices in even standardized examinations such as WAEC, JAMB, NECO and so on. So much has been put in place to cushion and address this menace of academic ineffectiveness in the education zone and in Imo State at large. The government has improved the structures of many schools and there has also been massive employment of teachers. Several studies have also identified different factors that influence poor academic achievement with several recommendations already made. Yet this issue still persists. This raised the

curiosity of the researcher towards solving this problem. In doing this, the researcher wonders whether there is an association between students' personnel management practices and students achievement in public senior secondary schools in Owerri Education Zones of Imo State.

Purpose of the Study

The general purpose of the study was to investigate students' personnel management practices as correlate to their achievement in public senior secondary schools in Owerri Education Zones of Imo State. The specific objectives include to:

1. find out the relationship between health services as students' personnel management practice and their achievement in secondary schools,
2. ascertain the relationship between library services as students' personnel management practice and their achievement in secondary schools, and

Research Questions

In line with specific objectives, the following research questions were posed to guide the study;

1. What is the relationship between health services as students' personnel management practice and their achievement in secondary schools?
2. What is the relationship between library services as students' personnel management practice and their achievement in secondary schools?

Hypotheses

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

Ho₁ the relationship between health services as students' personnel management practice and their achievement in secondary schools is not significant.

Ho₂: There is no significant relationship between library services as students' personnel management practice and their achievement in secondary schools.

Research Methodology

The study adopted a correlational research design involving simple linear method. The population of this study was 32,195 students from the 126 public senior secondary schools in Owerri Education Zones of Imo State. The researcher drew a sample of 395 respondents from 18 selected public senior secondary schools using Taro Yamane formula. Proportionate random sampling technique was used to select the respondents. The researcher used the rating scale titled Students' Personnel Management Practices Scale (SPMPS) and Achievement Test titled: Mathematics and English Language Achievement Test (MELAT) which contained 35 items and 20 multiple choice questions. The instruments were validated by three research specialists. Reliability coefficients of 0.82 for SPMPS and 0.81 for MELAT were obtained using Pearson Product Moment Correlation Coefficient (PPMCC) and Kuder-Richardson (KR-20) respectively. The researcher used Pearson Product Moment Correlation Coefficient (PPMCC) to answer the research questions and t-test of the significance of Pearson "r" to test the hypotheses at a 0.05 level of significance.

Results

The researcher presented the results in tables according to the research questions and hypotheses.

Research Question one: What is the relationship between health services as students' personnel management practice and their achievement in secondary schools?

Table 1: Summaries of Pearson "r" statistics used to explain the relationship between health services as students' personnel management practice (X) and their achievement in secondary schools (Y)

V	n	Σ	r	MR	DR	Remarks
X	395	6138	0.29	Low	Positive	Low Positive Relationship
Y	395	8689				

Size (n), Summation (Σ), Coefficient (r), Magnitude of Relationship (MR), Direction of Relationship (DR) and Remarks

Table 1 shows the summaries of Pearson r used to describe relationship between health services as students' personnel management practice and students' achievement in secondary schools. The result shows that an index of 0.29 was realized for the relationship between the two variables (health services as students' personnel management practice and student's achievement). This positive nature indicates that an increase in one variable is likely to lead to some measure of increase in another variable and a decrease in one variable could also lead to some measure of decrease in another variable, implying a low association between the variables. Therefore, the answer to the research question is that there is a low positive relationship between health services as students' personnel management practice and students achievement in public senior secondary schools in Owerri Education Zones of Imo State.

Hypothesis one

Ho₁: The relationship between discipline as students' personnel management practice and their achievement in secondary schools is not significant.

Table 2: Summaries of t-test of significance of simple linear correlation used to test the extent of relationship between health services as students' personnel management practice and their achievement in secondary schools

V	n	Σ	r	α	df	t _{cal}	t _{tab}	Decision
X	395	6138	0.29	0.05	393	6.110	1.96	Reject Ho ₂
Y	395	8689						

Sample Size (n), Summation (Σ), Coefficient of Relationship (r), Alpha Level (α), Degree of Freedom (df) and t-test of Significance of Simple Linear Correlation between two Variables

In Table 2 show the result for the test of the significance of relationship between health services as students' personnel management practice and their achievement in secondary schools. The result gave the degree of freedom as 393 and the t-calculated value as 6.110 and the t-tabulated value as 1.96. As the t-calculated value is greater than the t-tabulated value, the researcher rejected the null hypothesis; therefore, infer that the relationship between health services as students' personnel management practice and students' achievement is significant in public senior secondary schools in Owerri Education Zones of Imo State.

Research Question Two: What is the relationship between library services as students' personnel management practice and their achievement in secondary schools?

Table 3: Summaries of Pearson "r" statistics used to explain the extent of relationship between library services as students' personnel management practice (X) and their achievement in secondary schools (Y)

V	n	Σ	r	MR	DR	Remarks
X	395	5386	0.26	Low	Positive	Low Positive Relationship
Y	395	8689				

Size (n), Summation (Σ), Coefficient (r), Magnitude of Relationship (MR), Direction of Relationship (DR) and Remarks

Data in Table 3 shows the summaries of Pearson r used to describe extent of relationship between library services as students' personnel management practice and their achievement in secondary schools. The result shows that an index of 0.26 was realized for the relationship between the two variables (library services as students' personnel management practice and their achievement). This positive nature indicates that an increase in one variable is likely to lead to some measure of increase in another variable and a decrease in one variable could also lead to some measure of decrease in another variable, implying a low association between the variables. Therefore, the answer to the research question is that there is a low positive relationship between library services as students' personnel management practice and their achievement in public senior secondary schools in Owerri Education Zones of Imo State.

Hypothesis Two

H₀₂: There is no significant relationship between library services as students' personnel management practice and their achievement in secondary schools.

Table 4: Summaries of t-test of significance of simple linear correlation used to test the extent of relationship between library services as students' personnel management practice and their achievement in secondary schools

V	n	Σ	r	α	df	t _{cal}	t _{tab}	Decision
X	395	5386	0.26	0.05	393	5.303	1.96	Reject Ho ₃
Y	395	8689						

Sample Size (n), Summation (Σ), Coefficient of Relationship (r), Alpha Level (α), Degree of Freedom (df) and t-test of Significance of Simple Linear Correlation between two Variables

Data in Table 4 show the result for the test of the significance of relationship between library services as students' personnel management practice and their achievement in secondary schools. The result gave the degree of freedom as 393 and the t-calculated value as 5.303 and the t-tabulated value as 1.96. As the t-calculated value is greater than the t-tabulated value, the researcher rejected the null hypothesis; therefore, infer that there is a significant relationship between library services as students' personnel management practice and their achievement in public senior secondary schools in Owerri Education Zones of Imo State.

Discussion of Findings

The result of this study is that there is a low positive relationship between health services as students' personnel management practice and their achievement in public senior secondary schools in Owerri Education Zones of Imo State. This low relationship is a proof that the health services in public schools are very poor, some schools barely have sickbays while the schools with sickbays are not functional thereby militating against students' health as students stay back at home to receive treatment even during schools hours which could result to decline in their achievement hence, it recorded a low coefficient index of 0.29. To further buttress the result, it was established that the extent of relationship between health services as students' personnel management practice and their achievement is significant in public senior secondary schools. In consonance with the finding, Ejeh, Okenjom, and Chizi-Woko (2016) found that all the 20 student personnel services studied were available except health services and financial assistance, even though most of them are of poor quality. Factors responsible for the poor quality of student personnel services include: increase in students enrolment without proportionate increase in student personnel services; poor funding of education, poor attention to student personnel services. The present quality of student personnel services affects students in many ways such as exposing students to hazards, causing lateness to lessons. The findings therefore strengthened the fact that when there is nice and healthy school climate that meet the needs of students and teachers, there would be effective teaching and learning in the school and better academic achievement will ensue.

The study also revealed that there is a low positive relationship between library services as students' personnel management practice and their achievement in public senior secondary schools in Owerri Education Zones of Imo State. This finding implies

that a decrease in school library services would lead to decline in students' achievement which recorded a low coefficient index of 0.22 indicating that students' do not visit the school libraries to update themselves and improve on their reading habit as some could be attributed to unequipped school libraries while others could be students' inability to develop a good reading culture. The result further established that there is a significant relationship between library services as students' personnel management practice and their achievement in public senior secondary schools. In agreement with the findings, Jaja and Udumukwu (2023) found that there is a significant influence of library utilization on academic achievement of students. Similarly, Muhammad (2017) found that most senior secondary schools have no laboratories. Where they exist, they are poorly equipped. Teachers indicated reluctance and inability in conducting practical works using the few available laboratory facilities. Poor maintenance culture was also discovered among teachers. The findings therefore strengthened the fact that the school library services which are meant to improve students' achievement are abandoned or do not serve the purpose they are created for due to outdated resources and poor facilities that makes it conducive for students to improve their reading culture. This has however made students to be confined to the teachings of their teachers without getting additional knowledge that could improve their academic achievement, hence the reason adduced to low academic achievement in public senior schools in Owerri Education Zones of Imo State.

Conclusion

In conclusion, this study aimed to investigate the correlation between students' personnel management practices and students' achievement in senior secondary schools within the Owerri Education Zones of Imo State. The findings have illuminated the critical role effective management of student-related affairs plays in fostering an environment conducive to academic success.

The analysis of the data gathered has underscored the significance of implementing robust student personnel management practices, including but not limited to, effective health care services and library services. Where these practices were implemented effectively, a positive correlation with student achievement was observed. Conversely, deficiencies in these areas were often associated with lower academic performance.

The implications of this research are significant for school administrators, policymakers, and educators. It is evident that prioritizing and investing in comprehensive student personnel management is not merely an administrative task, but a crucial determinant of students' academic outcomes. Schools should strive to create a holistic support system that addresses the diverse needs of students, fostering their personal, social, and academic development.

Moving forward, it is recommended that:

1. Government should as a matter of urgency make provision for sickbays in the various schools as well as revamp the already existing ones that have no facilities or have being abandoned in order to cater for the health challenges of students whenever the need arises.
2. Students' should be motivated to always make use of the library services during their leisure time in school. Also, principals and librarians should ensure that there are up-to-date resources in the library in order to improve students' reading culture.

By adopting these recommendations, schools in the Owerri Education Zones, and indeed across Imo State, can enhance their capacity to nurture students and improve overall academic performance. Ultimately, this study reinforces the understanding that a well-managed student body is a key ingredient in the recipe for educational success.

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**STUDENTS' ASSESSMENT OF THE COMPETENCY LEVEL OF
ECONOMICS TEACHERS FOR QUALITY INSTRUCTIONAL
DELIVERY IN SECONDARY SCHOOLS IN
IMO STATE, NIGERIA**

BY

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Abstract

In this study, the researcher investigated students' assessment of the competency level of Economics teachers for quality instructional delivery in public senior secondary schools in Orlu Education Zones I & II of Imo State, Nigeria. To achieve the aims of the study, four research questions and four corresponding hypotheses guided the study. This study employed a descriptive survey research design. The population of the study is 30,206 students in all the 97 secondary schools in Orlu Education Zones, Imo State. The sample size was 395 students from 16 selected secondary schools in Orlu Education Zones, Imo State using purposive and cluster sampling techniques. The instrument for this study was a researcher-constructed rating scale titled "Students' Assessment of the Competency Level of Economics Teachers for Quality Instructional Delivery Scale" (SACLETQIDS) which contained 32 items rated as Very High Competency Level (VHCL), High Competency Level (HCL), Low Competency Level (LCL), and Very Low Competency Level (VLCL). The instrument was validated by three research specialists. A reliability coefficient of 0.82 was obtained using Cronbach alpha statistics. The researcher analyzed the data using mean scores and standard deviations to answer the research questions while the hypotheses were tested using the z-test statistics. The result found that the competency level of Economics teachers' in the use of ICT for quality instructional delivery is low and not significant. It was also found that there is a high and significant competency level of Economics teachers in teaching methodologies, classroom management and classroom assessment for quality instructional delivery in public senior secondary schools in Orlu Education Zones of Imo State. Based on these findings, it was recommended among others that Government should organize frequent in service trainings, seminars and workshops for teachers in the secondary schools in the state by computer professionals. This will enable the teachers to possess the required ICT competencies for delivery of instructions in schools.

Introduction

Education is an indispensable ingredient of development and it is a social process, which ensures the development of an individual from a lower position to a more complex and higher one. In Nigeria today, there is high demand for education because of its effective contributions to the nation's overall development. Subsequently, Shah and Masrur (2011) assert that many subjects are studied at different levels of institutions in Nigeria toward realizing the goal of education as an instrument for effective national development. At the secondary school level, one of the subjects that are studied is Economics. The importance and application of Economics as a major pre-requisite for the attainment of national development have been

recognized worldwide. For instance, Arnold cited in Amacchi (2015) reported that in America, investments in educational research and development in Economics amounted to billions of dollars in 1994 alone. In Nigeria, as well as in most other developing countries, Economics is considered as an important subject taught in the senior secondary school level.

Economics occupies a very important position in the life of man and society. Generally, Economics is seen as social science which studies human behaviour as a relationship between ends and scarce means which have alternative uses. For Amaechi and Mgboji (2016), Economics is a social science that studies human behaviours in his effort to allocate his scarce resources efficiently and effectively in order to minimize cost. It is a subject concerned with the efficient utilization or management of limited productive resources for the purpose of attaining the maximum satisfaction of human wants. Given these definitions, there is need to add that Economics as a science helps man to understand and manage his scarce resources in order to meet his numerous wants. In order to achieve goals or objectives of Economics at Secondary school, the teaching and learning of Economics have to be properly done at the secondary schools not just for those intending to pursue a career in economics, but more generally as a part of educational foundation which every student should have before leaving school. This will equip the student in the fundamental areas of intellectual, vocational, cultural development and national interest.

Notwithstanding the role of Secondary School Economics study to national development, the teaching and learning of economics in Senior Secondary Schools in Nigeria is still replete with problems. Both students and teachers of economics encounter difficulties in the teaching and learning of the subject. On the part of teachers, Onah (2006) argues that most Economics teachers did not major in Economics and so find it difficult to teach the difficult concepts and thus making it difficult for students to cope with. On the other hand, Ochuba (2014) points that many students perceive economics as very easy subject and thus, may not take it seriously. This problem could be one of the main causes of poor performance of students in Economics in Senior Secondary School external examinations. As reported by WAEC Chief Examiner (2009), students' performance is on a decline compared to previous year's results in the subject. There is therefore the need to raise the academic achievement of students in the subject through improved instructional delivery in schools.

Quality instructional delivery has to do with teacher utilizing suitable teaching methods and resources to facilitate student learning, leading to enhanced understanding and improved academic performance that meets the expectations of educational stakeholders. This optimal teaching-learning environment is achieved through deliberate and evidence-based instructional practices. As Economics educators engage in daily classroom instruction, it is crucial for them to assess whether their teaching strategies and initiatives are effectively resonating with students, ensuring a positive impact on learning outcomes. According to Ogunmola (2022), quality instructional delivery requires teachers to establish rigorous expectations for students, clearly define learning objectives, and utilize relevant teaching methods and materials aligned with curriculum standards. Similarly, Dammas and Alharthy (2019) suggest that quality instructional delivery encompasses more than just knowledge transfer, aiming to equip students with essential skills, attitudes, and behaviors necessary for academic success, future self-sufficiency, and attainment of desired qualifications. Therefore, to effectively delivery quality Economics instructions to the students, it is expected that the teachers have to possess some level of competence.

Hence, Economics teachers' competence is crucial in the implementation of the school curriculum. To Monk (2004), the term "competence" is frequently used when we talk about

any profession or work that expresses one's quality of being competent, possessing, adequate professional skill, knowledge, qualification or capacity. competent teachers should have the following: personality characteristics, pre-active teaching, instructional process, methodological competences, motivational, instructional materials and utilization, classroom management, instructional evaluation, continuous professional development competences, competences focused on student life, school community that reflect ultimately on instruction and learning improvement. Five domains of teaching competences are: effective instruction, life-long learning, classroom management and communication, assessment and evaluation of individuals' learning progress, and professional competences in a more general sense. In the delivery of Economics curriculum, the teachers' competency in teaching methodologies, classroom management, use of Information and Communication Technology (ICT) and assessment of male and female students becomes crucial. The teacher is expected to apply the required teaching methods which will suit a particular lesson so as to drive home the expected learning outcome. In doing this, a competent teacher manages his classes by stating the lesson objectives and by managing classroom discipline as he uses ICT and other technological gadgets which aide him to evaluate the students after instruction.

Information and Communication Technology is a systematic process of gathering, processing, storage, retrieval and spreading information through the print, broadcast, computing and telecommunication media. Information Communication Technology (ICTs) encompasses all that the output generated can reach the users at reasonable costs and in good time to the overall benefit of mankind. Information and Communication Technology (ICT) is one of the scientific contributions that have transformed many fields of human endeavors including education, medicine, business, and engineering globally. ICT according to Hassan and Ogundipe (2017), is an electronic based device for retrieving, storing, processing and packaging information, and provide access to knowledge. Igboeli and Bisallah (2020), refer ICT as the digital handling and utilization of information by the use of computers. ICT is a useful tool in advancement and reformation of education. In school setting, for example, ICT can be used to delivery instructions which can be supported with various teaching methodologies.

Teaching methodologies are important tools in effective teaching and learning. The diverse nature of the classrooms requires teachers to choose and combine instructional strategies and teaching methods that can best meet the needs of all learners (Njoku, 2016). Thus, methodology is very vital in any teaching/learning situation. The method adopted by the teacher may promote or hinder learning (Onye & Ajuzie, 2018; Ogbeba, 2013). It may sharpen mental activities which are the basis of social power or may discourage initiatives and curiosity thus making self-reliance and survival difficult (Ameh & Dantani, 2012). The way a teacher teaches any subject to learners may make them like or dislike the subject. Hence, teaching methodologies cannot be overemphasized because of the impacts it has towards the academic growth of the study. Onye and Ajuzie (2018) also opine that teaching method affects the responses of students and determines their level of interest, motivation and involvement in a lesson in such a way as to engage in good learning. It is realized from the current thinking in instructional methodologies that Economics concepts cannot be taught in abstract; students need to conduct themselves in groups and exchange ideas on any given concept for them to understand better and for the purpose of managing the classroom.

Classroom management involves activities by which teacher's establish and maintain condition that enable individuals in the classroom to apply all their natural and creative talents to the challenge of educational task. Onwunyili and Onwunyili (2020) opine that classroom

management involves some forms of arrangement and coordination that go on in the classroom setting. Wherever activities are not organized, there will be confusion and chaos. The classroom buildings, student's furniture and facilities, all of which must be properly arranged and coordinated for the comfort of the learners and effective teaching and learning process to take place. Classroom management is one of the indispensable roles being conducted by the teacher and the way a class is managed shows the type of relationship that exists between students and teachers. This relationship can be achieved if the teachers apply the relevant classroom management skills. Bwenvui, Adhiambo and Anyona (2020) contend that teachers with proper classroom management skills know their students and how to communicate with them, both individually and collectively. Classroom management according to Dooloard (2014) is the action a teacher takes to create an environment that supports and facilitates instructions, academic, social and emotional learning. It is the process of creating favourable conditions to facilitate instructions as well as that of regulating social behavior of students. Teachers in the classroom are by the nature of their profession, managers of classroom activities and implementers of classroom assessment.

Classroom assessment is the systematic collection of marks or grades over a period of time and their aggregation into a final grade. It can be said to be a process of collecting and recording marks at various times during a course so that they can be brought together and summed to obtain a total or cumulative score at the end of the course. Also, Nwoko (2016) opines that continuous assessment is a method of appraisal in which students' achievement in the cognitive, affective and psychomotor domains are determined using scores obtained from various instruments like mid-term tests, homework, assignments, quizzes, practice sessions, laboratory, worksheets, and classroom participation. Osadebe (2015) asserts that continuous assessment is the frequent use of valid and reliable instruments such a test, observation questionnaire, interview, checklist, among others to obtain information about students' behaviour upon which judgment is made. The objective of continuous assessment is to ensure that the practice by teachers covers the cognitive, affective and psychomotor domains of students' behaviour.

Generally, the Economics teachers must have both generic and content specific knowledge in areas such as child development, classroom management, use of ICT in teaching, motivating students to learn, interpreting and using assessment data, individualizing instruction, aligning content to the stated standards, developing appropriate instructional materials, and working with children with disabilities or students from other cultures and languages. Actual hands-on ability and skill to use the above types of knowledge to engage students successfully in learning and mastery will depict that the teacher is competent. Past studies have tried to underscore the impact of teachers' competency in teaching and learning of various subjects like Accounting, Social Studies, Biology, Chemistry, Physics, Mathematics and English Language (Bwenvui, Adhiambo & Anyona, 2020; Onye & Ajuzie, 2018; Igboeli & Bisallah, 2020 and Osadebe, 2015) without any study on Economics. There is therefore an urgent need to bridge this gap by examining students' assessment of the competency level of Economics teachers for quality instructional delivery in public senior secondary schools in Orlu Education Zones I & II of Imo State, Nigeria.

Purpose of the Study

The purpose of this study generally is to examine students' assessment of the competency level of Economics teachers in instructional delivery in secondary schools in Imo State. Specifically, the study sought to:

1. Ascertain the mean ratings of students on the competency level of Economics teachers' in the use of ICT for quality instructional delivery,
2. Identify the mean ratings of students on the competency level of Economics teachers' in teaching methodologies for quality instructional delivery,

Research Questions

The following research questions in line with the specific objectives guided the study:

1. What are the mean ratings of students on competency level of Economics teachers' in the use of ICT for quality instructional delivery?
2. What are the mean ratings of students on competency level of Economics teachers' in teaching methodologies for quality instructional delivery?

Hypotheses

The following hypotheses are formulated and are tested at a 0.05 level of significance.

Ho₁: The mean score of students on competency level of Economics teachers' in the use of ICT for quality instructional delivery is not significantly greater than the criterion mean of 20.00.

Ho₂: The mean score of students on competency level of Economics teachers' in teaching methodologies for quality instructional delivery is not significantly greater than the criterion mean of 20.00.

Analysis

In this chapter, the researcher organized the data under the following sub-headings: presentation of results based on research questions and testing of hypotheses as well as summary of findings.

Answer to Research Questions and Test of Hypotheses

Research Question One: What are the mean ratings of students on competency level of Economics teachers' in the use of ICT for quality instructional delivery?

Table 1: Mean ratings of students on competency level of Economics teachers' in the use of ICT for quality instructional delivery

S/N	Items	VHCL	HCL	LCL	VLCL	$\sum fx$	X	SD	Decision
1	Setting up system computer (CPU, monitor, keyboard and mouse	43	16	192	144	748	1.91	0.25	LCL
2	Connecting and installing peripheral devices (printer, scanner, etc)	26	33	172	164	711	1.80	0.34	LCL
3	Use of PowerPoint application for presentation of lessons	52	23	163	157	757	1.92	0.22	LCL
4	Use of online resources to make lesson note for instructional delivery	46	25	185	139	768	1.48	0.19	LCL

5	Use of multimedia projector to delivery lessons to students	51	32	207	105	819	2.07	0.06	LCL
6	Use of multimedia tools in explaining Chemistry contents to students.	37	31	191	136	759	1.92	0.22	LCL
7	Organize classroom activities with the use of interactive simulations.	17	34	225	119	739	1.87	0.27	LCL
8	Effective use of whatsapp in sending academic tasks to students	41	34	145	175	731	1.85	0.29	LCL
Obtained Mean							12.91	1.84	LCL
Expected Mean							20.00		

Table 1 indicated the mean scores and standard deviation showing the mean ratings of students on competency level of Economics teachers' in the use of ICT for quality instructional delivery. The results indicated that items 1, 2, 3, 4, 5, 6, 7 and 8 recorded mean scores below the criterion mean score of 2.50. With the expected mean score as 20.00, the obtained mean score as 12.91 and standard deviation of 1.84 showed that the items recorded low competence level. The result concluded that the competency level of Economics teachers' in the use of ICT for quality instructional delivery is low in public senior secondary schools in Orlu Education Zones of Imo State.

Hypothesis One

Ho₁: The mean score of students on competency level of Economics teachers' in the use of ICT for quality instructional delivery is not significantly greater than the criterion mean of 20.00

Table 2: z-test statistics on the mean score of students on competency level of Economics teachers' in the use of ICT for quality instructional delivery

n	X	SD	df	z-cal	z-tab	Decision
395	12.91	1.84	394	-76.65	1.96	Accept Ho ₁

Table 2 gave the grand mean score and standard deviations of 394 students as 12.91 and 1.84 respectively. At 394 degree of freedom, with application of the z-test calculated, its result of -76.65 is less than the z-tabulated at 5% level of significance, the decision is to accept the null hypothesis and conclude that the mean score of students on competency level of Economics teachers' in the use of ICT for quality instructional delivery is not significantly greater than the criterion mean of 20.00 in public senior secondary schools in Owerri Education Zone I of Imo State.

Research Question Two: What are the mean ratings of students on competency level of Economics teachers' use of teaching methodologies for quality instructional delivery?

Table 3: Mean ratings of students on competency level of Economics teachers' use of teaching methodologies for quality instructional delivery

S/N	Items	VHCL	HCL	LCL	VLCL	Σfx	X	SD	Decision
9	Teachers communicate well	121	215	19	40	1207	3.06	0.03	HCL
10	Present lessons logically and sequentially	196	133	33	33	1282	3.25	0.23	HCL
11	State objectives for each class session	203	141	12	39	1298	3.29	0.26	HCL
12	Display an interesting style of presentation	116	235	19	25	1232	3.12	0.09	HCL
13	Start lesson from simple and known aspects to complex and unknown aspects	211	153	7	24	1341	3.39	0.36	HCL
14	Facilitating group discussion among students	43	16	192	144	748	1.89	1.15	LCL
15	Praise good work	165	192	11	27	1285	3.25	0.22	HCL
16	Vary the teaching methods to ensure that the students are actively engaged	119	204	35	37	1195	3.03	0.01	HCL
Obtained Mean							24.28	2.35	HCL
Expected Mean							20.00		

Data in Table 3 indicated the mean scores and standard deviation showing the mean ratings of students on competency level of Economics teachers' use of teaching methodologies for quality instructional delivery. The results indicated that items 9, 10, 11, 12, 13, 15 and 16 recorded mean scores above the criterion mean score of 2.50 while only item 14 recorded mean score below the criterion mean score of 2.50. With the expected mean score as 20.00, the obtained mean score as 24.28 and standard deviation of 2.35 showed that the items recorded high competence level. The result concluded that there is a high competency level of Economics teachers' use of teaching methodologies for quality instructional delivery in public senior secondary schools in Orlu Education Zones of Imo State.

Hypothesis Two

H₀₂: The mean score of students on competency level of Economics teachers' use of teaching methodologies for quality instructional delivery is not significantly greater than the criterion mean of 20.00.

Table 4: z-test statistics on the mean score of students on competency level of Economics teachers' use of teaching methodologies for quality instructional delivery

n	X	SD	df	z-cal	z-tab	Decision
395	24.28	2.35	394	36.27	1.96	Reject H ₀₂

Data in Table 4 gave the grand mean score and standard deviations of 395 students as 24.28 and 2.35 respectively. At 394 degree of freedom, with application of the z-test calculated, its result of 36.27 is greater than the z-tabulated at 5% level of significance, the decision is to reject the null hypothesis and conclude that the mean score of students on competency level of Economics teachers' in teaching methodologies for quality instructional delivery is significantly greater than the criterion mean of 20.00 in public senior secondary schools in Owerri Education Zone I of Imo State.

Summary of Findings

Based on the analyses, the findings are summarized as follows:

1. The competency level of Economics teachers' in the use of ICT for quality instructional delivery is low and not significant,
2. There is a high and significant competency level of Economics teachers' use of teaching methodologies for quality instructional delivery
3. The competency level of Economics teachers' in classroom management for quality instructional delivery is high and significant, and

Educational Implications of the Findings

The findings of this study have far reaching implication to the realization of the objectives of public senior secondary schools in Orlu Education Zones of Imo State. The findings of this study indicated the competency level of Economics teachers' in the use of ICT for quality instructional delivery is low and not significant. This implies that there is the tendency that if teachers fails to use ICT tools due to lack of competency it could lead to outdated teaching methods, reduced visual aids, and inadequate access to diverse learning materials which ultimately affecting student outcomes.

A high and significant competency level of Economics teachers' use of teaching methodologies for quality instructional delivery implies that teachers with high competency in utilizing diverse teaching methodologies facilitate effective delivery of Economics instructions, fostering engaging and interactive learning environments.

The competency level of Economics teachers' in classroom management for quality instructional delivery is high and significant implying that teachers' ability to adapt instructional strategies to meet diverse learner needs, encourage student participation, and provide timely feedback fosters a supportive and inclusive environment.

Lastly, a high and significant competency level of Economics teachers' in classroom assessment for quality instructional delivery implies that teachers' ability to involve students in self-assessment and peer review fosters critical thinking, reflection, and a growth mindset, promoting deep understanding and application of economic principles, and ultimately enhancing student achievement and academic success in public senior secondary schools in Orlu Education Zones I & II of Imo State.

Limitations of the Study

Although this study had made a lot of contribution, however, certain shortcomings were noticed which includes the following;

The analysis was restricted to public secondary schools in Orlu Education Zones I & II of Imo State. The sample for the study was drawn from a set of students in public secondary schools. The findings should not generalize to either students in private schools or teachers in such schools.

The data used in the analysis were based mainly on students' responses to the instrument. They did not include perceptions of the behaviour of the teacher towards the students as a class or direct classroom observation which might have reduced the validity of responses provided so far.

Without additional data, it is difficult to equate students' personal judgment with the potential teacher's classroom activities using rating scale. Hence, the validity of the students' responses becomes susceptible.

Despite all these limitations, the research was successfully carried out in a harmonious nature and represents the current status of the issues raised for the study in the said location.

Recommendations

Based on the findings in this study, the researcher made the following recommendations:

1. Government should organize frequent in service trainings, seminars and workshops for teachers in the secondary schools in the state by computer professionals. This will enable the teachers to possess the required ICT competencies for delivery of instructions in schools.
2. Teachers should facilitate group discussion among students, endeavour to state objectives for each class session and display an interesting style of lesson presentation in order to arouse students' interest in the subject matter.

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THE PSYCHOLOGY OF THE NEW BASIC EDUCATION CURRICULUM AND THE QUEST FOR QUALITY EDUCATION IN NIGERIA

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ABSTRACT

The quest for quality education in Nigeria predates colonialism and its concomitant formal education. Organized and legally supported transformation in education which began from the 1920s down to the nascent educational package concocted in 2013 have just a

common goal: that of achieving quality education that must meet with the prevailing global standard. The thrust of this submission is to appreciate how the current curriculum policy aligns to this all time quest and x-rays how it has moved closer to this bid, especially in an era requiring paradigm shift skewed towards industrialism, entrepreneurship and self-sufficiency. On this basis, the paper offered some recommendations, among which is making manpower available to drive the system which would help sustain the psychology of the new basic education, the nucleus of human development.

Key words: Basic education, Curriculum, Psychology, and Quality education.

Introduction

It is logical to link human skills and behaviour to educational attainment. Education, be it in the pre and post-industrial movements is greatly associated with classical, dialectical, humongous and quantum leaps in all facets of human development. In line with this, Odocha and Isaiah (2024) while expatiating the human capital theory averred that investment in education and skills development aids development and improves the economy especially during economic depression. From Plutonian, Aristotelian and Quintilian epochs, basic education was regarded as primordial. Even the afro-cultural education considered a puerile and youth education that could psychologically drive the youth into becoming a resourceful, functional, responsible and self-sufficing adult.

A Basic Education that has originally be quested to Nigeria with emphasis on mental facility and operation lacked the needed tonic to galvanize the youth into having the ability to face the present economic demands and realities. The philosophy of the pre-civil war basic education in Nigeria divorced the youth from being a contributor to the economic and industrial development needed by the Nigerian Society. That education was less vocational, technical, entrepreneurial and scientific. In an attempt to change the narrative, the basic curriculum was revitalized for functionality and global acceptance (Odocha & Isaiah, 2024).

The new curriculum for the basic education level appreciated the responsiveness of our cultural curriculum vis-a-vis the voco-entrepreneurial demand of the time that encourages the integration of both the human and mechatronic technologies to service its infra-and superstructures. The revitalization and enhancement of the basic education especially from 1999 added significant zest to its relevance and quality (Obiukwu, 2024).

The mindset of the policy makers is to use the basic education as the foundation of educational system to scale up, re-organize and revolutionize the other levels of education and manpower. The nature and quality of basic education is indicative of the contents of other levels of education that finally impinges on the economy and national development.

Invariably, the psychology of the new basic curriculum may not be far from the detour and face lifting of the tertiary education Basic Education can only be qualitative if it presents and professes the developmental needs of the nation. It has to consider the orientation, needs and challenges of the Nigerian society in line with the universal dictates.

Quality Education: What it is

Education is both an act and a process of humanizing an individual by equipping him with human skills, rational thoughts and acts. It is aimed at making man conscious of his non-

human environment leading to developing responsive arts, skills and technology capable of turning the environment to his benefit.

However, education has been subjected by scholars into classificatory angles namely formal, informal, non-formal, conventional, literacy, art, science, vocational, technical, rational and empirical education. The classifications are endless. The substance or contents of education can be weighted on two scalograms which are qualificatory (quantitative or non-quality) and qualificatory (qualitative). Quality education here is both quantitative and qualitative representing the purest thoughts and acts of man in his educational pursuits. It is the benchmark for all human expectations and pursuits leading to breakthroughs in techno-scientific and socio-economic developments.

Aware of this promise, FRN states:

Education shall continue to be highly rated in the national development plans, because education is the most important instrument of change as any fundamental change in the intellectual and social outlook of any society has to be preceded by an educational revolution.

While corroborating this, FRN (2013:3) maintained that;

Educational activities shall be learner-centred for maximum

Self-development and self- fulfillment;... Education shall be

Related to overall community needs.

It is no longer in doubt that education plays a vital role in shaping the society and the psycho-social contents of the young learner. That is why quality education has become a desideratum. The core objective of educational psychology, administration, philosophy, sociology of education, educational technology, measurement and evaluation and indeed curriculum is the realization of quality education, the basis of techno-scientific development.

Most scholars agree that quality education remains abstract, multifaceted and multi-dimensional having shades of interpretations. However, Enaohwo (2009:3) outlined the bedrocks of what constitute the concept of quality education:

- a. Conformity with requirements;
- b. Meeting the customers' requirements;
- c. Fitness for intended purposes, and fitness of purposes;
- d. Satisfying stated or implied needs, ability to satisfy the demands and expectations of direct and indirect consumers and stakeholders, the drive towards excellence;
- e. Excellence achieved by responding to market led forces;
- f. Providing an efficient and effective service to customers;
- g. Preventing things from going wrong and getting everything right first time, every time;
- h. Involving everything concerned from conception to after services
- i. Involving the continuous enhancement and improvement of services; and
- j. Guaranteed realization of minimal standards and benchmarks.

Quality education has fabrics that make education work. It has notable a priori antecedents. Udechukwu (2022:18) outlines six fabrics of quality education which he called education that works. According to him these are:

- i. Education for adaptation: Education that fits into natural ambient is qualitative and needs to be sustained. Education which makes us who we are, natural to our nature, responding to our natural environment is quality education. That is, education devoid of trans-genderism, trans-racialism, cultural dislocation or displacement. It should produce the radiance of our racial potentials yet not against the for negritudism and meeting points of world cultures or instruments. Education which makes an Igbo man, Igbo and not an alien.
- ii. Education for Humanism: Quality education objectively humanizes the society. It is an education that seeks to sustain proven and approved culture of a people with a “proviso” to periodically amend its curriculum.
- iii. Education for techno-scientific development: Quality education uses both human and material resources to seek for ways they could be utilized to solve problems and improve life. Techno-Scientifism ranging from its crude to advanced phases – stone age, industrial to post-industrial era has revolutionized man. Science and technology are prebendal to industrialization, modernity, communications advancement, medical technology and genetic engineering, agro-allied revolution, robotics, cybernatics, aeronautics, marine and nautical services, electrical and mechanics.
- iv. Education for Human control and Management (**modus operandi**): Quality education addresses issues of decency, discipline, regulated and ordered life in our society, judicious management of human resources; quality control in process and product; administration of social justice through political superstructure and hegemonic tenets, through guided social mandate as in Locke’s social contract.
- v. Moral education (**Modus Vivendi**): Quality education recognizes the input of prevailing religious idiosyncracies, acceptable piety, character sobriety, marked patriotism and good family psychology. It must consider social justice, one of the five pillars of an enduring and generative society (others include – government, formalized culture, faith and family).
- vi. Education for self – reliance (**Laborare**): The hallmark of education is human capacity development. Quality education targets at learned and creative skills for quality productivity and service. Without career tracking, professionalism, vocation and entrepreneurial ability to service the society and to harness the budding natural resources, education will be at best, a wasted effort or a recrudescence of the Dark Ages. Education must find ways to improve on the economic base of the society for without the economy and its factors of production, the Hobbesian state of nature, “**homo lupus homini**’ (man being wolf to man) prevails.

Achieving these strands needs concerted effort, commitment in cost of human and material. The Least Developed Countries (LDCs) owing to their poor economic, financial

and social status are confronted with the challenges of trapping and accessing quality education.

In Nigeria for instance, quality education has remained a wild goose chase owing to so many factors such as:

- i. Policy in-exactitudes;
- ii. Lack of funding and provision of necessary educational facilities (Udechukwu, 2008);
- iii. Brain drain and shortage of quality manpower to drive the educational system (Etumudor, 2017);
- iv. Lack of general social awareness to the intrinsic values of quality education;
- v. Allowing intellectual Lilliputians gain access and also manage the educational system (Udechukwu, 2014);
- vi. Depending on the prevailing socio-economic conditions in the West,
- vii. Lack of commitment and unpatriotic disposition to the Nigerian cause;
- viii. Absence of functional industrial and technological development which offer support to educational ventures; and
- ix. Emaciated value and status of the drivers of the educational institutions in terms of poor remuneration, ill-treatment, unconducive working environment and social security (Ugochukwu, 2010).

The aforementioned variables and more are responsible for the denial of access to quality education in Nigeria as well as the opportunity to put in place constructs, designs models and modules that can fast track or herald quality education practice.

Measures put in place to enhance quality education in Nigeria are either inadequate or implemented without the necessary supportive mechanism. Oniemayin (2009:384) affirms:

There are a lot of challenges militating against high quality education, which is a means to sustainable development The education sector is still beset with intractable problems of decline which include: frequent closure of school at all level, inadequacy of teachers both in quantity and quality ... brain drain due to poor remuneration and lack of incentives, inadequate funding, upsurge in campus cultic activities and a demoralized teaching force.

To this Ekwuru (2017:132) opines that the “effect of teachers’ strike action due to non-payment of salaries, grant, allowances and even non promotion of teachers have to tell on effective curriculum implementation”. The mitigation of these factors will no doubt enhance the quality of education in Nigeria.

The Pre-1969 Educational System in Nigeria

Unequivocally, the aim of the formal and informal education in Nigeria was how to achieve acceptable standard of education offered and how that education could be used to either sustain the cultural and socio-economic values or at least improve on them. The snag then was the absence of a centralized standard pivot.

The content of the African educational curriculum according to Fafunwa (1974) included physical training, development of character, respect for elders and peers, intellectual training, and the manipulative skills, agricultural training, trade and crafts, community participation and promotion of cultural heritage. The guiding tenet and purpose was functionalism as education was regarded as a means to end not an end in itself. The rudimentary science and technology seen in our traditional education was not carefully calibrated.

The advent of Western education in Nigeria between 1882 and 1929 brought an irreversible change in curriculum then operated. Literacy and English studies took the centre stage; learning contents changed; new pedagogical processes and approaches evolved and education became an end to itself (Igwe, 1990). However, the learning content was prepared not to stimulate within our clime, the prevailing industrialization in Europe but to take care of the intentions of the curriculum builders which were;

- i. To give soft landing and thereafter sustain colonialistic imperialism,
- ii. To psychologically transform the African into Western cronies, and subservient effigies.
- iii. To make their exploitation so friendly and casual through a systematic replacement of our language(s) knowing that language is the cultural epic centre of a given human world view and cosmology.
- iv. To establish the dominance of their civilization and leave a trace of their injurious, coercive expedition on Africans.

With this mindset, the curriculum content of the 1882-1929 which framed the educational system in Nigeria was inadvertently non-qualitative and devoid of techno-scientific developmental mission.

The colonial educational system gradually absorbed changes owing to global paradigm shifts and condemnations of annexations such that between 1930 and 1950 there was a great shift and expansion in Western education in Nigeria which orchestrated the setting up of commissions to fine-tune the curriculum contents coupled with the introduction of grants given to missions and privately owned schools aided by the emergence of the Nigerian Union of Teachers (NUT) in 1931.

Historically, the period between 1920-1950 had been considered by scholars as a period of educational expansion or renaissance in Nigeria (Fafunwa, 1974; Igwe; 1990) due to:

- i. Government interest in education originally controlled by religious bodies and private persons;
- ii. Policies tilting towards liberalizing formal education, and
- iii. Due to activities of nationalists.

Inspite of the recorded transformations and changes the inherited educational practice in Nigeria as at 1960 and beyond was British constructed education aimed at developing skills

oriented towards resource exploration for the industrial Britain. The operational curriculum, accompanying policies and directives were bereft of developing indigenous technology and skills.

This was fundamental to the dysfunctionality of the pre-and the post-independence educational practice that rendered every educational effort and input ‘**ex machina**’ (a ghost-in-the machine). Under this mould and mood, the Nigerian education system skipped science and technology and became a pendulum and a subservient hanging garden for British industrialism and educational craftsmanship.

In an attempt to assist her independence by de jure and de facto, Nigerian educational philosophers, psychologists, sociologists, historians and stakeholders ankled for a true Nigerian educational contents which is capable of infusing local and foreign elements to chart a new course. Science and technology were considered needed values to the development question. There was an aggressive move to dismantle the old order that made us an appendage, and a move to construct a new scientific, technical, technological and vocational order that would make us assertive.

On the basis of this psychology, the 1969 curriculum conference was convoked. On this, Fafunwa (1974:210) wrote:

The conference was not concerned with preparing a national curriculum, nor was it expected to recommend specific content and methodology. Rather, ... it was to review old and identify new national goals for Nigerian education.

For Okpete (2010), the top priority of the 1969 curriculum conference was hinged on re-orientation, reutilization and renewal of our education. The signpost of the conference was the articulation of nine specific decision areas streaming from the seven major educational themes discussed. These decisions were on developing:

- i. National philosophy of education,
- ii. Goals of primary/basic education,
- iii. Objectives of secondary education,
- iv. Purposes of tertiary education,
- v. The role of teacher education,
- vi. Functions of science and technical education,
- vii. The place of women’s education,
- viii. Education for living, and
- ix. Control of public education (Fafunwa, 1974:210).

These policy masterstrokes opened the roadmap on the quest for quality education in Nigeria with more emphasis on the basic education level.

The Pursuit of Quality Education in Post-war Nigeria

The outcome of the 1969 national curriculum conference was made a working document towards fashioning out a befitting functional education that is both Nigerian and globally complaint. This culminated in the production of the 1977 National Policy of

Education (NPE) which subsequently became revised in 1981, 2004 and currently 2013 (Okpete, 2010).

In the pursuit of quality education the then “East Central State Edict No. 5 of 1970” provided for:

- i. A unified teaching service,
- ii. The take-over of schools by the state,
- iii. The establishment of the school Board, and
- iv. The abolition of educational functions of local authorities (Ocho, 2010:50).

State take-over of schools spread across Nigeria like a wide fire, and by 1979, a new Nigerian constitution enshrined education in its concurrent list.

However, not much was achieved in the 6-3-3-4 system birthed from 1977 NPE document due to lack of commitment, funding and lack-lustre and inappropriate curriculum engineering. The unclassic 1976 Universal Primary Education (UPE) Programme further jinxed the system. Not much was created for science and technology; the basic education was not Nigerianized while at the same time shying away from practicals.

The advent of Millennium Development Goals (MDGs) with its appurtenant “Education for All (EFA) (1990-2015) provided a gadfly that reawakened and boosted the educational renaissance in Nigeria. It occasioned, the birth of Universal Basic Education (UBE) and a curriculum that considers the sociology of living. It presents the comprehensive taxonomy of behavioural objectives, gender mainstreaming, theory-practical integration, voco-entrepreneurship, techno-scientific skills, ICT world as well as ethno-cultural specifics.

The UBE Curriculum was developed to take care of the Nigerian environment, psyche, inherent human and material resources as well as her interdependency with the outside world. It was enacted in 2014. Attesting to UBE’s Potency, Udechukwu (2008:36) espoused:

UBE appears to be the liturgy and catechesis in the theology of our national economy and socio-political march to greatness. It hallows the assurance that education has no other value and meaning except that it is anthropocentrically a constructive and engineering tool to make the best of man.

The 2007-2010 UBE curriculum was a good attempt at practically domesticating the UBE frame work, unfortunately, it only resulted in a dress-rehearsal which the 2013 UBE Curriculum perfected. This ‘long trek’ towards a functional, national and globally complaint UBE curriculum has heralded an era of confidence in our move to eke out the needed quality education.

The 2013 NERDC Basic Education Curriculum

The Psychology and Motive. The 2013 Basic Education Curriculum (BEC) developed by the Nigerian Educational Research and Development Council (NERDC) was an effort to articulate the socio-economic needs of Nigeria. It was developed bearing in mind children from 5 to 15years (Primary 1 – JSS3). It equally includes pre-primary and adult literacy education. It specifically aims at:

- i. Responding to the global protocols on EFA and on Sustainable Development Goals (SDGs);
- ii. Meeting the key ideals of the National Economic Empowerment and Development Strategy (NEEDS) hinging on re-orientation, Poverty eradication, job creation and wealth creation;
- iii. Ensuring the acquisition of functional education;
- iv. Laying the foundation for technical, vocational and entrepreneurship education in learners (Wike, 2013; Ukegbu, 2016)

Apart from its take on skill acquisition and entrepreneurship which demand the combination of practical and intellectual training in sciences, technology, vocational and arts, it insists on constructivist approach and activity method in pedagogical applications. A spiral and broadfield curriculum design was equally brought to bear.

The psychology is that nearly all the subjects are introduced to the child at first level instance in varied forms using the compound subject and thematic models making room for familiarity or as Ukegbu (2016:43-) wrote “to allow for proper planning and alignment of contents with a view to making learning sequential, simple, logical and practical”. In this way, the learner moves from simple to complex in such a way that “only aspects of the recommended contents and concepts are studied at a given class level while depth and breadth of the subject matter keep increasing as the learner matures in terms of experience and background knowledge” (Ukegbu, 2016:43).

Going by the design, contents, approaches, methodology and motives, the new curriculum at the basic level aims at engendering quality education leading to giving “our children **career tracking** and professional dispositions from the start” (Oduka, 2016:40). However, the human and material resources needed to fast track quality education couched in the 2013 NERDC Basic Education require adequate funding in terms of repositioning the teachers skills, provision of learning materials, enhancing teachers’ pay packages, rehabilitating the learning environment, etc

Ijioma (2015:50) argued that:

The issue of funding of education in Nigeria remains a recurring decimal among educationists and practitioners interested in the future of this country..... until recently, Nigeria secondary schools are experiencing concepts like “alternative to practicals” which is an approach in which a student will respond to science practical tests without carrying out practical activities and experiments, due to lack of science equipment..... We cannot have quality science education without adequate funding.

Adequate funding is therefore needed to sustain the goal and gains of the new educational practice. The voco-entreprenuerial, information technology, science and technology and creative arts subjects mandated on the learners are the epicenter of the desired quality education and national development which of a necessity must be funded for results and productivity.

Recommendations

In view of the presentation above, the paper recommends that;

- i. Capacity development for the operators of the new curriculum be taken seriously;
- ii. Facilitates required for its implementation be made available and affordable;
- iii. Funding be made a priority in the basic education sector so as to realize the new curriculum objective which is establishing quality and functional education in Nigeria in line with global trend.

Conclusion

It is evident that a good educational practice and standing in Nigeria cannot be achieved without quality education at the basic level. Basic education must be optimally supported if our hope of achieving an economically vibrant nation is not to be dashed and truncated. It was in order to step down the socio-economic dependency on the West and encourage entrepreneurship skills and consequently champion industrialization and advancement that the 2013 national basic curriculum was crafted. It is hoped that the curriculum would create the needed mindset, impart skills in our young learners to realize its noble objectives. It is believed that funding and requisite manpower which are crucial to its implementation and success would be provided to avert a reversion to decadence and declivity.

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TEACHER CAPACITY BUILDING AS CORRELATE OF STUDENTS' ACADEMIC ACHIEVEMENT IN SECONDARY SCHOOLS IN AWKA EDUCATIONS ZONE OF ANAMBRA STATE

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ABSTRACT

In this research, the investigator examined the relationship between teacher capacity building and students' academic performance in secondary schools located in the Awka South Education Zone of Anambra State. The study was guided by two research questions and two corresponding hypotheses. Employing a correlational research design, the study utilized a relational approach that involved a simple linear method. The population consisted of 32,195 students in Senior Secondary 1 to 3 from 71 public senior secondary schools across five Local Government Areas within the Awka South Education Zone. A sample of 369 Senior Secondary 2 students from 60 public secondary schools was selected using purposive and proportionate random sampling techniques. To gather data, a structured rating scale comprising 32 items, titled "Areas of Teacher Capacity Building Scale (ATCBS)," and a 30-item assessment known as the Economics Achievement Test (EAT) were validated by three experts—two specializing in educational management and planning, and one in educational measurement and evaluation from Peaceland University, Enugu (Awka Study Centre). The reliability coefficients for the ATCBS and EAT were determined to be 0.76 and 0.71, respectively, using Cronbach's alpha and Kuder Richardson (20) statistics. The data collected were analyzed using Pearson's correlation coefficient to address the research questions, while the hypotheses were tested through t-test significance of correlation at a 0.05 level of significance. The findings revealed a strong positive and significant correlation between teacher capacity building in subject knowledge and students' academic achievement, as well as a similar relationship between teacher capacity building in teaching skills and students' academic performance. In light of these results, the study recommended that teachers should continuously enhance their subject knowledge through ongoing training, including on-the-job supervision and various in-service training programs.

Introduction

Education is the cornerstone for the ongoing advancement of any nation. A robust educational system that promotes higher levels of student achievement and performance is essential for a nation aspiring to be among the world's leading economies. In this context, teachers play a crucial role in realizing these educational aspirations. Therefore, effective teaching must be the primary emphasis of educators.

The primary catalysts for effective teaching and learning are the educators themselves. Therefore, the presence of high-quality teachers, who are dedicated to fulfilling their roles, is essential for achieving successful and exemplary education. A well-structured curriculum, delivered through proficient instruction, is vital for fostering effective teaching and learning within educational institutions. This necessitates the optimization of all activities and resources within schools to ensure the effective implementation of teaching and learning (Omar, Khuan, Kamaruzaman, Marinah & Jamal, 2020; Grigsby, Schumaker, Deckman & Simion, 2019; Duze, 2020). Goodwin (2019) has identified at least three emerging norms that are currently shaping the educational landscape. The first is the increasing diversity of classrooms, which is becoming prevalent regardless of geographical location; the second is the expectation that teachers will collaborate with colleagues who may not have been locally recruited, or that they themselves may seek teaching opportunities beyond their immediate region; and the third is the reality that educators will be teaching students who possess a wide range of cultural backgrounds, knowledge, and skills, and who may present unique and challenging needs. This situation places significant demands on teachers' abilities to manage contemporary classrooms effectively. In 2020, the Anambra State Government of Nigeria initiated a large-scale recruitment of teachers to enhance educational standards in public schools. This commendable initiative aligns with the growing recognition that quality teachers are the most critical factor influencing students' academic success and the development of essential skills (Aminu, 2020).

According to Omar et al. (2020), the responsibilities of educators are set to evolve alongside the ongoing transformations within the educational landscape. Education is inherently a dynamic social phenomenon, frequently influenced by broader societal changes and innovations. These shifts manifest in the diversification of curricula and pedagogical approaches, necessitating that the educational system adapts to remain relevant. In this era of globalization, characterized by a seamless exchange of information and communication technology, the urgency for change is amplified. Such transformations have generated new demands for knowledge, science, and technology, altered student demographics and expectations, and redefined the roles and functions of educational institutions, rendering them more complex than in the past. The landscape of the teaching profession has indeed been reshaped by globalization, a reality that must be acknowledged not only by current and aspiring teachers but also by all educational administrators (Duze, 2020).

The contemporary classroom environment, along with the behaviors of both students and teachers, has evolved significantly compared to previous decades. The swift and ongoing access to technology and innovation has transformed the educational needs of students globally. This situation is further complicated by the increasing expectations from parents and stakeholders who are advocating for educational excellence. As a result, it is imperative for educators to remain vigilant and engaged in ongoing

professional development to acquire the latest knowledge, skills, and competencies necessary to adapt to these emerging changes and innovations. Thus, it is essential for teachers to possess the ability and expertise to navigate these transformations, ensuring that their roles and responsibilities continue to be relevant within educational institutions (Duze, 2020). Given the advancements and complexities in information and communication technology in education, the continuous enhancement of teacher capacity in teaching and learning is of utmost importance.

Teachers typically complete pre-service training prior to their recruitment. This essential training is conducted by university faculties of education as well as schools and colleges of education. Pre-service training serves as an initial preparation phase, equipping future educators with the necessary knowledge and skills that are fundamental for a successful teaching career. Upon graduation, the trainee-teacher is expected to effectively apply and adapt the theories, knowledge, and skills acquired during their training. To remain effective in the classroom, it is imperative that their education continues beyond the pre-service phase (Uchendu, 2015). Continuous professional development is essential for every teacher, as those who neglect to pursue further learning after their initial training may struggle to perform their duties effectively. Their capacity to integrate content with pedagogy and technology, thereby creating relevant pedagogical-technological-content knowledge, will be significantly hindered. Furthermore, a lack of ongoing education may stifle their creativity, rendering their teaching monotonous and uninspired, while failing to meet the evolving demands of curriculum and instructional methods. Ogunrin (2020) contended that teachers often gravitate towards technical pedagogical reasoning and actions rather than reflective practices, leading to the unfortunate consequence of becoming confined by their own experiences.

There exists a tendency among educators to repetitively apply the same experiences, methodologies, knowledge, and skills acquired at the onset of their careers, year after year, without engaging in reflection or innovation in their teaching practices in light of contemporary changes and advancements. Consequently, these educators may struggle to cultivate students who exhibit creativity, critical thinking, and innovation, even when curricular modifications are implemented to align with current demands. This suggests that alterations in the curriculum, without a corresponding shift in the mindset of teachers who are responsible for its implementation and assessment, are unlikely to yield significant educational innovation (Omar et al., 2020; Duze, 2020). Gordon (2019) argues that a resistance to change is prevalent among teachers who are less engaged in ongoing professional development, while Ogunrin (2020) highlights the necessity for practicing educators to pursue continuous development, such as capacity building in strategic knowledge, to effectively navigate challenging and ambiguous teaching scenarios and enhance their practical wisdom.

Teacher capacity building fundamentally serves as a strategy aimed at updating and enhancing the knowledge, skills, and competencies of educators, while also fostering and sustaining their commitment to achieving educational

goals. This initiative ultimately leads to improved teaching and learning outcomes, thereby contributing to greater student success within educational institutions. Capacity building involves the strategic allocation of resources—be they physical, intellectual, or human—particularly in situations where other influencing factors have not yielded the desired results within a specific institutional or social framework (Emenalo, 2020; Egbo, 2020). Key areas of focus in capacity building encompass subject knowledge, teaching methodologies, interpersonal relationships, instructional effectiveness, the integration of information and communication technology (ICT), and classroom assessment, among others. According to Olaitan, Alaribe, and Nwobu (2019), capacity building represents efforts aimed at enhancing the knowledge, skills, and attitudes of individuals to achieve proficiency in specific tasks or roles. In the context of this study, capacity building refers to initiatives designed to elevate the knowledge, skills, and attitudes of secondary school teachers, thereby equipping students with the essential skills that are reflected in their academic performance.

The advantages of capacity building are significant (Delaney 2015). In the short term, these benefits are realized by the specific individuals and institutions that receive them; however, the ultimate beneficiaries are future members of society, whose needs may not be fully understood at present. It is essential for capacity building to effectively address the developmental needs of both individuals and the pertinent institutions. Ultimately, enhancing teacher capacity fosters development, growth, and excellence within the educational system, while also contributing to improved academic performance among students.

Academic achievement, as articulated by Adeyemi (2018), refers to the academic standing of a student at a specific point in time, reflecting individual capabilities. It encompasses a person's capacity to learn, which can manifest as either positive or negative outcomes.

This concept serves as a metric for evaluating a student's cognitive, affective, and psychomotor domains. Academic achievement is often represented through the grades a student receives from assessments or examinations in various subjects or courses. It can indicate either successful or unsuccessful performance and is utilized for student placement in classes. Additionally, it plays a role in both formative and summative assessments, such as external examinations like the Junior Secondary Certificate or the West African Senior School Certificate examinations. Furthermore, it can be employed for diagnostic evaluations.

Recently, there has been growing concern among educational stakeholders regarding the declining quality of education and the rising failure rates among students in Nigerian secondary schools. This deterioration is evident in the annual decrease in student performance on the Senior School Certificate Examination (SSCE), as noted in the WAEC Chief Examiners' Report of 2016. A positive learning ability signifies success, whereas a negative one indicates failure. The level of performance, whether high or low, is often influenced by the quality of teaching, which can be improved through capacity-building initiatives.

The continuous changes in the school curriculum made it imperative for the teachers to be well prepared for these changes and challenges. This prompted the

need for teachers to improve on their knowledge regularly and more so when changes are going on in the general curriculum. It is obvious that teacher quality such as qualification, educational background, experience, age, skills and competences affect students' academic performance and as well as students' skill acquisition to be successful after school, because teachers have the vital role to impact knowledge and skills to young children and improvement in education is best achieved through improving the quality of teachers. This is where the researcher's belief that teachers' capacity building could be the most important ingredient that can be used to improve students' academic achievement. It is based on this understanding that the federal government through the relevant boards and commissions such as NTI, SUBEB etc organize teacher capacity building opportunities for teachers at the primary and secondary levels nationwide. Also, individual states through their ministry of education provide capacity building opportunity for their teachers. Based on the above background, the researcher sets out to establish a relationship between teacher capacity building and students' academic achievement with particular reference to Anambra State.

Purpose of the Study

The general purpose of this study was to investigate teacher capacity building as correlate of students' academic achievement in secondary schools in Awka Educations Zone I of Anambra State. Specifically the study seeks to:

1. Determine the coefficient of relationship between capacity building in teacher knowledge of Economics and students' academic achievement,
2. Find out the coefficient of relationship between teacher capacity building in teaching skills and students' academic achievement in Economics,

Research Questions

The following research questions have been posed to guide this study:

1. What is the coefficient of relationship between capacity building in teacher knowledge of subject and students' academic achievement?
2. What is the coefficient of relationship between teacher capacity building in teaching skills and students' academic achievement?

Hypotheses

The following null hypotheses are formulated to guide the study and were tested at 0.05 level of significance.

H₀₁: The coefficient of relationship between capacity building in teacher knowledge of subject and students' academic achievement is not significant.

H₀₂: The coefficient of relationship between teacher capacity building in teaching skills and students' academic achievement is not significant.

Analysis

The researcher in this chapter presented the results of the data analyses. The presentations are organized according to the research questions and hypotheses. At the end, summary of the findings was presented.

Research Question 1

RQ₁: What is the coefficient of relationship between capacity building in teacher

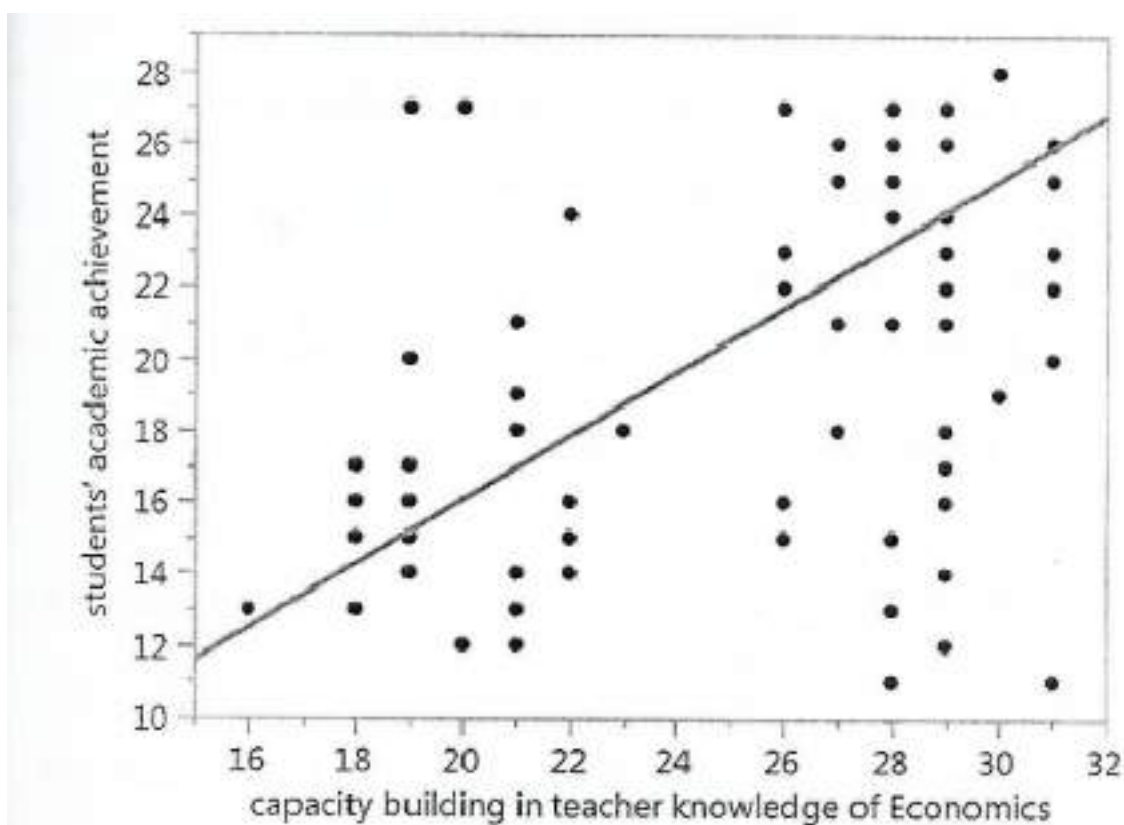
knowledge of subject and students' academic achievement?

Table 1: Relationship between capacity building in teacher knowledge of subject and students' academic achievement

Variables (V:Y&X), Sample Size (n), Summation (Σ), Sum of Squares (SS), Cross-Products (CP), Variance (S^2), Covariance (Cov.), Pearson r (r), and Remarks for the coefficient of relationship between capacity building in teacher knowledge of subject and students' academic achievement

V	n	Σ	SS	CP	S^2	Cov.	r	Remarks
Y	369	7659	9388.049		25.11			High
				6136.171		16.674	0.77	Positive
X	369	9320	6850.542		18.616			Relationship

Magnitude of Relationship - High Direction of



Relationship = Positive Percentage Coefficient of
Determination = 59%

Figure 1: Scatter plot of scores in students' academic achievement against scores in capacity building in teacher knowledge of subject

On Table 1, is the presentation of summary for the coefficient of relationship between capacity building in teacher knowledge of subject and students' academic achievement. It is shown that the summation of Y scores is 7659 and that of X scores is 9320. With the ratio of their sums of squares as 25.511 and 18.616

respectively, and their joint covariance as 16.674, the correlation coefficient of 0.77 was obtained. This index of 0.77 indicates that there a high positive relationship between capacity building in teacher knowledge of subject and students' academic achievement. The percentage coefficient of determination reveals that 59% of the variation in students' academic achievement could be attributed or explained by the variation in capacity building in teacher knowledge of subject. The positive direction of the relationship was clearly presented in figure 1 (scatter plot), which shows, the line of fit pointing upwards. This upward direction of the line of fit shows that there is a high positive relationship between Capacity building in teacher knowledge of subject and students' academic achievement

Hypothesis 1

H₀₁: The coefficient of relationship between capacity building in teacher knowledge of subject and students' academic achievement is not significant.

Table 2:

Sample Size (n), Coefficient of Relationship (r), Alpha Level (a), Degree of Freedom (df) and t-test of Significance of Correlation between two Variables

n	r	α	df	t _{cal}	t _{tab}	Decision
369	0.77	0.05	367	22.766	1.96	Reject H ₀

Table 2 gave a summary of the significance of the coefficient of relationship between capacity building in teacher knowledge of subject and students' academic achievement. The degree of freedom is 367; the t-calculated value of 22.766 was seen to be greater than the t-tabulated value of 1.96. This led to the rejection of the null hypothesis and acceptance of the alternative hypothesis, thus concluding that the coefficient of relationship between capacity building in teacher knowledge of subject and students' academic achievement is significant.

Research Question 2

RQ₂: What is the coefficient of relationship between teacher capacity building in teaching skills and students' academic achievement?

Table 3: Relationship between teacher capacity building in teaching skills and students' academic achievement

V	n	Σ	SS	CP	S2	Cov.	r	Remarks
Y	369	7659	9388.049		25.11			High
				6969.098		18.938	0.78	Positive
X	369	9537	8412.195		22.859			Relationship

Magnitude of Relationship - High

Direction of Relationship = Positive

Percentage Coefficient of Determination =61%

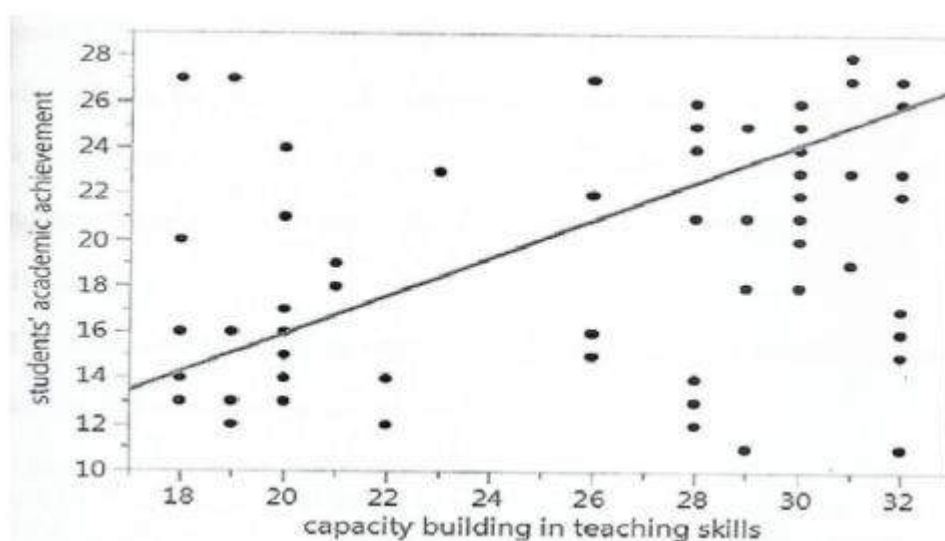


Figure 2: Scatter plot of scores in students' academic achievement against scores in teacher capacity building in teaching skills

On Table 3, is the presentation of summary for the coefficient of relationship between teacher capacity building in teaching skills and students' academic achievement. It is shown that the summation of Y scores is 7659 and that of X scores is 9537. With the ratio of their sums of squares as 25.511 and 22.859 respectively, and their joint covariance as 18.938, the correlation coefficient of 0.78 was obtained. This index of 0.78 indicates that there a high positive relationship between teacher capacity building in teaching skills and students' academic achievement. The percentage coefficient of determination reveals that 61% of the variation in students' academic achievement could be attributed or explained by the variation in teacher capacity building in teaching skills. The positive direction of the relationship was clearly presented in figure 2 (scatter plot), which shows, the line of fit pointing upwards. This upward direction of the line of fit shows that there is a high positive relationship between teacher capacity building in teaching skills and students' academic achievement.

Hypothesis 2

H₀₂: The coefficient of relationship between teacher capacity building in teaching skills and students' academic achievement is not significant.

Table 4:

Sample Size (n), Coefficient of Relationship (r), Alpha Level (α), Degree of Freedom (df) and t-test of Significance of Correlation between two Variables

n	r	α	df	t _{cal}	t _{tab}	Decision
369	0.78	0.05	367	24.212	1.96	Reject H ₀

Table 4 gave a summary of the significance of the coefficient of relationship between teacher capacity building in teaching skills and students' academic achievement. The degree of freedom is 367; the t-calculated value of 24,212 was seen to be greater than the t-tabulated value of 1.96. This led to the rejection of the null hypothesis and acceptance of the alternative hypothesis, thus concluding that the coefficient of relationship between teacher capacity building in teaching skills and students' academic achievement is significant.

Summary of results

The summary of findings in this study was:

1. there is a high positive and significant relationship between capacity building in teacher knowledge of subject and students' academic achievement;
2. there is a high positive and significant relationship between teacher capacity building in teaching skills and students' academic achievement;

Recommendations

Based on the findings of this study, it is therefore recommended that:

1. Since it was revealed that there is a high positive and significant relationship between capacity building in teacher knowledge of subject and students' academic achievement, continual training like on-the-job supervisory and other in-service training programmes should be made available for the teachers by school principals.
2. The state education management board should ensure that technical workshops are made available to teachers where teaching skills like how to deliver the lesson in a logical order and how to sequentially organize instructional materials.

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STRATEGIC PLANNING PROCEDURE AS A PANACEA FOR EFFECTIVE TEACHING OF ENTREPRENEUR EDUCATION

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ABSTRACT

Education plays a crucial role in shaping Individuals and societies, providing them with knowledge, skills and values necessary for personal growth and societal progress. This abstracts explores the strategic planning procedure as a Panacea for effective teaching of entrepreneurial education in all level of education in Nigeria. It began with the definition of Education, Educational planning, the important of Strategic Planning for effective teaching of entrepreneurial Education and some procedures in strategic planning. The paper also provides the meaning of Entrepreneurial Education, the objectives and content of Entrepreneurial Education as well as the important of effective teaching of Entrepreneurial Education. It goes deep into effective teaching of Entrepreneurial Education through strategic planning and the methods. Moreover a comprehensive table showing the distinctive aspects of focuses between methods required for Entrepreneurship teaching and the conventional teaching method was provided. The paper recommended among others that Entrepreneurship teachers should be retrained and there should be proper linkage with entrepreneurs and other stakeholders for effective teaching of Entrepreneurship Education through strategic planning procedure in all levels of education.

INTRODUCTION

Education is seen as an instrument that provides learners the insight about the values, knowledge, skills, and attitude necessary for achieving both human and national development, Education enables the learners to embrace the culture and tradition of the society which is need for growth and development in the 21st century. Education is an instrument of for national development, it fosters the worth and development of the individuals for the general development of the society (Onye and Anyaogu, 2024)

Educational planning can be defined as the process of preparing a set of decisions about the educational enterprise in such a way that the goal and purpose of entrepreneur education will be sufficiently reliable resources.

Ogun (2018) sees “educational planning as the process of applying scientific or rational procedures to the process of educational growth and development so as to ensure the efficiency and effectiveness of the educational system”. It is a cohesive force that coordinates and directs many different components of Entrepreneurial Education system and ensures that long term goals are appropriately mapped out. The obvious fact is that Educational planning is a rational decision making process; it is designed to direct Entrepreneurial Education activities towards the achievement of clearly defined Entrepreneurial Educational goals in such a way that the best uses are made of the limited educational resources. It is the responsibility of the management of the system to ensure that proper and adequate plans are made. Failing to plan, it is said, is planning to fail. Organizations (Education) are enjoined to take time to plan because, “it was not raining when Noah built the ark”.

In trying to narrow our definition to a specific form of planning; that is, strategic planning, we can say that basically, strategic planning is a comprehensive statement of an organization’s mission objectives, and strategic “detailed roadmap” of the direction and course that an organization intends to follow in conducting its activities. It has also been defined as a disciplined effort to produce fundamental decisions and actions that shape and guide what an organization is, what it does and why it does it with a focus on future.

The NUC (2003) draft manual on strategic planning as a “coordinated and systematic process aimed at providing an overall course and direction for an organization (education for the purpose of optimizing its potentials”. The process involves the setting of measurable medium to long term goals based on the real internal strengths and weakness of the organization (education) as well as the opportunities and threats in its environment.

One of the great concerns of Nigerian education is the perennial planning procedure for effective teaching of entrepreneur education at all levels and the role of the various governments, is the achievement of the objectives of entrepreneur education to curtail massive unemployment, poverty and provide fertile ground for achieving self employment and self actualization.

Entrepreneurial Education was introduced as a result of worrisome rising rate of unemployment among the school leavers. Entrepreneurial education therefore refers to the process of equipping individuals with the knowledge, skills, and mindset needed to develop an entrepreneurial mindset and succeed in entrepreneurial endeavor. It encompasses a range of educational activities and programs that aim to foster entrepreneurship, innovation and business creation.

Entrepreneurial education can take various forms, including; formal education, programs, workshops, seminars, boot camps, online courses and mentorship programs. It can be offered at different educational levels from secondary schools to universities and beyond. The goal is to nurture and support individual on their entrepreneurial aspirations whether they aim to start their own venture or apply an entrepreneurial mindset within the existing organization.(Ponmalar, Jesrina and manimekalai, 2023)

The essence of entrepreneurial education is to facilitate the attainment of self reliance and one way of achieving that is through strategic planning for effective teaching. The paper therefore posed the following questions.

- i. What are the strategic planning procedures?
- ii. What is the importance of strategic planning in relation to effective teaching of entrepreneurial Education?
- iii. What are the procedures in strategic planning?
- iv. What is Entrepreneurial Education?
- v. What are the objectives of Entrepreneurial Education?
- vi. What is the importance of effective teaching of Entrepreneurial Education?
- vii. What are the effective teaching strategies for Entrepreneurial Education?
- viii. What is the constraint to effective teaching of Entrepreneurial Education?

Provision of answers to the following questions is the focus of this paper.

Strategic Planning Procedure

Strategic planning is a comprehensive statement of an organization's mission, objectives and strategic "detailed roadmap" of the direction and course that an organization intends to following conducting it's activities. It has also been defined as a disciplined effort to produce fundamental decisions and actions that shape and guide what an organization is, what it does and why it does it with a focus on future.

Importance of Strategic Planning Procedure in Relation to Effective Teaching of Entrepreneurial Education

Strategic planning for effective teaching of Entrepreneurial Education as a management tool that is employed to determine for an organization the vision, mission, values, goals, objectives, resource value responsibilities and a time frame in its effort to do a better job.

Strategic planning procedure for effective teaching of Entrepreneurial education ensures that the energy of the institution is focused on very constructive issues that members of the organization work towards the same goals and helps to adjust the organization's direction in response to a changing environment.

Effective planning procedure in teaching Entrepreneurial Education would allow educators to set clear objectives and goals for their curriculum, ensuring that all teaching efforts are aligned with desired outcomes.

- ❖ Strategic planning procedures for effective teaching of Entrepreneurial Education helps in designing a curriculum that is relevant to current market trends and skills on entrepreneurial practices.
- ❖ Integration of skills: it aids in the integration of essential skills such as critical thinking, problem solving and creativity, which are vital for Entrepreneurship Education.
- ❖ Effective strategic planning procedure for effective teaching of Entrepreneurial Education facilitates the efficient allocation of resources, including time, funding and

personnel also helps in identifying the tools and resources necessary for effective teaching and enhance the learning environment for entrepreneurial education.

- ❖ Strategic planning procedures in relation to effective teaching of Entrepreneurial Education encourage adaptability and Responsiveness market changes”. Entrepreneurial Education involves navigating a dynamic market, strategic planning allows entrepreneurial educators to stay responsive to changes and incorporate real-time entrepreneurial challenges. “Student Feedback” A strategic approach encourages the collection and analysis of student feedback allowing for adjustments in teaching methods and curriculum contents.
- ❖ Strategic planning procedures for effective teaching of Entrepreneurial Education can foster partnership with industry stakeholders, which can enrich the educational experiences through internship guest lectures and mentorships. It also encourages engagement with the local entrepreneurial community, providing students with practical insights and opportunities.

It provides a structural framework for setting clear objective developing relevant curricula, optimizing resources and fostering an entrepreneurial mindset. By engaging in thoughtful strategic planning procedures, educators can create a dynamic and responsive learning environment that equips students with the necessary skills and knowledge to succeed in their entrepreneurial ventures.

Procedures in Strategic Planning for Effective Teaching Entrepreneurial Education

Although every strategic planning procedure for effective teaching of Entrepreneurial Education is uniquely designed to fit the specific need of a particular organization (school), every successful model or procedure include the following steps;

Vision and Mission

The organization begins by identifying its vision and missions. Vision sets out the reasons for the organization existence and the “ideal” state that the organization aims to achieve; the mission on the other hand identifies. major goals and performance objectives. These two are defined within the framework of the philosophy and are used as content for development and evaluation of intended and emergent strategies.

Entrepreneurial Education is learning geared towards developing in people those skills, competences, understanding and attributes which equip them to be initiative as well as identify, create, initiate and successfully start and manage business.

Starting and managing a business successfully are the key issues in Entrepreneurial Education and it required strategic planning. Anyakoha (2012) on her lead paper maintain that in Entrepreneurial Education students need to learn new skills, new ideas new problem solving techniques and explore new empowerment opportunities. The objectives and contents of Entrepreneurial Education that need strategic planning she enumerated are:

Objectives of Entrepreneurial Education

The planning should be in such a way that at the end of the programme, the students will be able to:

- Understand the characteristics and operational responsibility of an entrepreneur.
- Identify problems that could be translated into entrepreneurial opportunities
- Generate creative business ideas based on identified problems
- Make informed decisions
- Set business goals
- Develop business plan
- Make informed financial decisions
- Carry out feasibility study
- Develop strategic plan
- Possess relevant non-technical skills
- Organize experts and technical support as necessary
- Start a viable business
- Possess marketing skills
- Carry out financial analysis
- Understand business insurance policies
- Communicate effectively
- Manage human resources
- Take informed and manageable risks
- Possess organizational skills
- Adjust appropriately to change
- Apply new technologies.

These objectives of Entrepreneurial Education are based on the global market demand and relevant fields of students as well as their interest needs and the aspiration and it need to be strategically planned to achieve the above objectives.

The content of Entrepreneurial Education based on the identity objectives include Entrepreneurial opportunities, decision making skills, Business plans, strategic plan, organizational skills, marketing managerial skills, Analytical skills, financial management skills, creativity, problem solving skills, procedure for starting business and so on.

Based on the content and objectives of Entrepreneurial Education, the following characteristic of entrepreneurs are deduced, ability to recognized and take advantage of opportunity, resourcefulness, creativity independent thinking, optimism, industry innovativeness, readiness to take risks and leadership qualities as well as achievement motivation.

For effective teaching of these content appropriate teaching strategies are map-out and planned. Such teaching strategies will pay less emphasis on lecture method that involved remembering, or recall of facts. Anyakoha (2012) advocate for analytical skills methods which focus on the ability to; seek and find information, crystallize issues, formulate testable hypothesis, evaluate and make informed decision.

Effective teaching strategies for Entrepreneurial Education should be planned in such a way that involves a participative style and an orientation toward action and learning by doing which deviate completely from the conventional mode of teaching in which students play a passive role in learning such teaching strategies should student—centered like Discovery methods, inquiry methods and so on.

The strategic planning procedure should take into consideration the main differences between the entrepreneurial education approach of teaching and the conventional approach. Usman and Sanusi (2017) provided a table to show a clear distinction between the two approaches.

Aspects	Conventional Method	Entrepreneurial Method
Actions	Content driven	Process driven
Focus	Trainer led	Students-center
Trainer role	Expert	Facilitator
Emphasis	Knowing what	Knowing how and who
Trainees activity	Working alone	Working in small group
Ethos	Competitive	Collaborating
Trainee role	Passive/receptive	Active/generative
Frame expectations	Dependence	Independence
Sessions opportunist	Programmed	Flexible
Topic	Imposed	Negotiated
Mistakes	Should not be made	Are to be learned from
Trainee discretion	Limited	Wide
Assessment	Exams/test	Profiles and results
View of the world	Right/wrong	Uncertainty shade of grey
Determined by	Exam board	Local needs
Staffed by	Subject expert	Cross curricular team
Aim	Practice into theory	Theory into practice.

(Adapted from Caird, Sand Johnson C, in Aminu, Usman and Sanusi, 2017)

Constraints to effective teaching of entrepreneurial education

- Inadequate skilled competent teachers
- Inadequate teaching method
- Inadequate laboratories and entrepreneurial development centres
- Adequate instructional materials
- Lack of collaborative practical work
- Inadequate power supply
- Poor linkage with other entrepreneurs and stakeholders
- Large class size
- Poor mindset of students toward Entrepreneurial Education
- Lack of networking and integration of functional skills.
- Inadequate funding.

Based on the above discourse and constraint, the researchers made the following recommendation.

Recommendation

1. Government should provide adequate laboratory facilities and instructional materials for Entrepreneurial Education
2. Entrepreneurial Education teachers should be re-trained to equip them with the entrepreneurship method of teaching which is student-centred, active and collaborative.
3. Planning of the Entrepreneurial Education should be in such a way that will involve small group classes, with regular power supply.
4. Strategic planning of the contents and objectives should be adopted to achieve the integration of Entrepreneurial skills and adequate networking.
5. There should be proper linkage with entrepreneurs and other stakeholders for effective teaching of Entrepreneurial Education through strategic planning procedures.

Conclusion

Effective teaching of Entrepreneurial Education facilitated by strategic planning procedure is one of the ways of solving the problem of massive unemployment and under-utilization of human resources in Nigeria. The provision of the enabling environment and resources will make the planning easy and learning/skills acquisitions thrive.

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**INFLUENCE OF FUEL SUBSIDY REMOVAL ON LECTURERS' ACADEMIC
ENGAGEMENT IN IMO STATE UNIVERSITY, OWERRI**

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ABSTRACT

This study examines the effects of fuel subsidy removal on lecturers' academic engagement in Imo State University, Owerri. A survey research design was adopted. The population comprising of 59 academic staff from the Faculty of Education in Imo State University, Owerri. Statistical data for about nine different seasons where fuel hike occurred in Nigeria was revealed and the instrument used to collect the data was interview and questionnaire. Data collected was dully analyzed with the help of chi-square. So, it was deduced from this study that increase in fuel pump price which resulted from fuel subsidy removal has an adverse effect on lecturers' academic engagement, since fuel is essential for easy and prompt availability of the lecturers' in their classroom engagement and also the transportation of agricultural produce and other market product in Nigeria. From the results of the interview conducted, the study concluded that lecturers' attitudes towards academic engagements worsened after the removal of fuel subsidy irrespective of the financial status of the lecturers. Thus, the study recommends that the government and institution executives should provide viable means to motivate lecturers through service motivated incentives.

Keywords: *Fuel, Fuel Subsidy, Subsidy Removal, Lecturers, Academic Engagement, Lecturers Academic Engagement.*

Introduction

Research on the effects of fuel subsidy removal on Nigerian's standard of living has been of interest to the economy and Nigerians. Fuel is the keystone of the Nigerian economy. It plays a very crucial role in shaping and modifying the economic, political and social status of the country. The discovery of oil in commercial quantities at Olobiri

in the Niger Delta and later at Afam and Boma in the 1960s established Nigeria as oil producing nation. The oil sector, as the catalyst of the economy became apparent in the 1970s due to the dramatic increase in oil process and the rise in the nation's proven oil reserves and production. The fuel subsidy in Nigeria is a highly contentious issue, encompassing technical, economic, and political dimensions. The pricing system, influenced by political decisions, significantly shapes the cost and profit-sharing dynamics between major stakeholders—the producer Nigeria National Petroleum Corporation-NNPC and consumers. While, oil exploration since the mid-60s propelled Nigeria into a top oil producer by the early 70s, with over 80% of foreign exchange earnings coming from oil by 1973 (Adebiyi, 2011; Olujobi, 2021). It is viewed as a "mixed blessing, by the generality of Nigerians". The presence of petroleum, despite catalyzing economic development, poses challenges due to Nigeria's absorptive capacity. Although, oil has enhanced economic growth and impactful projects, it has also led to ill-considered policy decisions and false hopes, with finances not being a constraint (George, 2013). Subsidy has been defined as aids directly granted by government to an individual or private commercial enterprise deemed beneficial to the public. (Ogundipe 2013).

According to Ogundipe 2013, Fuel Subsidy can be said to be the financial aid granted to autonomous and foremost oil marketers by the government for them to supply their products at a cheaper rate for the good of the masses. This move is with the intent of boosting the economy of a country, providing social amenities for the people, stabilizing the market, creation of employment opportunities and the notion of it being capable of fighting corruption as postulated by the Nigerian government. The issue of subsidy is not alien to the nation's down-stream because it existed during the military regime when the four refineries of the nation could only produce little which could not even satisfy the domestic needs of the people. Then, a need arose for the importation of finished petroleum products such as diesel, petrol and kerosene to meet the domestic need of Nigerians. For this reason, the Nigerian's elites and those in the corridor of power considered the sudden wealth that will result from this opportunity and started acquiring the various wells in the country and finally, they overtook the petroleum industries. This undoubtedly was the birth of fuel problems Nigerians are nurturing today especially as it affects petroleum. Nigeria like many other oil-producing countries, has faced significant economic challenges and fiscal pressures due to the costs associated with fuel subsidies. In response to these challenges, the Nigerian government has at various times contemplated and implemented fuel subsidy removal policies as part of broader economic reform initiatives. A subsidy is any government program that lowers the price of a good or service that is consumed by citizens compared to what the price would have been without the existence of the policy (OECD, 2018; Abdulkadir, Funmilola & Abdulkabir, 2020). These subsidy removals have sparked significant public debate and have been met with mixed reactions from different segments of the society (Emmanuel, 2023). The purchasing power of individuals, including lecturers, is directly impacted by changes in fuel prices. Lecturers, as professionals in the educational sector, are a crucial component of Nigeria's intellectual and academic community. Their purchasing power not only affects their personal well-being but also has wider implications for the quality of education they provide and the stability of their households (Adebayo, 2023).

The increment in fuel price has led to increment in transportation fare which directly and indirectly have increased the inability to come to schools, while in tertiary institutions many lecturers have decided to compress their lectures to one or twice in a week. And other lecturers have changed to virtual model of teaching. The post-subsidy removal in Nigeria have affected implementation of teaching programme in Nigeria

educational institutions. Subsidy removal have impacted negatively on the entire educational system leading to reduction in the teaching hours in schools because teachers cannot cope with the increment of transportation fare. Okonkwo (2023) observed that teachers' job performance is also affected by the removal of the fuel subsidy. This is because they have to pay more for transportation to and from work. Many lecturers rely on public transport, such as buses, taxis and motorcycles, which have also increased their fares due to the high cost of fuel. Some teachers may have to spend more than half of their salaries on transportation alone, leaving little for other expenses such as food, rent and health care. Academic engagement is the result of an individual's productivity compared to their co-workers on a variety of work ethics and results. Performance is determined by the quality and quantity of work completed as part of an employee's assigned responsibilities (Anitha, 2014).

On the first day of January, 2012 Nigerians woke up to face one of the greatest shock of their lives when the removal of fuel subsidy was announced by the federal government at a time perceived wrong, in a way many saw as erroneous, in a situation several believed was unstable and with arguments many opined came with a sinister motive. This raised the price of a litre of petrol from N65 to N141.

A drive through the memory lane revealed that subsidy was once removed on kerosene and diesel by the then Federal government of Nigeria on reasons similar to one gave by the President Jonathan led administration and with promises that such policy will have a long lasting positive effects on all areas in the nation. However, nothing tangible could be said to be the celebrated outcome of the said policy. It was argued by the then federal government that the removal of subsidy on diesel and kerosene would make the products available and affordable but it turned out to be a fallacious fabrications, the products have become more scarce and expensive, instead of the promise of its availability. Saddening enough, none of the crippled refineries was brought back to its feet from the money realized from the removal of subsidy on diesel and kerosene. One begins to wonder if the time honoured saying 'once bitten twice shy' was not the rhythm in the minds of long-suffering Nigerians when the Petroleum Products Pricing and Regulatory Agency (PPRA) announced the infamous policy on the 1st of January, 2012. After weeklong protests by Nigerians, which was led by the Nigerian Labour Congress (NLC), Trade Union Congress (TUC), and some civil society groups, government bowed to public pressure not to remove the fuel subsidy entirely in view of some negative effects it would unleash on the populace, especially where there was absence of palliative and coupled with the fact that the government took the people by surprise. The government after much hesitation, made a U-turn in her policy, partially removed the subsidy and reduced petrol price from N141 to N97 per litre. Although, it was not a return to status quo, Nigerians had wanted but they heaped much of their hope on government planned palliative to cushion the negative effects the partial removal of the fuel subsidy would have on the masses. Unfortunately, most of the promised palliative such as massive job creation, easy transportation and other goodies did not get out of government's drawing board. Early 2014, the same government was again touting with the idea of removing what remained of the subsidy, which the people thought is the only benefits they derive from the nation's naturally endowed petrol – dollar largesse. The government argued that a tiny percentage of Nigerians called the cabal are the ones hugely profiting from the subsidy largesse and that the current low price of oil will always encourage smuggling of the product along our numerous porous borders. Government also said that the total fuel subsidy removal will attract more investment in the downstream oil sector which will boost employment and the economy. Although, the

government arguments may sound convincing, Nigerians have a pathetic tale and manifold frustrations to express over many years of government's fuel price hike based on terrible regimes and the failure by the government to deliver on its promises. Fast forward to 25th May 2023, the incumbent government have once again removed the fuel subsidy with the claim that it is a strategy to curb the irregularities in the oil sector. The price of fuel have skyrocketed from N250 to N1300 per litre, thereby causing untold hardship on the citizens. An average Nigerian cannot afford three square meals a day while the bourgeoisies and cabals are spending millions of naira on cars, travels and other irrelevant things that do not have an impact on the economic growth of the nation. The GDP of the economy is going down on a daily basis. Labour is threatening another strike as the one called off earlier could not yield any tangible result. The removal of fuel subsidies in Nigeria has caused a rise in the cost of goods and services adversely affecting all sectors in the country. Opeyemi (2012) reveals that in an extensive research aimed at ascertaining the long run effects of subsidy removal on the performance quality of Nigerian textile workers in the wake of palliative removal. The result indicated a significant relationship between subsidy and workers' performance as the sudden surge in fuel prices, resulting from the removal of subsidies intensified the economic difficulties faced by the already struggling Nigerian population, grappling with high unemployment rates and widespread economic challenges. Educational institutions, including school administrators, teachers, and students, have not been spared from these repercussions. Since the subsidy removal, school administration and the processes of teaching and learning have undergone significant changes. It is crucial to investigate the consequences of subsidy removal on education, specifically focusing on school administration, teaching, learning, and school supervision. It is against this premise that this study investigates the influence of subsidy removal on lecturers' academic engagement in Imo State University, Owerri.

REVIEW OF LITERATURE

Major Concepts of the study

Subsidy

Subsidy as defined by Organisation for Economic Co-operation and Development-OECD (2018) are as follow. A subsidy is any government program that lowers the price of a good or service that is consumed by citizens compared to what the price would have been without the existence of the policy. Subsidy is a decrease in the market price of products and services by the government so that people with limited purchasing power can obtain such goods and services. It occurs when the government assists customers in paying a price that is lower than the market price for consumer products. A subsidy is any measure that keeps prices consumers pay for a good or product below market levels for consumers or for producers above market. Subsidies take different forms. Some subsidies have a direct impact on price. These include grants, tax reductions and exemptions or price controls (Adebiyi, 2011). Subsidy is the money that is paid by government of an organization to reduce the cost of services or of producing goods so that their prices can be kept low.

Academic Engagement

Academic engagement refers to the extent and intensity with which students participate in and apply themselves to learning and other school activities, as well as the supportive relationships and structures that exist to support students and lecturers engagement. Fredricks (2004) described academic engagement as a malleable, developing, and

multidimensional construct that consists of three broad dimensions: behavioural, cognitive, and emotional. The dimensions, according to the authors, are not isolated but interrelate with each other. Engaging lecturers draw a range of strategies to captivate their students. They infuse lectures with activities, sequence materials to pique students' interest, and allow students contributions to shape discussions, building rapport and fostering meaningful analysis of course content in the process. A lecturer can plan for an engaging class session using the following strategies: sequencing materials to build student energy and excitement, planning ahead to facilitate the inclusion of student contributions, getting students mentally ready for class, regulating flow of energy in the classroom, providing multiple ways for students to engage in class discussions, exploring handouts as a study guide to highlight important concepts etc. In view of Prince (2004), activities that engage students in the learning process are associated with higher levels of student engagement. Compared to lecturers alone, activities promoting active learning are associated with lower failure rates and increased exam performance (Freeman 2014). A sense of autonomy and some control over course content are important components in lecturers' motivation (Deci & Ryan, 2000).

Factors That Improve Academic Engagement

One of the strategies highlighted by Okereke & Daniel (2010) in welfare schemes are the strategies employed in motivating lecturers for better job performance. These are in form of salary increment, gratuity, and regular promotion, ensuring job security and establishing cordial relationship among teachers are the initiators and facilitators of teaching and learning activities. They act as agents of changes in any school system because of the roles they perform; they can be regarded as the heart of quality improvement strategies (Hopkins, 2014). Furthermore, Okereke and Daniel (2010), opined that most institutions achieve remarkable success in their operations not only because they operate in good environments or because they are capable of competing favourably with the realities of their requirement but mostly because the management (or those at the helm of affairs) provides them with incentives that make their work worth enjoying. They appreciate the fact that no organization performs efficiently and effectively if the human elements are not adequately motivated. The provision of welfare package that ginger workers to work in an organization has helped organizations to create the enabling environment for better performance among the workforce.

According to Manzini and Gwandure (2011), employee welfare measures were meant to reduce absenteeism and increase efficiency and productivity. However, today employee welfare programs have taken a broader scope and they include almost all aspects of workers' welfare and development in the organizational establishment. The mandate of welfare measures is to generate an efficient, healthy, satisfied and productive workforce. Berry (2010) asserts that the objective of providing facilities is to make working environment more enjoyable of the 9th Malaysian National Economic Conference, Kuala Terengganu, and Terengganu.

Subsidy Removal and Academic Engagement of lecturers

Subsidies usually take the form of price controls and can involve large price gaps. While subsidies aimed at how producers generally keep costs of production lower or increase revenues, their effect is to keep marginal producers in the business (Sanders and Schneider, 2000). These subsidies can also be motivated by the desire to reduce import dependency (European Environment Agency, 2005). Production subsidies are more common in developed countries while consumer subsidies are prevalent in developing

and oil producing countries. A considerable number of studies have analyzed the issues of petroleum pricing and how it significantly impacts the performance especially in relation to the welfare of the general populace. Iwayemi and Adenikinju (2014), in a study argued that, the elimination of subsidies, particularly fossil fuel, if not met with an effective incentive program that will reduce the impact of the difficulties caused by the subsidy removal can potentially impact on the welfare of the populace, this recognizes that the effects of energy subsidies are complex and can exert adverse effects on the general output of the performance. According to Adagunodo (2013), it unambiguously agreed that eliminating subsidy play a central role in national efforts to achieve a long-term transition to a truly sustainable energy system that is secured and clean for the environment. However, there could be large, long-run social costs associated with its removal because subsidies in fuel for traditional mono economy like Nigeria is a critical determinant of welfare as its pricing has the capacity to distort the balance of energy sources and output within the productive social environment. The relationship between subsidies and the work performance has strong policy implications for government in terms of ensuring productive sustainability globally. Fossil fuel subsidy represents a unique problem that unites economists and educationist (Holton, 2012). In the last few years, policy direction has shifted towards the reform or elimination of subsidies, particularly fossil fuel subsidies. Pieters (2002) opined that the removal or reform of subsidies to improve the economy had been high on the international political agenda since the early nineties while bearing in mind the potential fallout of the removal on performance quality.

Theoretical Framework

Job Demands-Resources Model (JD-R Model)

The JD-R model was propounded by Arnold Bakker and Evangelia Demerouti in year 2001. Arnold Bakker and Evangelia Demerouti (2001) defined *job demands* as “those physical, social, or organizational aspects of the job that require sustained physical or mental effort and are therefore associated with certain physiological and psychological costs”. Examples of job demands are work overload, heavy lifting, interpersonal conflict, and job insecurity. Following Hockey’s (1997) model of compensatory control, the JD-R model assumes that when job demands are high, additional effort must be exerted to achieve the work goals and to prevent decreasing performance. This obviously comes with physical and psychological costs, such as fatigue and irritability. Workers may recuperate from mobilizing this extra energy and the associated costs by taking a break, switching tasks, or performing less demanding activities, for instance. However, when recovery is inadequate or insufficient, the result is a state of sustained activation that gradually exhausts the employee physically and/ or mentally (Knardahl & Ursin, 1985). *Job resources* were defined as “those physical, social, or organizational aspects of the job that may do any of the following:

- (a) Be functional in achieving work goals; (b) reduce job demands and the associated physiological and psychological costs; (c) stimulate personal growth and development” (Demerouti et al., 2001, p. 501). Examples of job resources are feedback, job control, and social support. The early JD-R model proposed two processes for the development of burnout. First, long-term excessive job demands from which employees do not adequately recover may lead to sustained activation and overtaxing, eventually resulting in exhaustion – the energetic component of burnout. Second, a lack of resources precludes that job demands are met and that work goals are reached, which leads to withdrawal behavior.

Indeed, withdrawal – or reduced motivation/disengagement, i.e., the motivational component of burnout – acts as a self-protective strategy to prevent further energy depletion. Consistent with this reasoning, research revealed main effects of demands and resources on burnout; whereas job demands were associated with exhaustion, lacking resources were linked to disengagement (see, among others, Bakker, Demerouti & Euwema, 2005 ; Bakker, Demerouti & Verbeke, 2004; Bakker, Demerouti, Taris, Schaufeli & Schreurs, 2003 ; Demerouti et al., 2001 ; Hansen, Sverke & Näswall, 2009 ; Xanthopoulou et al., 2007). Next to these main effects, the JD-R model predicts that job resources mitigate the negative effect of job demands on exhaustion. This follows from the definition of job resources, which are assumed to reduce job demands as well as the associated exhaustion. Bakker, Demerouti, Taris (2003) observed that the effect of job demands on exhaustion was especially strong if employees possessed few job resources and, in a similar vein, that the effect of job resources on cynicism was particularly strong if employees encountered many job demands.

Relating this theory to the study, the removal of fuel subsidy has gone a long way to influence lecturers' academic engagement in tertiary institutions. Because of the removal of fuel subsidy, there is a general hike in the standard of living which is leading to fatigue, irritability and psychological burnout because of the additional effort asserted by the lecturers in order to dispatch their duties diligently.

Statement of the Problem

However, Fuel subsidy removal have the following negative effects on Nigerians:

1. Lack of adequate palliative such as massive job creation, easy transportation and regular supply of electricity to cushion the negative effects.
2. Fuel subsidy removal increase the cost of production which is as a result of increase in fuel price.
3. Fall in the standard of living.
4. Increase in the cost of education as a result of fuel subsidy removal.

Purpose of the Study

The study is set to:

1. Find out whether fuel subsidy removal has any effect on the cost of education.
2. Ascertain the effect of fuel subsidy removal on transportation cost.
3. Determine the impact of fuel subsidy removal on the academic engagement of the lecturers.

Research Questions

1. What influence does fuel subsidy removal have on the cost of education?
2. What influence has fuel subsidy removal on the cost of transportation?
3. What influence has fuel subsidy removal on prices of goods and services?

Hypotheses

The following null hypotheses are formulated to guide the study at 0.05 alpha level of significance.

H₀₁: There is no significant difference in the mean scores of students on the extent of disruption of fuel subsidy removal on the cost of education.

H02: There is no significant difference in the mean scores of lecturers in regards of fuel subsidy removal on the cost of transportation.

H03: There is no significant difference in the mean scores on how the removal of fuel subsidy increase the prices of goods and services.

Methods

The study adopted a descriptive survey research design. One objective guided this study. The study targeted only the entire academic staff of Faculty of Education Imo State University, Owerri totaling 59, 20 male and 39 female members based on the statistics from the college registry, 2023. The choice for the population is guided by time constraint and sparsely of funds. The entire population of fifty-nine (59) was used as a sample using the census sampling research technique. The researchers administered the instruments utilizing an on-the-spot method of instrument administration. The data was collected using a self-developed instrument titled "Effect of Fuel Subsidy Removal on Lecturers Academic Engagement" Questionnaire (EFSRAEQ) which consisted of two sections: Section A sought demographic data from the respondents, while Section B comprised item statements eliciting the opinions of respondents regarding the research questions arranged on a four likert scale of; Strongly agree (4) Agree (3) Disagree (2) Strongly Disagree (1). The instrument was validated by experts in the department of social science education. The instrument was pilot tested on education economics department staff in Imo state University, Owerri and the result Data was analyzed using Cronbach's alpha, and a reliability index of 0.82 was obtained which signifies that the instrument is consistency. Fifty-nine (59) questionnaires were administered to the respondents with the help of a research assistant. All questionnaires were retrieved and analyzed using the mean and standard deviation for the research questions, and the t-test statistic was used to analyze the null hypothesis at a 0.05 level of significance as used by (Atoyebi, 2012).

Results

This section presents and analyses the data collected to test the hypotheses in order to draw conclusions.

Table 1: Classification of Respondents by Gender

Gender	Frequency	Percentage
Male	20	33.90
Female	39	66.10
Total	59	100

Source: Field Survey (2023).

The Table 1 reveals that the 20 respondents are male representing 33.90% while 39 respondents are females representing 66.10% of the respondents. This means that majority of the respondents are females.

Table 2. Mean Rating of Respondents on how the financial difficulty caused by fuel subsidy removal impact on the academic engagement of academic staff at Imo State University, Owerri.

S/N	Items	N	SA	A	D	SD	Mean	Std.Dev.
1.	High transport fare make it hard for me to get to School	59	45	10	2	2	27.8	4.17
2.	My inability to meet my Financial responsibilities affect my job	59	34	15	4	6	3.09	0.66
3.	Job satisfaction has decreased since the removal of subsidy	59	40		10	5	4	3.15
4.	Subsidy removal has led to High transportation cost	59	48	5	3	3	3.13	0.91
5.	Subsidy removal has resulted in an increase in the cost of living	59	48	6	3	2	3.11	0.76
6.	Subsidy removal has made it challenging for me to afford basic necessities.	59	35	10	9	5	3.43	0.67

Source: Field Survey (2023). Weighted Mean = 2.5

Table 2 illustrates the mean ratings of respondents regarding how the financial difficulty caused by fuel subsidy removal impacts the academic engagement of lecturers' of Imo State University, Owerri. Respondents are generally unanimous in the responses as all the items turn out to be agreed of course with difference in levels of standard deviation; on item 1 High transport fare makes it hard for me to get to school: Mean: 2.91, item 2 My inability to meet my financial responsibilities affects my job: Mean: 2.51, Item 3 Job satisfaction has decreased since the removal of subsidy: Mean: 2.94, item 4 Subsidy removal has led to high transportation cost: Mean: 2.61, item 5 Subsidy removal has resulted in an increase in the cost of living: Mean: 2.56, Item 6 Subsidy removal has made it challenging for me to afford basic necessities: Mean: 2.5. The overall weighted mean is calculated as 2.5, suggesting that, on average, respondents agree that the financial difficulties caused by fuel subsidy removal have a noticeable impact on the academic engagement of lecturers in Imo State University, Owerri. The specific concerns include high transportation costs, challenges in meeting financial responsibilities, decreased job satisfaction, and increased difficulty in affording basic necessities. With the above, standard deviation is to 0.66.

Table 3: Independent t-test Statistics on the Mean Rating of whether Gender has no significant difference between difficulty caused by fuel subsidy removal and job Performance

Item category	N	mean	SD	T.Cal	Df	Alpha	T.cri
1. Male	20	37.4828	7.65922	0.714	45	0.05	0.334
2. Female	39	29.111	8.48862				

Source: Field Survey 2022.

Table 3 reveals that the t-cal of -0.714 is less than the t-cri of 0.334 at 0.05 levels of significance and 45 degrees of freedom. As a result, the null hypothesis indicates that there is no significant difference in the mean rating of male and female respondents on the effect of the difficulty caused by removal of fuel subsidy on the academic engagement of lecturers of Imo State University, Owerri.

Discussion of Results

The research finding in Table 1 revealed that subsidy removal has indeed is directly related to the high cost of transportation as well increased cost of living. The result coincides with Elisha (2023) this recognizes that the effects of energy subsidies are complex and it distortion of transport cost and means can exert adverse effects on the general output of the performance. Fuel subsidy withdrawal is capable of heightening the uncertainties faced with regards to the means and cost of transportation and well-being of lecturers which directly affects the cost of transportation, eating deeply into the incomes of workers. Similarly, lecturers are faced with financial difficulties, and this scenario influences their job effectiveness as it hampers on lecturers' ability to attend to their financial obligations. The result indicated that some of the lecturers find it tough to fuel their vehicles to work, to pay their transportation fair to work every day, and to meet their family's financial responsibilities because of financial constraints occasioned by the removal of fuel subsidies.

The outcome agrees with Obaseki's (2023) opinion that employee performance is seriously affected when the price of gasoline is adjusted as transportation fare is immediately affected negatively resulting in delay or suspension of lesson contacts especially when such economic decisions by the government is carried out without adequate policy put in place to improve lecturers' welfare. Holton (2012) shows that there is relationship between energy subsidies and the work performance has strong policy implications for government in terms of ensuring productive sustainability globally due to financial constraints that the withdrawal of the fuel subsidy could cause on the welfare of workers. In this case, the upsurge of the fuel price to all time high above 100% has resulted in increased difficulty in affording basic necessities such as food, payment for shelter, energy etc.

Recommendations

- The government should conduct thorough assessment on the impact before implementing fuel subsidy removal.
- The government should invest in providing and improving public transportation infrastructure to reduce the reliance on personal vehicles.
- Staff welfare programs should not be neglected. The teaching and workloads should be reviewed in order to reduce stress and improve work-life balance.
- Lecturers should advocate for salary adjustments to compensate for increased living costs.

Conclusion

It is evident that lecturers in tertiary institutions are experiencing financial challenges following the removal of fuel subsidies. The removal has led to a higher cost of living, with increased transportation and hike in food prices. This study investigated whether there is an effect of fuel subsidy removal on the academic engagement of lecturers' of Imo State University, Owerri. The result reveals that there is no significant difference in the mean rating of male and female gender concerning difficulty caused by fuel subsidy removal and academic engagement of Academic Staff at Imo State University, Owerri. This is because the degree of freedom is 45 and the level of significance is 0.05. The study concludes that lecturers' condition worsened after the removal of subsidy irrespective of gender. The study opines that the institution executives and government should provide viable means to motivate lecturers through service motivated incentives.

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**IMPACTS OF TEACHING GOVERNMENT SUBJECT ON POLITICAL
AWARENESS OF SENIOR SECONDARY SCHOOL STUDENTS IN
OWERRI EDUCATION ZONES OF IMO STATE**

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ABSTRACT

In this study, the researcher investigated impacts of teaching government subject on political awareness of senior secondary school students in Owerri Education Zones of Imo State. In order to achieve the aims of the study, four research questions were asked and four hypotheses were formulated. This study adopted the survey research design. The population of this study is 34,633 comprising 2,438 teachers and 32,195 students from the 124 public secondary schools in Owerri Education Zones, Imo State. The researcher drew a sample of 395 respondents (163 teachers and 232 students) from 15 selected secondary schools using multistage sampling technique. Rating scale was used as the instrument for the collection of data for this study and prepared by the researcher. The rating scale is titled: Impacts of Teaching Government Subject on Political Awareness of Senior Secondary School Students Scale (ITGSPASS) and contained 30 items. Three research specialists validated the instrument. Reliability coefficient of 0.84 was obtained using Pearson Product Moment Correlation Coefficient (PPMCC) statistics. The researcher analyzed the data using mean scores and standard deviations to answer the research questions while the hypotheses were tested using the t-test statistics at a 0.05 level of significance. The result found that there is no significant difference in the rating scores of teachers and students on the positive impacts of teaching government subject on students' awareness of human right, rule of law, good governance and electoral processes in public senior secondary schools in Owerri Education Zones, Imo State. The study concluded that the teaching government helps students to be aware of their fundamental human rights, rule of law, good governance and electoral processes which create awareness and spark discussions about the importance of politics. This collective effort can lead to stronger, more resilient societies where citizens are not just passive recipients of policies, but active contributors to the democratic process. Based on the

findings of the study, it was recommended among others that government should ensure that only the right caliber of teachers are recruited for teaching of government in schools in order to improve the teaching of government subject in schools towards fostering students' awareness of the fundamental human rights.

INTRODUCTION

Education is a very crucial form of development to both individuals and the society. No wonder, countries all over the world see education as a good instrument for national development because it is expected to produce the required quantity and quality of human resources for their economic growth. It is an instrument for the realization of a nation's growth and development, because the level of a nation's literacy determines her extent of development. It provides the intellectual capability needed by man to harness the human and material resources for scientific and technological advancement. Adegami and Adesanmi (2018) maintain that education is seen as a crucial tool for development in every country. Nigeria being fully aware of the importance of education according to Federal Government of Nigeria [FGN] (2013) sees it as an instrument per excellence in the development of the nation's economy. In Nigeria, there are three levels of education vis-à-vis the primary, secondary and tertiary. However, the focal point for this study is the secondary education.

Secondary education is provided for learners after primary education and before tertiary education. It is aimed at developing a learner towards the acquisition of skills necessary for self and national development. Adetona (2013) opines that a major factor that necessitates the acquisition of secondary education in Nigeria is that the education being provided at the primary level is proving to be insufficient for a child to acquire permanent literacy, communicative, and numeracy skills expected from him/her at the end of the training. The aim of secondary education according to FGN (2013) is to provide opportunity for qualitative education for primary school leavers, cater for the differences in talents of the learners, develop Nigeria cultural heritage, produce a generation of people who respect the dignity of labour, foster Nigerian unity and to inspire its students with the desire for achievement and self improvement both at school and in later life. One of the subjects in secondary school designed for equipping students with the knowledge of embracing peace and unity is Government as a subject.

Government can be viewed in two distinctive perspectives as an "institution" and an "academic subject or field of study". Government as an institution refers to a body of persons saddled with the responsibility or mandated to rule or govern a state in order to achieve its will such as protection of lives and properties of citizens, formulating, interpreting, and implementing of laws, enable co-existence with other countries etc. (Anamonye, 2015). Government as an academic subject is studied in senior secondary schools as it prepares the students who intend to study courses like political science, international relations, sociology, law, etc. at the tertiary level. It is the importance placed on the teaching and learning of the subject matter of Government that has ensured the sustenance of the discipline in Nigerian secondary school curriculum since independence till date. Also, Gilbert (2014) opines that government means knowledge and it is a recognized

subject of study in Nigerian Senior Secondary Schools. This is why Ogunbiyi and Ojebiyi (2012) assert that the study of government in secondary schools can be a useful vehicle for fostering political consciousness if only the political leaders, policy makers and educational agencies can formulate a curriculum that will help in molding the youths to cultivate a positive attitude and the understanding of the Nigeria political system. Therefore, the emphasis in this study is on Government as a subject, an academic discipline and a body of knowledge. Thus, the realization of the aims and objectives of teaching government help to instill in students some levels of political awareness.

Political awareness refers to the understanding and knowledge of political issues, institutions, and processes. It involves staying informed about current events, government policies, and public affairs. Informed citizens are better equipped to make reasoned decisions, engage in meaningful discussions, and actively participate in the political system. The importance of political awareness cannot be overstated. According to Olatunji and Oyelakin (2019) political awareness is a fundamental pillar in any democratic society. When citizens actively participate, they contribute to a more inclusive and representative political system. Increased participation also leads to greater legitimacy and trust in government institutions (Olayinka & Adeyemo, 2018). Manuwa (2023) asserts that political awareness has to do with having knowledge about political activities such as rule of law, good governance, human rights, political participation, electoral processes among others.

Furthermore, political awareness enhances civic engagement and social cohesion. They empower individuals and communities to have a say in decisions that affect their lives, fostering a sense of belonging and ownership in the political process (UNDP, 2019). This, in turn, can lead to collective action, social change, and the pursuit of common goals. However, political awareness is crucial for the functioning of a democratic society. It allows citizens to exercise their rights, influence political decisions, and hold their leaders accountable. By promoting participation and awareness, societies can ensure a more inclusive, responsive, and representative political system that serves the needs and aspirations of its citizens. Drawing from the above illustrations, this study focused on understanding the impact of teaching government on students' political awareness in areas such as human rights, rule of law, good governance and electoral processes.

Human rights are the legal and moral rights of human beings recognized by national and international laws. This implies that the constitutions of countries stipulate these rights of the people. Understanding human rights is not merely an academic exercise; it lays the groundwork for critical thinking and informed citizenship. According to Ekuri, Betiang and Andong (2018), when students learn about the Universal Declaration of Human Rights and the various treaties and conventions that protect these rights, they gain insight into the historical struggles faced by marginalized communities. This historical context is essential in helping students recognize the ongoing challenges to human rights in contemporary society. Oladejo and Oni (2017) noted that the teaching of government in improving students' awareness of their human rights encourages active participation in democratic processes. Students who are aware of their rights are more likely to engage in civic activities, such as voting, volunteering, and community organizing. They learn to question injustices and demand accountability from their leaders, fostering a more vibrant and responsive democracy.

Rule of law signifies that everyone, regardless of status or power, is subject to the law. This principle lays the groundwork for a fair and just society, where legal frameworks govern behavior and protect individual rights. In teaching this concept to students, it is essential to break down the key principles that underpin the rule of law. The concept of equality before the law is paramount. Falade and Orugbemi (2020) assert that the principle of rule of law asserts that all individuals are treated equally in the eyes of the law, which protects against arbitrary governance. By exploring real-world examples, such as landmark court cases or legislation, students can better grasp how this equality is applied or, in some cases, challenged within their own communities. The teaching of government subject allows students to understand the importance of accountability. The rule of law demands that those in power are held responsible for their actions. This can be illustrated through discussions on checks and balances within government systems, emphasizing how different branches work to prevent abuses of power. Engaging students in debates about current events can further illuminate the significance of accountability and inspire them to think critically about their own roles as citizens.

Good governance refers to a fair and equitable allocation of resources for the achievement of the end purpose of the state, which is the promotion of common good of the citizens. Good governance provides opportunity for popular participation in decisions that affect the life of people, access to power and transparency as well as accountability of those in power. According to Oni (2014), a system of good governance would consist of a set of rules and institutions, a legal framework for development and a system of public administration which is open, transparent, efficient and accountable. It is devoid of corruption, nepotism, and discrimination. Good governance encompasses principles such as transparency, accountability, fairness, and participation. These concepts form the bedrock of effective governance systems, influencing not only how governments operate but also how individuals engage within their communities and schools. Olatunji and Oyelakin (2019) opine that teaching government in schools cultivates critical thinking, enabling students to analyze and engage with the values and principles that underpin their society. By exploring the structure of government, the role of various institutions, and the significance of civic engagement, students develop a comprehensive understanding of how policies are formed and how they impact their lives. This knowledge is vital in a world where informed citizens are essential for a thriving democracy.

Election is generally conceived as the process through which public office holders are selected periodically by a fraction of a country's population otherwise referred to as the electorate from 18 years and above. It is a selection process which elevates a group of persons to positions of authority with the power to direct the affairs of the state. According to Dunne (2014), election is a process through which people choose their leaders and indicate their policies and programmed preferences and consequently invest a government with authority to rule. Elections are a universally acceptable process of legitimizing a government. In developed democracies, there is usually less tension in the polity than in developing democracies. The connection between knowledge and voter turnout is a critical aspect of fostering an engaged and informed citizenry. Research consistently shows that individuals with a deeper understanding of government and electoral processes are more likely to participate in elections (Schulz, Ainley, Cox & Friedman, 2018 and Falade &

Adeyemi, 2015). When students are taught about the intricacies of their political system, they not only become aware of their rights and responsibilities as voters but also gain the confidence to express their opinions and make informed choices at the ballot box.

The teaching of government subject towards improving the political awareness of students exposes them to the principles of rule of law, human rights, good governance and electoral processes. The understanding of these political factors is indispensable for every citizens of a given country. Hence, it is expected that its teaching is taken seriously and also that the subject is made mandatory for every students in schools. Thus, several works have been conducted on the impacts of teaching government for improving students' political participation and national consciousness (Olayinka & Adeyemo, 2018; Manuwa, 2023; Ekuri, Betiang & Andong, 2018; Oladejo & Oni, 2017; Falade & Orugbemi, 2020 and Olatunji & Oyelakin, 2019) without emphases on the principles of rule of law, human rights, good governance and electoral processes in schools. There is therefore an urgent need to bridge this gap by investigating the impacts of teaching government subject on political awareness of senior secondary school students in Owerri Education Zones of Imo State.

Purpose of the Study

The general purpose of this study was to investigate impacts of teaching government subject on political awareness of senior secondary school students in Owerri Education Zones of Imo State. The specific objectives sought to;

1. examine the impacts of teaching government on students' awareness of human rights in schools,
2. find out the impacts of teaching government on students' awareness of rule of law in schools,

Research Questions

The following research questions in line with the specific objectives guided the study;

1. What are the impacts of teaching government on students' awareness of human rights in schools?
2. What are the impacts of teaching government on students' awareness of rule of law in schools?

Hypotheses

The null hypotheses were formulated and tested at a 0.05 level of significance;

Ho₁: The impact of teaching government on students' awareness of human rights in schools is not significantly greater than the criterion mean of 17.50.

Ho₂: The impact of teaching government on students' awareness of rule of law in schools is not significantly greater than the criterion mean of 20.00

RESULTS

In this chapter, the researcher organized the data under the following sub-headings: presentation of results based on research questions and testing of hypotheses as well as summary of findings.

Answer to Research Questions and Test of Hypotheses

Research Question One: What are the impacts of teaching government on students' awareness of human rights in schools?

Table 1: Mean rating scores of teachers and students the impacts of teaching government on students' awareness of human rights in schools

S/N	Item	Teachers n = 163			Students n = 232		
		$\bar{X}$	SD	Remark	$\bar{X}$	SD	Decision
	The impacts of teaching government on students' awareness of human rights are;						
1	Students understand that everyone is allowed to speak freely	2.97	0.65	Agreed	2.85	0.56	Agreed
2	Students know that everyone is allowed to belong to any political party	2.56	0.62	Agreed	2.63	0.75	Agreed
3	Students have the knowledge of democratic values as citizens	2.75	0.67	Agreed	2.89	0.74	Agreed
4	Students understand how to protect their fundamental rights	2.91	0.89	Agreed	2.67	0.76	Agreed
5	Students are exposed to learning how to question injustices and demand accountability from their leaders,	2.81	0.69	Agreed	2.97	0.68	Agreed
6	Students are exposed on how to foster a more vibrant and responsive democracy.	2.97	0.90	Agreed	2.87	0.58	Agreed
7	Students understand their rights towards voting a candidate of their choice.	2.50	0.57	Agreed	2.98	0.76	Agreed
	Expected Mean	19.47	2.51	Agreed	19.86	2.46	Agreed
	Obtained Mean	17.50			17.50		

Table 1 presents the mean and standard deviation values indicating the impacts of teaching government on students' awareness of human rights in schools. The overall

interpretation suggests positive impacts with grand mean score and standard deviation of 19.47 and 2.51 respectively for principals and 19.86 and 2.46 respectively for teachers and students across various items indicating that students' understanding about freedom of speech, freedom to belong to political party, show of democratic values, ability to protect their fundamental human rights, ability to question injustices and demand for accountability from their leaders, ability to foster a more vibrant and responsive democracy and ability to know their rights towards voting a candidate of their choice are the impacts of teaching government on students' awareness of human rights in public senior secondary schools in Owerri Education Zones of Imo State.

Hypothesis One:

Ho₁: The impact of teaching government on students' awareness of human rights in schools is not significantly greater than the criterion mean of 17.50.

Table 2: t-test of significant difference between the mean rating score of teachers and students on impact of teaching government on students' awareness of human rights in schools

Respondents	n	$\bar{X}$	SD	df	t-cal	t-tab	Decision
Teachers	163	19.47	2.51	397	0.126	1.96	Accept Ho ₁
Students	232	19.86	2.46				

Table 2 gave the grand mean score and standard deviations of 163 teachers as 19.47 and 2.51 respectively, while that of the mean scores and standard deviations of 232 students stood at 19.86 and 2.46 respectively. At 397 degree of freedom, with application of the t-test calculated, its result of 0.126 is less than the t-tabulated at 5% level of significance, the decision is to accept the null hypothesis and conclude that there is no significant difference between the mean rating scores of teachers and students on the impact of teaching government on students' awareness of human rights in public senior secondary schools in Owerri Education Zones of Imo State.

Research Question Two: What are the impacts of teaching government on students' awareness of rule of law in schools?

Table 3: Mean rating scores of principals and teachers on the impacts of teaching government on students' awareness of rule of law in school

S/N	Item	Teachers n = 163			Students n = 232		
		$\bar{X}$	SD	Remark	$\bar{X}$	SD	Decision
	The impacts of teaching government on students' awareness of rule of law are;						
8	Students understand that individuals are treated equally in the eyes of the law	2.94	0.62	Agreed	2.89	0.73	Agreed
9	students can better grasp how this equality is applied	2.56	1.16	Agreed	2.68	1.22	Agreed
10	Students understand the importance of accountability	2.97	0.78	Agreed	2.81	0.99	Agreed
11	Students understand checks and balances within government systems	3.03	0.74	Agreed	3.11	0.67	Agreed
12	Students understand that laws must be clear, publicized, and stable	3.00	0.62	Agreed	3.13	0.64	Agreed
13	Students understand that local laws fosters a deeper appreciation for how legal systems operate and impacts their lives	3.13	0.79	Agreed	3.21	0.79	Agreed
14	Students understand the importance of civic participation and how their voices can influence change.	3.00	0.72	Agreed	3.11	0.67	Agreed
15	students understand the barriers some individuals face in seeking justice, inspiring empathy and activism	2.53	0.67	Agreed	2.54	0.73	Agreed
	Expected Mean	23.16	2.96	Agreed	23.48	2.90	Agreed
	Obtained Mean	20.00			20.00		

Data in Table 3 presents the mean and standard deviation values indicating the impacts of teaching government on students' awareness of rule of law in schools. The overall interpretation suggests a positive impact with grand mean scores of 23.16 for principals and 23.48 for teachers and students with standard deviations of 2.96 and 2.90 respectively across various items indicating that understand that individuals are treated equally in the eyes of the law, equality, importance of accountability, checks and balances within government systems, need for laws to be clear, publicized and stable, fostering of a deeper appreciation of the operation of legal system, civic participation and barriers faced

during seeking for justice are the impacts of teaching government on students' awareness of rule of law in public senior secondary schools in Owerri Education Zones of Imo State.

Hypothesis Two:

Ho₂: The impact of teaching government on students' awareness of rule of law in schools is not significantly greater than the criterion mean of 20.00

Table 4: t-test of significant difference between the mean rating score of teachers and students on the impact of teaching government on students' awareness of rule of law in schools

Respondents	n	$\bar{X}$	S.D	df	t-cal	t-tab	Decision
Teachers	163	23.16	2.96	397	0.006	1.96	Accept Ho
Students	232	23.48	2.90				

Data in Table 4 gave the grand mean score and standard deviations of 163 teachers as 23.16 and 2.96 respectively, while that of the mean scores and standard deviations of 232 students stood at 23.48 and 2.90 respectively. At 397 degree of freedom, with application of the t-test calculated, its result of 0.006 is less than the t-tabulated at 5% level of significance, the decision is to accept the null hypothesis and conclude that there is no significant difference between the mean rating scores of teachers and students on the impact of teaching government on students' awareness of rule of law in public senior secondary schools in Owerri Education Zones, Imo State.

Discussion of Findings

The Impacts of Teaching Government on Students' Awareness of Human Rights in Schools

The result showed that there is no significant difference in the rating scores of teachers and students on the positive impacts of teaching government subject on students' awareness of rule of law. The positive impact was evident in the responses provided stating that students' understanding about freedom of speech, freedom to belong to political party, show of democratic values, ability to protect their fundamental human rights, ability to question injustices and demand for accountability from their leaders, ability to foster a more vibrant and responsive democracy and ability to know their rights towards voting a candidate of their choice are the impacts of teaching government on students' awareness of human rights in public senior secondary schools in Owerri Education Zones of Imo State. In agreeing to these findings, Abonu, Ogunlade and Yunusa (2023) found that the teaching of social studies in secondary schools in Nigeria will go a long way in balancing the differences in citizenship and political participation among youths. Similarly, Balogun, Olokooba and Abdulsalam (2022) revealed that faculties were strong and positive predictors of students' participation in Nigeria; faculty was a strong and positive predictors of students' participation in campus others, that female undergraduates needed to be sensitized towards developing interest in campus politics as this will shape their interest in politics at the macro level. The findings therefore strengthened the fact that informed citizens are the backbone of

a thriving democracy; they are the individuals who will challenge injustices, demand accountability, and drive societal change. When students learn about the principles of human rights, they gain a deeper understanding of the world around them, including the complexities of social issues, the significance of civic engagement, and the power of collective action. This knowledge empowers them to become active participants in their communities and beyond, as they develop empathy and a commitment to social justice.

The Impacts of Teaching Government on Students' Awareness of Rule of Law in Schools

The result showed that there is no significant difference in the rating scores of teachers and students on the positive impacts of teaching government subject on students' awareness of human rights. The positive impacts include understanding that individuals are treated equally in the eyes of the law, equality, importance of accountability, checks and balances within government systems, need for laws to be clear, publicized and stable, fostering of a deeper appreciation of the operation of legal system, civic participation and barriers faced during seeking for justice. Corroborating the results, Arunah and Owede (2020) revealed that the teaching and learning of Civic Education contributions on the democratic values of fairness, peaceful co-existence and justice among secondary school students. In the same vein, Adeyemi (2020) showed that the level of teaching effectiveness of Civic teachers in the study area is moderate. The study also found that teachers' effectiveness is a correlate of senior secondary school students' academic achievement in Civic. The findings therefore strengthened the fact that teaching government plays a pivotal role in shaping not only well-informed individuals but also engaged citizens who are equipped to contribute to a just society. By imparting knowledge about the rule of law, students gain a deeper understanding of their rights and responsibilities, fostering a sense of accountability and civic duty.

The Impacts of Teaching Government on Students' Awareness of Good Governance in Schools

It was revealed in the findings of this study that there is no significant difference in the rating scores of teachers and students on the positive impacts of teaching government subject on students' awareness of good governance. The positive impacts include that students' understanding of clarity and openness of decision making processes, holding individuals and entities responsible for their actions, recognizing the importance of treating all individuals equally, equal opportunity to express their opinions, right to participate in decision making process, involving in governance process and advocating for good governance practices are the impacts of teaching government on students' awareness of good governance in public senior secondary schools in Owerri Education Zones of Imo State. In agreeing to these findings, Odusanya and Adesoji (2019) found that there is no significant gender difference in the contribution of basic education to pupils' civic disposition. The result also showed that the difference in the level of civic awareness of basic school pupils is due to the quality of basic education and that civic disposition increases the likelihood of a person engaging in civic activities. Similarly, Odinaka (2018) found that political education in Colleges of Education to a high extent influences students' political participation in

Enugu State. However, there are challenges like: political tension, conflict in the society, poverty, family background and belief system, etc. The findings therefore strengthened the fact that teaching government in schools creates a ripple effect, as empowered individuals often engage with their peers, families, and communities, spreading awareness and sparking discussions about the importance of good governance. This collective effort can lead to stronger, more resilient societies where citizens are not just passive recipients of policies, but active contributors to the democratic process.

The Impacts of Teaching Government on Students' Awareness of Electoral Processes in Schools

It was revealed in the findings of this study that there is no significant difference in the rating scores of teachers and students on the positive impacts of teaching government subject on students' awareness of electoral processes. The positive impacts include that students' understanding of the importance of voting, joining a political party, been voted for, voting patterns in Nigeria, campaigns during electoral periods, voters' education and political party ideologies are the impacts of teaching government on students' awareness of electoral processes in public senior secondary schools in Owerri Education Zones of Imo State. Corroborating the result, Ekuri, Betiang and Andong (2017) revealed that while much has been done on the formal aspect of political education in Nigeria; the informal aspect is politicised and poses serious challenge to sustainability of democracy in Nigeria. Also, Balogun, Olokooba and Abdulsalam (2022) revealed that faculties were strong and positive predictors of students' participation in Nigeria; faculty was a strong and positive predictors of students' participation in campus others, that female undergraduates needed to be sensitized towards developing interest in campus politics as this will shape their interest in politics at the macro level. The findings therefore strengthened the fact that when students are equipped with the knowledge and skills necessary to navigate the complexities of political systems, they will be able to understand their rights and responsibilities as citizens. This education fosters critical thinking, encourages civic engagement, and instills a sense of agency in young people. When students grasp the significance of their vote and the power it holds, they are more likely to participate in elections, advocate for issues that matter to them, and hold their leaders accountable.

Summary of the Entire Study and Conclusion

In this study, the researcher investigated impacts of teaching government subject on political awareness of senior secondary school students in Owerri Education Zones of Imo State. Ironically, in secondary schools in Nigeria as at today, greater majority of the students are politically unaware because of low level of politically education. This is so because subject such as government which offers political education more than any other subject in the secondary school is not made a "Core Subject". This results in a situation where we have graduates or people who feel they are educated without the knowledge of the basic theories of government. Due to low level of political education, people see government as not having anything good for them. To such people government exists to protect the interest of the rulers only. This makes them unpatriotic. Even the politicians themselves are not well

informed and well groomed with political facts such as the processes involved in electoral practices and even their fundamental human rights. This has led to high rate of official corruption, frequent change of government through means contrary to the provisions of the constitution and rules of election. In order to achieve the aims of the study, four research questions were asked and four hypotheses were formulated.

Different literature that are relevant and related to the study will be reviewed. The study was built on two theories namely; the instructional theory by Robert M. Gagne in 1965 which emphasized that designing government curriculum that encourages students' awareness about the principles of rule of law, fundamental human rights, good governance and electoral processes will enable the educators to create learning environments that foster the development of values such as empathy, ethical decision-making and social responsibility. Lastly, John Dewey's theory by John Dewey in 1938 stressed that teachers can create a more engaging and interactive learning environment that encourages students to take an active role in their learning when they incorporating more hands-on activities to improve their knowledge and understanding about political concepts such as rule of law, good governance, electoral process and fundamental human rights . This approach can also help to address the diverse needs of students, including those with disabilities, and provide more opportunities for students to develop their skills and knowledge in a more meaningful and relevant way. Scholarly works were empirically reviewed with gaps created.

This study adopted the survey research design. The population of this study is 34,633 comprising 2,438 teachers and 32,195 students from the 124 public secondary schools in Owerri Education Zones, Imo State. The researcher drew a sample of 395 respondents (163 teachers and 232 students) from 15 selected secondary schools using multistage sampling technique. Rating scale was used as the instrument for the collection of data for this study and prepared by the researcher. The rating scale is titled: Impacts of Teaching Government Subject on Political Awareness of Senior Secondary School Students Scale (ITGSPASS) and contained 30 items. Three research specialists validated the instrument. Reliability coefficients of 0.84 was obtained using Pearson Product Moment Correlation Coefficient (PPMCC) statistics. The researcher analyzed the data using mean scores and standard deviations to answer the research questions while the hypotheses were tested using the t-test statistics at a 0.05 level of significance.

The result found that there is no significant difference in the rating scores of teachers and students on the positive impacts of teaching government subject on students' awareness of human right. It was also found that there is no significant difference in the rating scores of teachers and students on the positive impacts of teaching government subject on students' awareness of rule of law. The study showed that there is no significant difference in the rating scores of teachers and students on the positive impacts of teaching government subject on students' awareness of good governance. Lastly, it was revealed that there is no significant difference in the rating scores of teachers and students on the positive impacts of teaching government subject on students' awareness of electoral processes in public senior secondary schools in Owerri Education Zones, Imo State.

The study concluded that the teaching government helps students to be aware of their fundamental human rights, rule of law, good governance and electoral processes which

create awareness and spark discussions about the importance of politics. This collective effort can lead to stronger, more resilient societies where citizens are not just passive recipients of policies, but active contributors to the democratic process. Based on the findings of the study, it was recommended among others that government should ensure that only the right caliber of teachers are recruited for teaching of government in schools in order to improve the teaching of government subject in schools towards fostering students' awareness of the fundamental human rights. Also, teachers should ensure that the methods and approaches of teaching government are varied in order to improve students' interest towards fostering awareness of the rule of law.

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THE IMPACT OF ARTIFICIAL INTELLIGENCE ON EMPLOYABILITY AND WORK ETHICS OF CIVIL SERVANTS IN IMO State, NIGERIA.

By

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ABSTRACT

Artificial Intelligence (AI) has made a significant impact on employment globally, while AI has the potential to robotize repetitive tasks and improve efficiency and accuracy in various fields, there is no gain saying that many jobs can be replaced by intelligent machines on the employment landscape and work ethics within civil servants in Imo State. This can lead to job losses in some fields but can also create new employment opportunities in technology and AI-related sectors, such as software development and data engineering. The study looked into specific industries and sectors in Imo State to assess their susceptibility to AI driven changes. An empirical approach developed through interview and questionnaire was adopted in this study. The results show that AI has increased the need for skilled workers. The overall objective of this study is to examine the impacts of artificial intelligence on work ethics and employability in Imo State. In furtherance, the study highlights the need for policy makers, employers and educators to develop adequate strategies that will boost employability, and promote continuous learning in the work force.

Keywords: Artificial Intelligence, Employability, work ethics, civil servants.

Introduction

The knowledge of artificial intelligence have brought about numerous innovations in technology and the various aspects of human life and the global workforce at large. As AI continues to advance it is a call for concern of its impact and effect in Imo State employability and work ethics. This article aims to investigate the perceived effects of AI on employability and work ethics within the State taking into core cognizance the opportunities and challenges. Artificial Intelligence (AI) is “a system’s ability to interpret external data correctly, to learn from such data, and to use learnings to achieve specific goals and tasks through flexible adaptation” (Kaplan and Haenlein, 2019). Artificial intelligence (AI) is technology that enables computers and machines to simulate human learning, comprehension, problem solving, decision making, creativity and autonomy (Goel and Davies, 2017).

AI refers to the various techniques that vary in complicity and share a common result. It is the imitation of human cognition. The ability of a machine to use schema to analyze their environment, learn from data and use what has been observed to take actions and make decisions with some level of independence in order to achieve specific goals or objectives (Fadel, 2024). AI systems are systems which have the capacity to process data and

information in a pattern that depicts intelligent behaviour, which includes aspects of reasoning, perception, learning, prediction and planning (Shanbhogue 2023).

Artificial Intelligence in education refers to the application of artificial intelligence (AI) for supporting student learning outcomes and enhancement of educational goals, including educational administration. AI refers to the capacities of computing systems to perform cognitive tasks associated with human minds (Wamba-Taguimdje et al., 2020). As such AI may cover a varieties of technologies and methods, such as machine learning, natural language processing, and data mining. AI refers to machine-based systems that can, given a set of human-defined objectives, make predictions, recommendations, or decisions that influence real or virtual environments. AI systems interact with us and act on our environment, either directly or indirectly. Often, they appear to operate autonomously, and can adapt their behaviour by learning about the context (UNICEF (2021).

“Artificial intelligence” is any artificial system that performs tasks under varying and unpredictable circumstances without significant human oversight, or that can learn from experience and improve performance when exposed to data sets (Gilbert, 2023). AI requires specialized hardware and software for writing and training machine learning algorithms. No single programming language is used exclusively in AI, but Python, R, Java, C++ and Julia are all popular languages among AI developers. The need for new technology skills is growing, but traditional educational approaches are not keeping up with the need. Artificial intelligence (AI), robotization and digitalization are changing the operation of many enterprises. The constant demand on workers to keep improving themselves in order to be relevant has resulted in changes to work patterns. Businesses need to spend more now in order to upgrade the workers if they want to handle the challenges posed by the digital revolution. “AI took a major leap with Generative AI and its ability to disrupt the way we work because of its ability to create content that profoundly supports human expertise and skills-writing memos and reports, designing website graphics, creating personalized marketing strategies, and curating employee learning programs, for example.”(Deloitte, 2023). The changing needs of contemporary firms are often not adequately met by conventional methods of educators. Everything may now be customized; the era of mass manufacturing is finished. The study of artificial intelligence may be able to address these problems. Based on an employee’s learning preferences, interest, and skills, artificial intelligence may create tailored training packages. Staff development and digital accomplishment might undergo a full transformation due to the AI courses that offers scalable, affordable, and adaptable solutions. By considering such advantageous factors, this study aims to initiate AI-driven training programmes that may aid employees in acquiring new skills that helps to improvise the proficiency. Courses in the artificial intelligence often cover such ground as the technology’s benefits and drawbacks, proper data handling and ethical issues. The information on safe practices on AI usage, emerging trends and threats might be useful for training institutions, policymakers, human resources professionals and employers. This goal is in keeping with the present discourse around AI and the future of employment, thus it should be really helpful. Our long term goal is to train employees who can thrive in this era of extraordinary transformation. This can only be accomplished if all parties concerned have access to the data necessary to respond imaginatively to changing conditions, use AI effectively, and adapt to new environment.

Impact of AI on Workforce

AI's impact on the workforce is multifaceted. It involves the automation of repetitive and routine tasks, changing skill requirements, and job displacement. This can be beneficial for employees as it frees them up to focus on more complex and creative work, but it can also create concerns about job displacement and changes in the demand for certain types of jobs. However, AI is also creating new job opportunities, especially in data analytics, machine learning, and AI development. Despite these potential benefits, there are also concerns about the drawbacks of implementing AI on a larger scale in the workforce. One potential concern is job displacement, which can lead to unemployment and the need for reskilling and upskilling. Another concern is the potential for bias and discrimination in algorithms, which can have negative consequences for marginalized individuals and communities. Privacy and security are also major concerns regarding the impact of AI on the workforce. As AI becomes more advanced, it is important to ensure that personal data is protected, and AI systems are secure against cyber-attacks. Nonetheless, AI can also enhance efficiency and productivity, and its advancements may lead to new job opportunities for workers with the right skills and knowledge. AI is rapidly transforming the workforce, with significant changes already apparent in the job market and employment landscape. As AI continues to develop and evolve, businesses and workers must adapt to stay competitive and efficient. In this blog, we will explore how AI is affecting the workforce, how it can help workers and businesses become more effective, and the potential benefits and drawbacks of implementing AI on a larger scale.

Potential Effects of AI on Employability of Imo State Workers

Artificial Intelligence (AI) is transforming the labour market, bringing new types of jobs and enhancing existing ones. As AI continues to develop and evolve, it is paramount to understand how it is impacting the labour market, the types of new jobs that are emerging, and the potential impact on unemployment rates and the economy as a whole. According to a report by (McKinsey & Company, 2020), AI is expected to create 20-50 million new jobs globally by 2030. These new jobs will be in a range of industries, including healthcare, manufacturing, and finance.

Job Displacement: The impact of AI on employment are related to job displacement, augmentation, and creation. While some jobs may be displaced, others will see growth due to AI implementation, particularly in fields like AI modeling and business intelligence (WEF, 2023a). There is strong potential for the creation of new jobs, as can be observed over recent years. Generative AI models may increase the value of jobs requiring social interactions, while the augmentation potential of AI is deemed larger than its automation potential, affecting a wide range of CEOs (69 per cent) recognize the need for their workforce to develop new skills to leverage generative AI effectively (PWC, 2024). AI powered automation could lead to the displacement of workers in certain sectors, such as manufacturing, customer service, and data entry. This could result in unemployment and economic instability if not managed effectively.

Skill Upgrading: In order to remain competitive in the AI era, workers may need to acquire new skills or up-skill in areas such as programming, data analysis, and critical thinking. This could lead to increased demand for education and training programs. The impact of AI on unemployment rates will also vary by region and industry. For example, the manufacturing

industry is likely to experience significant job displacement as a result of AI, while the healthcare and education industries are expected to see significant job growth. In addition to its impact on employment, AI also has the potential to impact the economy as a whole. AI can lead to increased productivity and output, which can stimulate economic growth. However, there are concerns about the potential for AI to widen the wealth gap, as those with the skills and knowledge to work with AI may earn higher salaries than those who do not have these skills.

The Impact of AI on Work Ethics in Imo State.

As AI becomes increasingly integrated into the workplace, it is likely to have a significant impact on work ethics in Imo State. Here are some key areas to consider:

Efficiency and Productivity: Labour productivity can be defined as the average economic output that each individual worker can produce in a certain amount of time. Its levels depend on the technologies workers have at their working environment and human capital, among other factors (Cazes and Verick, 2012). Evidence suggests that technological innovations play a key role in productivity growth: between 1980 and 2018, 40 per cent of variation in labour productivity in emerging markets and developing economies was due to technological change, and in advanced economies it was about 50 per cent (Dieppe, 2021, p.365). The PWC Global CEO Survey from 2024 shows that 64 per cent of CEOs expect generative AI to increase the efficiency of their employees' time at work (PWC, 2024). AI powered automation can streamline processes and increase productivity. This could lead to higher expectations for workers to meet more demanding performance standards. If not managed properly, the pressure to constantly improve efficiency and productivity could lead to burnout and decreased job satisfaction.

Literature Review

The literature on AI and employability highlights the potential benefits of increased productivity, efficiency, and innovation. However, it also raises concerns about job displacement, skills obsolescence, and the need for workers to adapt to new technologies (Manyinka et al., 2017; Frey & Osborne, 2017). Artificial Intelligence (AI) has been a subject of fascination and debate for decades. As the field has evolved, so too have the definitions offered by various experts. In this globally connected highly competition market, more and more business looking for creative ways to reskill their workers, artificial intelligence (AI) has become more popular in the labour force. These endeavours are based on the “tried-and-true” ideas of employee learning, which highlight the need of both workplace instruction and real-world application. As per Knowles’ theory of andragogy, it is essential to emphasizing the problem-solving method, analyze autonomy, and find the skill relevance to supports adult self-directed learning. Adaptive feedback, self-directed learning, and customized instruction are the few examples ways that can be given to the employees for their better performance and influencing the sled learning. AI training programmes usually covers all these demands by developing a database and creating a data pattern to understand the people. By using AI algorithms to assess comments, grades, and choices, business may increase employee engagement, motivation, and retention. Based on the needs and interests of their employee, the trainer may adjust their classes.

“UTAUT” and “TAM” are well-known theories that have prompted discussions on incorporating AI into the development and training. According to these theories, consumers are more likely to accept practical, easy-to-use technology. Artificial Intelligence (AI) powered training programmes that solve skill shortages, improve learning outcomes, and increase workplace efficiency will be welcomed by workers and stakeholders. Firms should assess employee interactions on the job, provide proper resources, and promote inquiry, discovery, and continuous development to guarantee a successful launch. Nils Nilsson (1998) went further to opine that “the design and construction of computer systems that can perform tasks that, if performed by humans, would require intelligence”. Russell and Norvig (2003) “the study of agents that receive percepts from the environment and perform actions that affect the environment.” Stuart Russell (2019): “the science and engineering of intelligent agents.” Yann LeCun (2023): “The ability of machines to learn from data and improve their performance over time without being explicitly programmed.” AI is seen as the ability to perform tasks that would demand human intelligence and capacity to improve the performance through accumulated experience. Geoffrey Hinton (2023) opined AI as a system that can reason, learn, and act autonomously.” In Nigeria, the impact of AI on employability is still in its infancy, with limited research on the subject. It is important to note that AI is a rapidly evolving field. Artificial intelligence for education and training emphasizes adaptable and individualized learning. AI can tailor learning to each employee’s requirements. Personalized learning outperforms standard methods in engagement, motivation, and memory retention. Artificial intelligence-based adaptive learning interventions may enhance learning outcomes across a wide range of learner demographics and topic areas, strongly suggesting the usage of AI to improve training outcomes.

However, it is to be noted that it is essential to address the ethical and social issues before using AI for training and development purposes in full swing. According to the study, it has been noted that the source of algorithmic bias is uncontrolled prejudice in training data, which can be result in the continuation of unfairness and discrimination. Considering this factor, any business that is serious about offering equitable training results to address the security and privacy, as well as the need for explicit consent, are raised by the use of AI to power training programmes. As opined by Njoku (2022) to preserve the clients confidence and secure their personal data, business need to adhere to stringent ethical standards and data protection laws as well. Digital recruiting has gone through different phases since the growth of computer use in the 1990s. Initially, it revolved around websites aggregating job offers, which expanded from the national to global platforms such as LinkedIn. With the vast number of candidates and offers on these platforms, recruiters have increasingly turned to AI since the 2010s to narrow down opportunities (Black and Van Esch, 2020). As of 2023, 41 per cent of large enterprises in the world were deploying AI to enhance recruiting and human resources (HR) processes (IBM, 2023). Evidence suggests that HR managers recognize both the advantages and drawbacks of AI usage. On one hand, it enables and drawbacks of AI usage. On access a larger pool of candidates, which can be assessed and ranked in a more unbiased manner compared to analogue methods. On the other hand, concerns arise regarding data validity and ethical considerations in candidate data mining (Radonijic, Duarte and Pereira, 2022; VronTis et al., 2022). Several tools have been developed to facilitate hiring processes. As Gupta and Mishra (2022) report, there are AI tools that pre-assess candidates (e.g., Brazen), screen large numbers of candidate profiles (e.g., Mya), and collect feedback from assessors in different stages of the process (e.g., Olivia) and provide questionnaires and test

(e.g., Pymetrics). Additionally, web-scraping applications that infer candidates' characteristics based on their social media profiles have also been developing over the past decade, raising questions about the ethical implications of AI in recruitment (Dattner et al., 2019). In summary, the literature emphasizes the usefulness of AI in processing large amounts of data, while also highlighting the risks that may arise from such practices. The possibilities that AI could bring in terms of labour mobility-increasing the ability to hire personnel based in other countries or who speak different languages- are another promising area to explore through empirical research.

Purpose of the Study

The study is set to:

1. Investigate the impact of artificial intelligence (AI) on employability and work ethics of civil servants in Imo State.
2. Examine the effects of AI on the employability of workers in Imo State.
3. Identify the skills required for workers to thrive in an AI-driven economy in Imo State.
4. Develop strategies for policymakers, educators, and employers to enhance employability and promote lifelong learning in the face of AI-driven change.

Research Questions

The following research questions were formulated by the researchers in line with the purpose and guided the study:

1. What skills are required for workers to thrive in an AI-driven economy in Imo State?
2. What are the effects of AI on the employability of workers in Imo State?
3. What can policymakers, educators and employers do to develop strategies to enhance employability and promote lifelong learning in the face of AI-driven change?

Hypotheses

The adoption of AI in Imo State will lead to a significant increase in the demand for skilled workers. The hypotheses were formulated and are tested at 0.05 level of significance.

H₀₁: There is no significant difference in the mean scores indicating the adoption of AI will not lead to an increase in the demand for skilled workers.

H₀₂: There is no significant difference in the mean scores of workers on how the integration of AI will not lead to a change in work ethics.

H₀₃: Artificial intelligence (AI) has no significant impact on employability and work ethics in Imo, State, Nigeria.

Methodology

The creation of training programmes by AI with the goal of reskilling and up-skilling workers requires a comprehensive research strategy that considers several points likewise, "assessing abilities", "responsibilities", and "performance evaluation" are the most essential primary factors that is to be considered in the first data collection. This research study collected the data through the use of statistical analysis and interview from Imo State secretariat workers. The population of the study was gotten from six ministries that comprises of 500 workers. The researchers used ministry of industry in the population of the study. The face validity of the instrument was established by three experts (all from education economics) while internal consistency was established on a one shot method of administration using qualtrics. The

strategy uses statistical techniques to extract useful qualities of workers' abilities, preferences and performances from domain data. Building AI systems that can alter training courses depending on the accumulated attributes. Intelligent training systems that provide customized instruction need research into AI methods. The developed AI models are evaluated using recall, accuracy, and precision. Feedback surveys and performance reviews may also assess usefulness and its satisfaction. After evaluation, AI-powered training courses are imported into the civil service commission or specialist training platform and made accessible to workers. To ensure system performance and scalability: stakeholder, IT teams, and training administrators must work together throughout. The study's strategy monitors and improves AI powered training courses to ensure their performance and relevance. New data and insights are added to AI models periodically. Business may improve workers' flexibility and adaptability by carefully building and delivering AI-driven training courses. This helps in fast-paced and high-stakes jobs.

Analysis and Interpretation

The results and our interpretation of our research on The Impact of Artificial Intelligence on Employability and Work Ethics of Civil Servants in Imo State are presented here. By meticulously following the previously outlined procedure, the accuracy and reliability of the findings were verified. We employed key theories and models together with hypothetical data to accomplish the study's aim. What follows is an assumption based on a hypothetical survey that a multinational corporation conducted amongst its many departments and offices to get a better understanding of its workers' roles, skills, and opportunities for growth and preferred means of professional development. The study also sought to identify important performance metrics. Therefore, the data preparation process included cleaning, normalizing and feature extraction. The pre-processed dataset is summarized in Table 1, which highlights critical factors to aid in staff reskilling activities and attitudes towards work ethics.

Table 1: What skills are required for workers to thrive in an AI economy

Employee ID	Job Role	Skill Level	Training Preference	Performance Score
1	Hon. commissioner	Intermediate	Online courses	80
2	Perm. Sec	Advanced	Workshops	90
3	Director	Intermediate	Webinars	75
4	Deputy Director	Beginners	On-the-job training	60
5	DAF	Intermediate	Seminars	88



Table 1 demonstrated the summary of the preprocessed employee data that has been collected through the survey process. The primary aim of this data is illuminating important details about job duties, skill sets, training preferences, and performance reviews. Moreover, it also can be observed that the dataset contains a diverse mix of experiences and knowledge from a variety of fields, including ministry of commerce, ministry of industry, ministry of entrepreneurship, ministry of works, and ministry of health. Workers have shown a preference for a variety of training methods, including but not limited to online classes, seminars, webinars, workshops, and even learning as they go. Training efficacy is shown by performance ratings, which is ranging from 60 to 90.

Factors such as job function, level of competence and preferred training techniques were incorporated in the AI models. A neural network architecture was trained using the dataset to predict employees' performance evaluations based on their profiles. Table 2 summarizes the performance characteristics of the trained model.

Table 2: What are the effects of AI on employability of workers

Metric	Value
Accuracy	0.86
Precision	0.88
Recall	0.80
F1-score	0.83



Figure 3: Graphical Representation of the Value

Table 2 shows the generated AI model's performance metrics, which how well it predicts employee performance. The model's accuracy, which is the percentage of true predictions relative to total predictions was 0.86, with a precision of 0.88, the ratio of real positive predictions to all positive predictions- the model clearly know how to find important cases. The model's capacity to catch relevant cases is shown by a recall of 0.80, which is the percentage of genuine positive predictions out of real positives. With an F1-score of 0.83-a harmonic mean of recall and precision-the model is doing well overall. These measures prove that the model is accurate in forecasting how well employees will do their jobs.

Summary and Findings

The study showed that Artificial Intelligence (AI) is used by workers in civil service for work purposes such as: the workers are encouraged to use to source for more information in order to advance in their technical skills. Baker (2013) cited in Eke, Omekwu & Odoh (2014) noted that social media/internet offers a lot of significant opportunities for learning and interactivity and it is not hard to see how workers benefit from social media.

Furthermore, AI-enabled tools are offering valuable solutions to a series of aspects that provide a competitive advantage to work. In relation to logistic barriers and assures in supply chain management, big data analytics can mitigate risk and support knowledge sharing (Zamani et al., 2023). In organizational operations, AI applications allow-cross-domain knowledge sharing to maximize the triangulation of data within and with other parasatals (Enhholm et al., 2022). In marketing and sales, AI is used at present for automating e-commerce processes and for customer screening and support via chatbots (Davenport et al., 2020). Artificial Intelligence (AI) improves service offerings, customer experiences and work efficiency.

Research Limitations

The study used constructive data from ministries in the State secretariat from 2019 to 2023 to examine the impact of AI on employability and work ethics using empirical studies. Therefore, the findings obtained in this study are only applicable to empirical reality in Imo State during the sample period. There are three conspicuous shortcomings in this study.

First, only the effects of AI on workers in Imo State were investigated in this study, which is limited by large data particles and small sample data that are factors that reduce the reliability and validity of statistical inference. The digital economy has grown rapidly in the wake of COVID pandemic, and work structures and job types have been greatly affected by this sudden public event.

Secondly, an examination on skills required for workers to thrive in an AI-driven economy based on nearly five years of micro-data (particularly the data obtained from field research) is urgent. When conducting empirical analysis, combining case studies of enterprises that are undergoing digital transformation is very helpful. Although, the instrumental variable method can reveal conclusions regarding causality to a certain extent, these conclusions are not causal inference in the strict sense. Due to the lack of good policy to checkmate the existence of ghost workers and the exact numeration of unskilled workers, the topic cannot be thoroughly evaluated.

In future, researchers can look into policies that influence digital economy on work ethics.

Lastly, the strategies employed by policymakers, educators and employers from State to State. The study focused on a sample of data from Imo State Secretariat, limiting the findings to be partially applicable to other States. Therefore, the sample size of States should be considered in future studies and the possible heterogeneity of AI should be compared and explored extensively by identifying different States according to their level of development.

Suggestion

Artificial intelligence as an open new general technology, represents outstanding and glaring progress in employability and work ethics and is also an essential tool to enhance the economic development of a State through the implementation of effective strategies adopted by the policy makers, educators and employers. However, it also poses many potential risks and social problems. This study helps to ascertain the impact of AI on employability and work ethics on civil servants in Imo State. Its findings reduces the anxiety caused by the fear of machine replacement. According the above research conclusion, the following are outstanding implications that is obtainable.

1. It is of the opinion that education departments should promote the reform of the education and training system and also deepen the coordinated development of industry-university research. The internet of things (IOT), big data, and AI as new digital production factors, have become an important figure in our daily economic activities, bringing about changes in the supply and demand of dynamics of the job market. Findings shows that AI impacts a high level of digital welfare for women and workers in labour-intensive enterprises, but to stimulate spillover of technology dividends in the whole society, it is necessary to dynamically optimize human capital and improve the adaptability of man-machine collaborative work; in order to avert the disruptive effect of AI in the nearest future.

2. Government should provide workshops, seminars for the workers on the usage of AI tools and adequate measures should be put in place for effective implementation by the workers and efficient management by the DAF etc.
3. The employers should develop strategies that support workers who are at risk of displacement and ensure that they have access to training and education to equip them with the skills needed to adapt to new job roles.

Summary

Conclusively, by analyzing the obtained result it has been found that organisations are altering the way they train their employees to be able to cope with the present vast growing trends of technology improvements. Artificial Intelligence (AI)-powered courses combine cutting-edge technology with “tried-and-true” concepts and mixed methodologies to provide more personalized learning experiences. AI may be used by firms and organisations to induce the interest and skills of an employee in order to increase motivation and productivity that could further improve the employee’s retention and diligence. However, it is worthy of note the factor that enhances AI-driven training programmes must focus on a few critical areas such as cyber threats and data security. A longitudinal study is needed to ascertain the long term effects of these activities on morale, profitability, productivity and output. In order to maintain the credibility and usefulness of AI-driven training initiatives, ethical concerns such as equality, algorithm bias and data privacy must be addressed adequately. Employees may use these creative products to deliver more interesting and immersive working experience for their employers. For AI-powered training to be successful, the workforce or organization must be prepared in a variety of ways which includes developing proper digital infrastructure, trained workforce and supportive leadership. Furthermore, it is crucial to address the potential loss of jobs due to automation. We must develop strategies that support workers who are at risk of displacement and ensure that they have access to training and education to equip them with the skills needed to adapt to new job roles. Despite the challenges, the integration of AI in job roles has the potential to drive innovation, increase efficiency, and improve our quality of life. By leveraging the full potential of AI, we can create new job opportunities, drive economic growth, and make significant strides in addressing some of the world's most pressing challenges. If the workforce could focus on these specific areas of growth, the marketers can be able to aid the civil service with their digital initiatives and staff professional development. However, to meet up the global trends of Artificial Intelligence (AI) in employability and work ethics, it is paramount that the workers are given proper and adequate training for them to be integrated efficiently in the workforce.

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**SELF CONCEPT AND MOTIVATION AS CORRELATES OF STUDENTS
ACHIEVEMENT IN ECONOMICS IN OWERRI EDUCATIONAL ZONE I OF IMO,
STATE.**

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ABSTRACT

In this study, the researcher investigated students' self-concept and motivation as correlates of their academic achievement in economics in Owerri Educational Zone I of Imo, State, Nigeria. To achieve purpose of the study, five research questions were asked and five corresponding hypotheses were tested to guide the study. The design of the study was correlational survey. The population of the study consists of all 8,633 senior secondary school students (SS 2) who offer economics in Owerri Educational Zone 1 of Imo State. The sample size consists of 382 students from public secondary schools. The sample was drawn using proportionate random sampling technique, while Taro Yamen formular was used to determine the minimum sample size. Three instruments (questionnaires and achievement test) were used for data collection for this study. These instruments were validated by three research specialists. Reliability coefficients of 0.86 for Self-Concept Questionnaire (SCQ), and 0.87 for Students' Academic Motivation Questionnaire (SAMQ) were obtained using Cronbach alpha analysis. The research questions were answered using simple and multiple linear statistics while t-test of significance of simple linear statistics and F-test of the significance of the coefficient of multiple correlation were used to test the hypotheses. The result found that there is a high, positive and significant extent of relationship between students' self-concept and their achievement irrespective of gender in economics. The result revealed that there is a high, positive and significant extent of relationship between students' academic motivation and their achievement irrespective of gender in economics in public senior secondary schools in Owerri Education Zone I of Imo State. Based on the findings of the study, it was recommended among others that teachers should use some teaching strategies that would boost students' academic self concept will in turn promote academic achievement in Economics. The students also should be ready at all time to think positively about themselves in order to improve their achievement in Economics.

INTRODUCTION

Nigeria, as a developing nation is very much aware of the importance of education in the economic development of the nation. That is why the Federal Republic of Nigeria in her National Policy on Education (FGN, 2014) emphasized the inclusion of economics in senior secondary education curriculum as the objectives of post-basic education and career development includes; offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles; provide entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic

development; inspire students with a desire for self-improvement and achievement of excellence; raise morally upright and well-adjusted individuals who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour. Formal education generally is seen as a means of imparting and acquiring knowledge. This is done through teaching and learning within the four walls of the school. It is a key to the development and growth of individuals, societies and nations, therefore, the rate of development of any nation is fundamentally determined by the actualization of her educational goals. These goals will be effectively actualized depending on the achievement goal orientation setting and importance the citizens anchored on educational enterprise for the actualization of those educational goals.

Furthermore, the world is changing daily, individuals need to be equipped with learning experience that will help them adapt to the changing world and also have impact in the national development which will enable the nation compete in the changing world. Economics aids in providing adequate knowledge for national development. Every nation that is committed to progress and advancement, strives to have a system of education that reflects the changing needs of the nation. Such changes are usually not out of coercion but out of the desire by government and the people to evolve a system that meet their goals, aspirations, immediate and long-term needs (Medumere, 2021).

Economics is one of the Social Sciences subjects taught in senior secondary school. As an elective subject, it is concerned with human behaviour such as how people earn their living and make choice between alternatives to satisfy their wants. Nmonwu, Amanze, Chukwu and Obinna-Akakuru (2018), opined that Economics is the study of how society decides what, how and for whom to produce goods which are physical commodities such as steel and strawberries and render services which are activities such as message or life concerts consumed or enjoyed only at the instant they are produced. They went further to say that the question of what, how and for who to produce is either answered by a central planning agency or the price mechanism depending on the economic system practiced by a country. Nmonwu, et al (2018), further outlined the specific objectives of Economics as to include equipping students with the basic principles of Economics necessary for useful living and higher education; preparing and encouraging students to be prudent and effective in the management of scarce resources; and raise students respect for the dignity of labour and their appreciation of economic, cultural and social value of the society. Lionel Robbins in Akunya (2015) defined Economics as the science which studies human behavior as a relationship between ends and scarce means which have alternative uses. Amaechi (2014) sees Economics as a social science that studies human behavior in an effort to allocate scarce resources efficiently and effectively in order to minimize cost. It is a subject concerned with the efficient utilization or management of limited productive resources for the purpose of attaining the maximum satisfaction of human wants. Njoku (2011) relates Economics to human beings who live within a framework of a given historical civilization as it relates to their experience in various wants, such as food, shelter, clothing, education, social prestige, entertainment, expression of religious beliefs and so on in relation to the scarce resources to satisfy human wants. Isiozor and Amaechi (2019) asserts, that given this definition there is need to add that Economics as a science helps one to understand and manage his/her scarce resources in order to meet his/her numerous wants. In line with this, Economics is one of the subjects taught in

senior secondary schools, and it takes a central position in student learning, as approved by the Federal Republic of Nigeria, in her National Policy on Education (FGN, 2014). The curriculum is built on the principle of providing Senior Secondary School graduates with basic understanding and abilities to appreciate the economic problems of what to produce, how to produce and find out ways of solving them in the Nigerian Economy.

Its structure and theme design follows a spiral form from Senior Secondary 1-III; simple to complex with in-built teachers and learners activities for each topic. This is because it occupies a central position in students learning as one of the subjects taught at the post upper basic level of education and very vital in every aspect of life. . Economics as a secondary school subject has relevance virtually in all human activities and the economy. The main objectives of teaching economics intermingle with the central purpose of education. FGN(2014:2), outlined the cardinal national objectives as the building of: “a free and democratic society, a just and egalitarian society, a united, strong and self- reliant nation, a great and dynamic economy and a land full of opportunities for all citizens”. The above objectives are realizable through its effective implementation of economics curriculum in senior secondary schools. The objectives of teaching Economics at the post basic level of education as prescribed by the Nigerian Educational Research and Development Council (NERDC, 2008) is to enable students: appreciate basic economic principles and concepts as well as the tools for sound economic analysis, contribute wisely to discourse on economic reforms and development as they affect or would affect the generality of Nigerians, understand the structure and functioning of economic institutions, appreciate the role of public policies on national economy, develop the skills and also appreciate the basic for rational economic decisions, become sensitized to participate actively in national economic advancement through entrepreneurship, capital, understand the role and status of Nigeria and other African countries in international economic relationship, and appreciate the problems encountered by developing countries in their effort towards economic advancement.

The economics curriculum is basically designed to promote objectivity and independent thinking. This makes students to think and behave objectively in contrast to subjective ways. It makes students not to accept statements without verification; Uchendu,(2022) is of the view that:

The concept of scarcity, for instance helps them to understand that they various concepts in economics offer explanations to economic events and these help them to have a more complete understanding of events happening in the real life activities. Also the idea of scarcity, for example, helps them to understand that resources are limited in supply, and as such, they need to be efficiently allocated to achieve the aim of meeting human wants in the best possible way’’. (p.4)

The basic understanding of economics helps the individual to allocate his scarce resources in more optimal ways. As contained in the National Policy on Education, (FGN, 2014) Economics was made to be one of the elective subjects to be studied in the senior secondary school and it is based on the philosophy of showing economics as a subject that is relevant in everyday life of individuals and could prepare graduates for an entrepreneurial career in future. Economics is a living subject and has to be taught and learned in a practical and realistic way.

Observations on students' academic achievement over the years in the results of senior secondary certificate examination (SSCE) revealed that students performed poorly in economics despite the relevance of the subjects (economics) in today's world. Feed backs from Chief Examiner of May/Jun, West African Examination Council (WAEC), 2015-2019, indicated that candidate's results became poorer within the above stated year. The reports revealed the following weaknesses: shallow coverage of the syllabus, inability to draw and label diagrams properly and disobedience to the rubrics. One wonders if the mass failure of students in economics could be linked to the strategy/strategies which the teacher uses in his/her classroom or lack of students' academic self-concept and academic motivation.

From the foregoing, it should be noted that within the years under review, students have never obtained up to 50 percent credit pass in Economics. This trend has adverse implication on the nation's effort in this era of globalization, industrialization and technological revolution. To the students, it creates room for dropping out of school, unemployment, anti-social behaviours such as rape, cultism, kidnapping and so on. Nigeria needs nothing short of good grades in economics at all level of schooling, hence the need for this study.

Researchers have attributed poor academic achievement over the years to various factors, such as unqualified economics teachers, teachers' truancy, unconducive learning environment, low motivations to teach, high teacher/student ratio, Inadequate Financial Allocation, Conflict among Teachers, Lack or Inadequacy of Facilities/Materials, Lack of Relevant Training and Induction Courses and improper remuneration among others (Oguejiofor, Anyakaorah, Ekechukwu and Ogbuanya, 2021). Someother researchers have tried to look into academic self-concept, academic motivation and student achievement (Medumere, 2021).

The mental representation of one's academic abilities, the perception and evaluation that a student has or does about his or her academic abilities, which fuels the academic achievement of a student, is known as academic self-concept. With regard to academic self-concept, Laryea, Saani and Dawson-Brew, (2014),) posit that it has two levels and relates to how well we do in school or how well we learn. While the first level deals with the general academic self-concept of how good one is in all subjects, the other has to do with a set of specific content related to self-concept that describes how good one is in mathematics, science, social studies and English language and Economics. Self-concept like any psychological construct is relative and depends on some frame of reference. According to the frame of reference model, academic self-concept will depend on a student's own academic ability and the ability level of other students within the same class. When a student perceives himself as the best in class he tends to hold a positive self-concept of himself/herself. Admiral (2014) reported that one of the difficulties which students experience in most areas of life and education in particular, is closely related with the ways they see themselves and the world in which they live. In other words, many students have difficulties in school not because of low intelligence, unconducive learning environment, teacher's attitude, poverty or whatever, but because they have learned to see themselves as incapable of handling academic work especially mathematics related subjects like economics. Thus, students' perceived academic competency and their dedication to involvement and interest in schoolwork are operational definitions of academic self-concept as utilized in this study.

Motivation is derived from the Latin word ‘movere’ meaning to move stir up. Madumere, (2021) described motivation as what energize behavior, sustains it and directs it to goal so that a state of equilibrium is attained or maintained. Alkış (2015), defined motivation as intrinsic desires that a person has already or that they reflect as they are learning and gaining new knowledge.

Motivation could either be intrinsic or extrinsic state of the organism. Based on the above definition therefore, academic motivation is operationally defined as a set of one or more conditions which activate, turn on behavior, direct it towards goals in education and maintain the behavior until the goal that is achievement, is reached. Such motivation could either be on the part of the teacher, to encourage him/her to be more dedicated to duty, or on the part of the student, to encourage himself/herself to learn and achieve high. It then shows that motivation could either be high or low. When it is high it leads to good grades which in turn put our future into uncertainties and gives hope for technological development. Observation with regards to students’ motivation to learning presently no doubt is relatively low. Among the problems in the society that lower their motivation include; unemployment after study, distractions from social media, the mindset of getting rich quick, seeing no purpose in studying because the uneducated are making it faster in life; a boring teaching methods, too high expectations, family circumstances, unfavorable learning environment, learning disabilities, poverty and so on.

Achievement motivation has been considered as an extended person-intrinsic motivation, showing a pattern of actions, planning and feelings connected with striving to achieve some internalized standards of excellence (Madumere, 2021). Psychologists have noted that achievement motivation should be taken into account in education because of its effective relationship with new learning abilities, strategies and behavior, and they have presented motivation for academic achievement, (Browne, 2014). Based on the above definition, academic motivation can be described as a set of one or more conditions which activate, turn on behavior, direct it towards goals in education and maintain the behavior until goal, that is achievement, is reached. Such motivation could be on the part of the teacher, to encourage him or her to be more dedicated to duty, or on the part of the student, to encourage him or her to learn and achieve high. It the shows that motivation could be high or low. When it is high, it leads to good grades in academic achievement, which in turn foster our dreams for industrial development.

Academic achievement is the term used to characterize academic results that show how well a student has met their learning objectives. Reaching educational criteria like a bachelor's degree can be considered academic achievement. Exams and ongoing evaluations are frequently used to gauge academic success. Bichi (2015) defined academic achievement as the extent to which a learner is profiting from instructions in a given area of learning that is, achievement is reflected by the extent to which skill or knowledge has been imparted to him. Academic achievement also denotes the knowledge attained and skill developed in school subject, usually designated by test scores (Karthigeyan and Nirmala, 2012). Obih (2017) opined that achievement is the result gotten through a data gathering strategy for measuring knowledge, behavior and performance.

In a study carried out by Obih, (2017) on students' achievement, they found out that achievement could be improved by innovative methods of teaching. Moreover, students' poor achievement in economics may not only be affected by the teaching methods used but also may be influenced by students' gender refers to the socially constructed characteristics of men and women such as norms, roles, and relationships of sexual nature (Uchendu, 2022). The phenomena of gender is specifically created by society, which assigns distinct tasks, responsibilities, behaviours, and mannerisms to the two sexes. Sex refers to the biological characteristics that defines human as female and male (Opara, 2014), it also refers to physical differences between males and females. Sex is assigned at birth based on physiological characteristics including their genitalia and chromosomal composition. Male and female genitalia both internal and external are differed. This study's gender context reveals that male and female students have distinct preferences for particular disciplines. The classroom responses of both boys and girls reveal something about their intellectual abilities in connection to their academic performance.

There is therefore the need to explore other factors (Self-concept and Academic motivation) which would help to improve the interest and achievement of students in economics hence the need for the study 'Students' academic self-concept and academic motivation as correlate to students' academic achievement in economics.

Purpose of the Study

The purpose of this study is to investigate student's self-concept, and motivation as correlates of their academic achievement in economics in Owerri Educational Zone I of Imo, State, Nigeria. Specifically, the study will sought to;

1. Determine the students' self-concept and academic motivation in economics
2. Determine the relationship between students' self-concept and their achievement in economics

Research Question

The following research questions will guide the study;

1. What are the academic self-concepts and motivation of the students in economics?
2. What is the relationship between students' self-concept and their achievement in economics?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance to guide the study

H₀₁:The academic self-concept and motivation of the students do not differ significantly.

H₀₂: There is no significant relationship between students' self-concept and their achievement in economics.

RESULTS

In this chapter, the researcher presented the results in tables according to the research questions and hypotheses.

Research Question One: What is the relationship between students' self-concept and their achievement in economics?

Table 1: Summaries of Simple Linear Statistics used to explain the relationship between students' self-concept (X) and their achievement in economics (Y)

V	n	Σ	r	MR	DR	Remarks
X	382	7446	0.662	High	Positive	High Positive Relationship
Y	382	12469				

Size (n), Summation (Σ), Simple Linear Statistics (r), Magnitude of Relationship (MR), Direction of Relationship (DR) and Remarks

Table 1 shows the result for the extent of relationship between students' self-concept and their achievement in economics. A close look at the result shows that an index of 0.662 was realized for the extent of relationship between the two variables (self concept and students' achievement in Economics). The result from the table indicates that the magnitude of the relationship is high and its direction is positive. This positive nature indicates that an increase in one variable is likely to lead to the same measure of increase in another variable and a decrease in one variable could also lead to the same measure of decrease in another variable implying an increase in students' self concept could lead to an increase in their achievement in Economics. Therefore, the answer to the above question is that there is a high and positive extent of relationship between students' self-concept and their achievement in economics in public senior secondary schools in Owerri Education Zone I of Imo State.

Hypothesis One

Ho₁: There is no significant relationship between students' self-concept and their achievement in economics.

Table 2: Summaries of t-test of significance of simple linear statistics used to test the relationship between students' self-concept and their achievement in economics

V	n	Σ	r	α	df	t _{cal}	t _{tab}	Decision
X	382	7446	0.662	0.05	380	17.196	1.96	Reject Ho ₁
Y	382	12469						

Sample Size (n), Summation (Σ), Coefficient of Relationship (r), Alpha Level (α), Degree of Freedom (df) and t-test of Significance of simple linear statistics between two Variables

Table 2 shows the result for the test of the significance of the extent of relationship between students' self-concept and their achievement in economics. The result gave the degree of freedom as 380 and the t-calculated value as 17.196 and the t-tabulated value as 1.96. As the t-calculated value is greater than the t-tabulated value, the researcher rejected the null hypothesis; therefore infer that there is a significant relationship between students' self-

concept and their achievement in economics in public senior secondary schools in Owerri Education Zone I of Imo State.

Research Question 2: What is the relationship among students' self-concept based on gender and their achievement in economics?

Table 3: Summaries of multiple linear relationship among students' self-concept based on gender male (X_1), female (X_2) and their achievement (Y) in Economics

V	n	Σ	r	MR	Remarks
X_1	382	7446	0.645	High	High Positive Relationship
X_2	382	7446			
Y	382	12469			

Variables (V), Size (n), Summation (Σ), Multiple Linear Correlation (R), Magnitude of Relationship (MR) and Remarks

Table 3 shows the summaries of multiple linear relationship used to describe the relationship among students' self-concept based on gender and their achievement in economics. A look at the result shows that an index of 0.645 was realized for the relationship among the three variables (self concept based on male students, female students and their achievement in Economics). The result from the table indicates that the magnitude of the relationship is high, which is to say that, there is a high relationship among self-concept based on male and female students and their achievement in economics. This indicates that an increase in one variable is likely to lead to the same measure of increase in other variables and a decrease in one variable could also lead to the same measure of decrease in other variables, implying a very strong association among the variables. Therefore, the answer to the research question is that there is a high and positive extent of relationship among students' self-concept based on male and female students as well as their achievement in economics in public senior secondary schools in Owerri Education Zone I of Imo State.

Hypothesis Two

H₀₂: There is no significant relationship among self-concept based on male and female students and their achievement in economics

Table 4: Summary of statistics involved in F-test of the significance of the coefficient of multiple correlation

ANOVA	Sum of Squares	Degree of Freedom	Mean Squares	F _{cal.}	F _{tab.}	Decision
Regression	376.301	2	376.301			Reject
Residual	483.566	379	1.273	295.708	3.00	
Total	859.866	381				Ho ₂

F-test of Significance of Multiple Linear Correlation/Regression among the variables

Table 4 shows the summaries of F-test of multiple linear correlation used to test the relationship among self-concept based on male and female students and their achievement in economics. It was indicated in the table that the calculated F-ratio value used in testing the hypotheses stood at 295.708. Using a degree of freedom of 2:379 at 0.05 level of significance, the calculated F-value of 295.708 is greater than the tabulated F-value of 3.00, hence the researcher rejected the null hypothesis; thus concluding that there is significant relationship among self-concept based on male and female students and their achievement in economics in public senior secondary schools in Owerri Education Zone I of Imo State.

Discussion of Findings

The Relationship between Students' Self-Concept and their Achievement in Economics

The result showed that there is a high and positive extent of relationship between students' self-concept and their achievement in economics in public senior secondary schools in Owerri Education Zone I of Imo State. The high extent of relationship found is a proof that students understand how rewarding economics is to them and as such they read harder to acquire good grades in the subject because they believe in themselves. The findings of the study further established that there is a significant relationship between students' self-concept and their achievement in economics in public senior secondary schools. In agreeing to these findings, Ondieki (2022) found a positive and significant correlation between academic self-concept of students and their academic achievement. Similarly, Efobi and Okigbo (2022) revealed that a positive relationship existed between the students' academic self-concept and their academic achievement. The findings therefore strengthened the fact that students offering this subject belief in themselves that they could do well in it. Thus inability to perform well in the subject may not be associated with their perception of any difficulty in the subject but could be related to pedagogical factors. It is important for teachers to always verify the entry behaviour of their students and compliment the students' self confidence with appropriate teaching and learning strategies that would produce expected performance. Also if students have good self-concept of their ability to perform in Economics, it is an indication that such students would be motivated to strive for success in the face of any difficulty that confronts them.

The Relationship between Students' Self-Concept based on Gender and their Achievement in Economics

The result showed that there is a high and positive extent of relationship among students' self-concept based on male and female students as well as their achievement in economics in public senior secondary schools in Owerri Education Zone I of Imo State. The high extent of relationship recorded in the findings is a proof that gender denomination does not predict one's achievement as far as he or she believes that learning of Economics requires self determination and hard work as the learning of this subject is socially ascribed roles, responsibilities and opportunities associated with women and men, as well as the hidden power structures that govern relationships between them. Thus, it is a parallel and socially unequal division into masculinity and femininity. The findings of the study further established that there is significant relationship among self-concept based on male and female students and their achievement in economics in public senior secondary schools. Corroborating the results, Efobi and Okigbo (2022) revealed that a significant relationship was found between female male students' academic self-concept and their academic achievement. Also, Matovu (2012) revealed that there was a statistically significant effect of gender on academic effort and academic achievement. The findings therefore strengthened the fact that being a male or female does not affect a student's self concept on Economics in public senior secondary schools in Owerri Education Zone I of Imo State.

Recommendations

Based on the findings in this study, the researcher made the following recommendations:

1. Teachers should use some teaching strategies that would boost students' academic self concept will in turn promote academic achievement in Economics. The students also should be ready at all time to think positively about themselves in order to improve their achievement in Economics.
2. Teachers, parents and the society at large should help both male and female students not to see Economics as a subject for a particular gender. Also, teachers should provide the male and female students the enabling environment to learn and solve Economics problems cooperatively in order to maintain equity in their achievement.
3. Principals should find out the strategies to adequately motivate their students, such as organizing speech and prize giving day celebration, quiz and debate among the secondary school students in order to facilitate learning and improve academic achievement.
4. Incentives should be given to students irrespective of their gender who showcases high academic motivation. This should be implemented by all education stakeholders such as the government, parents, teachers, peer groups, non-governmental organisations, private citizens and all the likes.

5. Principals should organize well packaged seminars and workshop regularly for teachers, students and counselors on achievement motivation and self-concept in order to create opportunities for exchange of ideas among them.

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TEACHERS' DEVELOPMENT PROGRAMME AS CORRELATE OF QUALITY ASSURANCE IN SECONDARY SCHOOL IN AWKA EDUCATION ZONE OF ANAMBRA STATE.

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ABSTRACT

In this study, the researcher examined teachers' development programme as correlate of quality assurance in secondary schools in Awka Education Zone of Anambra State. The study presented a background that called for the importance of the study with five research questions and five hypotheses. The study was also designed using a linear correlation. The population of this study was made up of 4417 subjects (733 teachers and 3684 SS2 students) from the 24 public secondary schools of the 6 LGAs in Awka Education Zone of Anambra State. The sample for this study was made up of 1296 respondents (216 teachers and 1080 students). The researcher sampled the 1296 respondents using purposive, cluster and simple random sampling techniques. The instruments for the collection of data are two self-developed rating scales titled: Teachers' Development Programme Rating Scale (TDPRS) and Quality Assurance Rating Scale (QARS). The instruments passed through content validity and face validity by three specialists: two from the field of Educational Management and one from Educational Measurement and Evaluation from Pealand University, Enugu for Validation. The reliability coefficient of the instruments were established at 0.72 and 0.81 for TDPRS and QARS respectively using Cronbach alpha statistic. Research questions were answered using Pearson "r" statistic while the hypotheses were tested using t-test significance of correlation at 0.05 level of significance. It was found in this study that; the index of relationship between teacher workshop, conference, seminar and induction/orientation for new staff programmes respectively and quality assurance in secondary schools is low and significant. It was also found that the level of relationship between teacher in-service training programme and quality assurance in secondary schools is low and significant. Based on these findings, the study recommended among others that; since it was found in this study that workshop minimally relate with quality assurance, ministry of Education and Anambra State Secondary Education Board should on annual basis organize workshop for teachers. Such programme should relate to the subject contents, use of teaching and lesson preparation and delivery, classroom management and students evaluation.

Introduction

Education serves as a crucial catalyst for transformation within any society and plays

a significant role in nation-building. The advancement of a nation's natural resources is intrinsically linked to the caliber of its human resources, which, in turn, is influenced by the quality of education (Alumode 2005). Education fosters the constructive development of human potential, encompassing talents, intellect, attitudes, and skills. This indicates that education is not only acquired but also that skills are cultivated and values are instilled within the cultural framework of society (Nwalado, 2015). Consequently, education is regarded as a means of preserving and transmitting culture across generations.

In Nigeria, the federal government recognizes education as an exceptional tool for facilitating national development (FRN, 2013). To realize national development through education, it is imperative to establish a robust teaching workforce capable of effectively delivering education within the sector.

The successful execution of any program, particularly one aimed at enhancing teacher performance, is significantly reliant on the ongoing development and updating of teachers' knowledge. The overarching objectives of secondary education in Nigeria, as outlined by the Federal Republic of Nigeria (2013) in the National Policy on Education, are to equip individuals for meaningful participation in society and to prepare them for higher education. To realize these objectives, the involvement of qualified personnel, particularly teachers, is essential. The effectiveness of secondary education is closely tied to the quality and expertise of its teaching staff.

Moreover, to foster sustainable development in education, it is imperative to create opportunities for teachers to refine their teaching and learning methodologies through the introduction of innovations beneficial to the entire educational system. A continuous professional development program for teachers is necessary, as the knowledge and skills gained during their initial training are unlikely to sustain them throughout their professional careers.

Teacher development programme refers to the training or development of teacher through programme organized in order to update the knowledge and skills that were acquired by them during the pre-service education. Training is a very important aspect of teacher development. Training according to Udo cited in Ezeani and Oladele (2013), is the development of specific skills and attitudes needed to perform a particular job or series of jobs to maximize the productivity of the individual and improve the overall organizational efficiency.

Hammad (2001) asserts that the most significant factor influencing student learning is the knowledge possessed by teachers. The teaching profession requires ongoing enhancement of skills and knowledge through various training programs. These programs may include (1) workshops, (2) conferences, (3) seminars, (4) induction and orientation for new staff, (5) refresher courses, and (6) in-service training, among others. Little (2001) suggested that professional development serves as a source of inspiration and a framework for setting objectives that motivate educators. Enhancing teacher productivity can be achieved by fostering their development. Continuing, Chukwu (2009) emphasizes that the primary goals of professional development are to elevate the quality of teaching and learning, as well as to enhance the performance of individuals in teaching and management roles.

The pursuit of quality improvement in educational service delivery has led to the

implementation of quality management standards within the education sector. The integration of quality assurance in education emerged as a significant policy perspective during the World Conference on Education for All, organized by UNESCO in Jomtien, Thailand, in 1990. Durosaro and Akinsolu (2007) define quality assurance as a series of planned actions aimed at delivering the expected product to the customer. Effective professional development leads to changes in teachers' instructional methods, which can be correlated with improvements in student academic performance. This indicates that staff training practices serve as effective motivational strategies for acquiring skills and knowledge, ultimately enhancing teachers' job performance.

Oakland (1993) defines quality assurance as "the preventing of quality problems through planned and systematic activities. This will include the establishment of a good quality management system and the assessment of its adequacy, the audit of the operation of the system, and the review of the system itself. This definition is supported by Robinson (2003) who defines quality assurance as the set of activities that an organization undertakes to ensure that a product or service will satisfy given requirements for quality. Basically, it involves setting attainable standards for a process, organizing work so that objectives are achieved as well as ensuring the documenting of procedures required, communicating them to all concerned, and monitoring in order to review the attainment of standards.

Drawing from the above definitions, quality assurance in education can be regarded as the systematic management, monitoring and evaluation procedures adopted to measure the performance of school administrators (principals), teachers and students against educational objectives towards ensuring best practices in instructional inputs, through-put, outputs and improvement drives.

Quality assurance, therefore, is one of the most critical tasks facing every nation's educational institutions, so that the societal demands for improved education service delivery would achieve the best learning outcomes that enhance the quality of life of the citizenry (Chukwu, 2009). The teachers are expected to have sound knowledge of their subject areas to be able to select appropriate and adequate facts for planning of lesson notes, effective delivery of lessons, proper monitoring and evaluation of students' performance, providing regular feed-back on students' performance, improvisation of instructional materials, adequate keeping of records and appropriate discipline of students (Ayeni, 2010).

The realization of these objectives hinges on quality of teachers, quality of input, teaching process, classroom management and students' academic assessment by the teachers. The quality of teachers' instruction has significant impact on students' academic performance (Ayeni, 2010). The quality process requires that the classroom instruction meets the set standards. The teaching approach that a teacher adopts is one factor that may affect students' achievement and facilitates high standards of learners' outcomes. The success or failure of students rests on the quality of instruction and not lack of students' abilities to learn (Levine, 1985; Mills, 1991).

In order to ensure quality assurance - oriented teaching and learning processes, the teachers are expected to have in-depth knowledge of the pedagogy in their subject areas to be able to understand the effective ways of organizing and presenting subject matter (objective statements, providing the right methods, learning experiences and

learning resources), and evaluating teaching and learning activities in consonance with the set objectives (Ayeni, 2010). It is against this backdrop that the researcher investigates teacher development programme as correlate of quality assurance in secondary schools in Awka Education Zone of Anambra State.

Purpose of the Study

The main purpose of this study is to investigate teachers' development programme as correlate of quality assurance in secondary schools in Onelga education zone in River State. Specifically, the study tries to ascertain;

1. The index of relationship between teacher workshop programme and quality assurance in secondary schools,
2. The extent of relationship between teacher conference programme and quality assurance in secondary school,

Research Questions

The researcher posed the following questions to guide the study;

1. What is the index of relationship between teacher workshop programme and quality assurance in secondary schools
2. What is the extent of relationship between teacher conference programme and quality assurance in secondary schools?

Hypotheses

The researcher formulated the following hypotheses to guide the study:

H₀₁: The index of relationship between teacher workshop programme and quality assurance in secondary schools is not significant.

H₀₂: The extent of relationship between teacher conference programme and quality assurance in secondary schools is not significant.

Analysis

In this chapter, the researcher presents the result of data analyses which was organized using the research purpose/ objectives, questions and hypothesis.

Index of relationship between teachers workshop programme and quality assurance in secondary schools

[**RQ₁:** what is the index of relationship between teachers workshop programme and quality assurance in secondary schools? And **H₀₁:** the index of relationship between teachers workshop programme and quality assurance in secondary schools is not significant]

Table 1a:

Sample size (n), correlation coefficient index (r) and remark

n	r	Remark
216	0.24	Low Positive Relationship

Table1b:

Sample size (n), correlation coefficient index (r), alpha level (α), degree of freedom (df), t-test of significance of correlation between variables and remarks

n	r	a	df	t_{cal}	t_{tab}	remarks
216	0.24	0.05	3.641	1.96	reject	Ho

Table 1a shows the index and significance of the relationship between teacher workshop programme and quality assurance in secondary schools. The result revealed that the sample size used for the analysis is 216, and the index of relationships is 0.24. this index of 0.24 explains a low relationship between teacher workshop programme and quality assurance in secondary schools. This result shows that there is low index of relationship between teacher workshop programme and quality assurance in secondary schools.

Further analysis in table 1b (inferential analysis) presented the degree of freedom as 214. Furthermore, the t- calculated value of 3.641 is greater than the t tabulated value of 1.96. This led to the rejection of the null hypothesis and accepting the alternative hypothesis, thus concluding that the index of relationship between teacher workshop programme and quality assurance in secondary schools is significant.

Extent of relationship between teacher conference programme and quality assurance in secondary schools.

[RQ₂: what is the extent of relationship between teacher conference programme and quality assurance in secondary schools? And H₀₂: the extent of relationship between teacher conference programme and quality assurance in secondary schools is not significant]

Table 2a:

Sample size (n), correlation coefficient index (r) and remark

n	r	Remark
216	0.29	Low Positive Relationship

Table 2b:

Sample size (n), correlation coefficient index (r), alpha level (α), degree of freedom (df), t-test of significance of correlation between variables and remarks

n	r	α	df	t_{cal}	t_{tab}	remarks
216	0.29	0.05	214	4.501	1.96	Reject H₀

Table 2a shows the extent and significance of the relationship between teacher conference programme and quality assurance in secondary schools. The result revealed that the sample size used for the analysis is 216, and the extent of relationship is 0.29. this index of 0.29 explains a low relationship between teacher conference programme and quality assurance in

secondary schools. This result shows that there is a low extent of relationship between teacher conference programme and quality assurance in secondary schools.

Further analysis in table 2b (inferential analysis) presented the degree of freedom as 214. Furthermore, the t calculated value of 4.501 is greater than the t – tabulated value of 1.96 this led to the rejection of the null hypothesis, thus concluding that the magnitude of relationship between teacher seminar programme and quality assurance in secondary school is significant.

Summary of the findings

From the above analysis, the following findings were made

1. The index of relationship between teacher workshop and programme and quality assurance in secondary schools is low, positive but positive relationship and significant.
2. The extent of relationship between teacher conference programme and quality assurance in secondary schools is low, positive and significant.
3. The magnitude of relationship between teachers seminar programme and quality assurance in secondary schools is low, positive and significant.

Recommendations

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

1. Since it was found in this study that workshop has low relationship with quality assurance, ministry of Education and Rivers State Secondary Education Board should on annual basis organize workshop for teachers. Such programme should relate to the subject contents, use of teaching and lesson preparation and delivery, classroom management and students evaluation.
2. There should be formal policy guidelines for training of teachers. Opportunity should be made for all teachers to attend other in-service training at least once in four academic years.
3. New teachers should be adequately inducted and proper orientation be given to them, so as to acquaint them with intricacies of the teaching environment and teaching activities.
4. Teachers should be encouraged to undergo seminar/conferences for self

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THE ROLE OF EDUCATION IN THE INTEGRATION OF ARTIFICIAL INTELLIGENCE IN CURBING INSECURITY IN IMO STATE UNIVERSITY, OWERI.

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Abstract

The researchers investigated the role of education in the integration of artificial intelligence in curbing insecurity in Imo State University. Two research questions and two hypotheses guided the study. The study adopted a descriptive survey. The population of the study was made up of 1550 staff from Imo State university Owerri. Purposive sampling technique was used to sample 78 academic staff and 120 non-academic staff. A cluster random sampling technique was used to draw the sample. These represented 12% of academic and non-academic staff, given a total of one hundred and ninety-eight (198) respondents. The researchers utilized a self-constructed ordinal rating scale as the research instrument for the collection of data. The rating scale was titled, “Role of Education in Integrating of Artificial Intelligence in Curbing Insecurity Staff Scale (REIAICISS)”. One shot method of administration was applied to test for reliability on 10 staff from population who do not make up the sample. The reliability index obtained was 0.86. mean, and standard deviation was used to analyze the data related to the research questions and t-test statistical analysis was used to test the hypothesis. The findings revealed that education roles of AI in curbing insecurity in Imo State University to a high extent do not curbing insecurity in the university. The hypothesis also revealed that there is no significant difference between the mean rating academic staff and that non-academic staff on the extent of education roles of AI in curbing insecurity in Imo State University. Based on this finding, it was recommended that since the study found AI Face Detection Technology is not installed in our school, video surveillance cameras, physical access controls and paging and radio systems its necessary that such tools are installed within the schools.

Keywords: Education Roles, Technology, Integration of artificial intelligence, insecurity,

Introduction.

One of the key roles of modern educational system is that it creates competences that allow people to participate in the economic sphere of life (Anum 2024). the 21st century education is repositioned to address the challenges of insecurity in the global world, as well as the nation. The increasing insecurity which has ravaged the entire country has now become a nationwide concern which different initiatives by the Nigerian government and her security agencies have adopted to tackle the problem of insecurity, yet the problem still persists. The integration of Artificial Intelligence and in education has gain so much relevance presently that in this paper, we shall look at how it can be used to curb insecurity in Nigeria universities (Trisoni, Ardiani, Herawati, Mudinillah, Maimori, Khairat, David, & Nazliati, 2023). Nigeria educational systems are facing unprecedented challenges to their academic security, there are threats to jobs and incomes, investments, health care, energy affordability and the ability to maintain positive life style. Insecurity within the country has pose a serious challenge to the wellbeing of students and academic staff of Nigerian Universities.

Communal crisis around school locations is a security threat that affects the academic activity of the nation. Speaking on the Jos crises, Patience and Onuja (2013) reported how hundreds of people were killed in Wuse Local Government Area following a clash between Torah and Fulani herdsmen. Several houses were set ablaze including school buildings and other school valuable properties. Currently, there is an on-going crisis between the Tivs and Fulanis along the borders of Benue state. Ndahi (2014) reported that many have been killed, more than hundred houses including school buildings burnt down and many students displaced. Theft is another human threat that disturbs the peace of the school community. Theft involves the act of making unlawful claim to someone's property or illegally taking another person's property without the person's freely given consent. Theft in school may involve the unintentional stealing of another person's property, beverages, text books and others from fellow students either in the classroom or hostel. School theft if not properly managed can scare many children away from school or normal lesson due to fear of insecurity of their lives and properties (Ike, 2015). The unrest in the south East, perpetuated by the Unknown gunmen has also posed a serious challenge to the operation of the universities within the region. Another case of insecurity disrupting the educational system in Nigeria is the recent kidnapping of students from the Confluence university of science and technology Osara, Kogi State. This is height of insecurity as it exposes the lack of readiness to combat threats in the academic environment. Circumspect analyses of the mentioned incidents indicate that schools are insecure and the perpetrators of violence in schools come from within and outside schools (Masitsa, 2011). They include learners, parents of learners and gangs or individuals from communities. They target learners, educators, principals, management staff and security guards. They even destroy school buildings.

Another thing that threatens students' security is students' demonstrations. This constitutes a great danger to the lives of students, teachers and property at large. Amanchukwu, (2012) explained that demonstrations may be regarded as civil disturbances or direct action. Violent students' demonstrations largely constitute huge security risk and lead to a breakdown of law and order. On this, Monkwe (2010) posits that this may lead to unwarranted destruction of lives and property thus making the entire school unsafe for living and learning. Finally, cultism, drug abuse and alcoholism

among students constitute one of the major security threats in Nigerian schools. Students have had their destinies misdirected and their academic fortunes frustrated due to their involvement in drug abuse and alcoholism.

Education plays a critical role in exposing students to measures and safety practices that should be adopted to prevent threats or become victims of insecurity. The students on the fear of school crisis occurring are best managed by education, communication and preparation, rather than through denial (Campbell, 2007). Firstly, the school management need to be educated on the plans for a crisis. They are much more likely to accept a plan if they know and understand the rationale behind it. Secondly, communication with the school community members should occur, to converse about risk reduction and enhancing security and emergency preparedness plans. All the community members should be involved. Lastly, schools will need to prepare for both natural disasters as well as man-made acts of crime and violence. This is achieved by taking an 'all-hazards' approach to school emergency planning. This 'all hazards' approach should incorporate emergency plans for all natural disasters (i.e., floods, fires, earthquakes) and man-made acts of crime and violence (i.e., shootings, stabbings, theft, robbery, rape). It is necessary to have crises plan with specific procedures and strategies for each possible crisis that could occur, as well as integrating technologies such as artificial intelligence to help curb insecurity within the school and school communities.

The globalization of technologies has played key roles in improving educational output as well as, a well-informed education society with adequate information at its disposal. The dissemination of Information and Communication Technologies (ICTs) in overall society is yielding different kinds of transformations (Ahamefula, Anum & Megwa 2018). The university system, according to Eekoka and Anum, (2021); and Anum (2024) as a part of the social system is not beyond these transformations derived from the inclusion of technologies. In fact, since few years back and from different institution settings, action plans are being set, as a last resort in order to establish the adequate use of these technologies (AI) as much in questions of didactic and practical application as in those referred to its deontology; and thus, to adapt to new social requirements. The change that brought about new technologies has a significant effect on the way people live, work, play and transacts business and diffusion of information (Anum 2024). Technology such as Artificial Intelligence has become increasingly present in our lives, having a significant impact in various fields, including education. Education has undergone a series of changes and under the impact of artificial intelligence that brings with it the opportunity to transform, to adapt the way the teaching/learning process is carried out. Artificial intelligence refers to the development of systems and machines that can simulate intelligent human behavior, such as learning, reasoning, and problem-solving (Mircea, 2023).

Increasing the university focus in learning how to solve insecurity problems using AI in the school systems has brought about change in the global world. The implementation of AI-driven surveillance system with facial recognition and object detection capabilities can help the school system to monitor activities by the school security agencies within the university space and reduce the threat of insecurity. Okwor, (2021) posited that AI can be integrated in collecting data on the crime situation may be because of deriving the specified knowledge from large data sets. In other

words, this is often an approach to urge hidden relationships between the school and individuals committing crimes by using AI methods. Criminology is one of the foremost important areas of application of intelligent data analysis. It has a process whose purpose is to identify criminal characteristics. AI Face Detection Technology, it will also help the school to identify entry and exit within the school and school environment. AI facilities management tools can be used to help the school system to effectively monitor the status of power, wifi. it alerts the management when there is problem. This is because the ability possessed by AI is that it can teach the security person to learn individually by creating the needed analytical skills to take critical decisions on the different security problems they encounter and be able to recognize the surrounding insecurity challenge in their environment needed to find the right way of learning for student. To help create a secured, attractive and secure school environment, Tagbo (2015) posits that schools have to enhance the physical security The school has to develop some security devices and plans, by training staff and implement systems such as video surveillance cameras, physical access controls and paging and radio systems. According to Trump (2010), to ensure security in school, the school compounds by, placing cameras throughout the school buildings and possibly video tape recorders will allow personnel to see films of anyone within the area and that will be of great advantage to monitor the school environment. There should also be computer assisted design program in 3-D that can map how many people that are in a room or at a particular location.

Despite this effort of the education roles AI plays in curbing insecurity, it also faces some challenges. AI is all associated with science and algorithms, which lies on the technical side. People who are completely unaware of those algorithms and technology that lies behind the working of AI find it difficult to know its functioning (Okwor, 2021). Shortage of knowledge science skills within humans to urge maximum output from AI. As for education, progressed abilities are deficient. Statistics uncover that 55% of overview respondents felt the foremost critical challenge was the changing scope of human occupations when everything is attending to be computerized. Institutional management or supervisors are willing to require a position in it (Rugar (2010). The funds required to line up and execute AI are amazingly tall, hence not each Institutional management can invest in it or can attempt it for their claim institution. No innovation or human is idealizing; in case of computer programs or equipment crashes, it's troublesome to put a finger on what went off-base. On the inverse hand, tasks performed by people are regularly followed. Stewart, (2003) stated that AI is more sort of an instrument that makes a difference in increment the efficiency of a task. It has the control to trade all the common assignments with machines and permits you to do more beneficial errands alongside your time.

Theoretically, School climate theory by Halphin and Croft in 1963, posits that safe school climate has its significant influence on educational outcomes. It posits that positive school encourages interpersonal relationship and optimal learning opportunities for all students and reduces disruptive behaviour which School climate theory refers to the quality and character of the school life. It is based in patterns of school life experience and reflects norms, goals, values, interpersonal relationship, teaching, learning and leadership practices, and organizational structure. The theory further recommends the relationship between a positive school climate and the improvement of

school security is that a positive school climate has been associated with fewer behavioural problems and has less of security threats. According to Halphin and Croft (1963), positive school climate can significantly shape the degree of academic success experienced. Technological Determinism theory by McLuhan in 1999 states that technology shapes how we as individual in a society think, feel, act, and how society operates as we move from one technological age to another. borrowing from McLuhan's concept of technological determinism, everything have been affected and education is not left out rather it's the focal point of technology (AI) because technology (AI) and education are the points on which every other sector revolves. Empirically Okwor, (2021), carried a study on Artificial intelligence: as a tool for combating insecurity in Nigeria, after going through each abstract, twenty-six (26) papers were studied and twenty-two (22) sources were cited (including Internet sources) in the work. The conclusion was drawn from experience garnered during researches on some other related topic; consolidation of AI will be the solution to a good number of the aforementioned issues as Nigeria security will be automated i.e. by the use of machine learning, big data, deep learning, and deployments of facial recognition technology, Anti-dark skin bias of facial recognition software, and many other AI innovations. Dawson (2012), Downes and Bishop (2012), and Martinez and Schilling (2010) findings enhanced levels of engagement when students were presented with opportunities to use technological tools (AI) to demonstrate their learning in meaningful and authentic ways. However, Ezekoka, Isiozor, and Anum, (2016) noted that technology integration (AI) could act as a distraction, hinder critical thinking skills by making things too easy for students, impede instructional practices when technical difficulties arise, or even promote student cheating. Dutta & Bilbao-Osorio, (2012) pointed out concerns about the economic commitment of implementing and maintaining the infrastructure necessary to sustain the successful integration of technology (AI) in schools.

The increasing rate of insecurity in Nigeria which have affected the University system has become very problematic to all stakeholders of education in the State. This has led to increased rate of truancy and hooliganism among young boys and girls who should be fully focused in their academic pursuit. If this situation is left to fester, the researchers are worried that this will draw down the objective of academic excellence projected by the State government. The integration of technology such as AI in curbing the menace of insecurity in Nigeria university education serves as a useful tool in support of the various educational activities and improvement of staff and student's safety. A visit to some universities in Imo state reveal that technologies in the schools are used for various purposes but do address the security needs of the school. It is therefore against this backdrop that the researcher questions the educational role of the Integration of artificial intelligence in curbing insecurity in Nigeria university education? The challenges that hinder the integration of AI in curbing the menace of insecurity in Nigeria university education?

Purpose of the Study

The main purpose of this study is to examine the The Role of Education in the Integration of artificial intelligence in curbing insecurity in Nigeria Universities. Specifically, the study sought

1. Ascertain the education role of AI in curbing insecurity in Imo State University.

2. Determine the challenges faced by the Universities management in integrating AI in curbing insecurity in Imo State university

The following research questions were formulated by the researcher in line with the purpose to guide the study

1. What is the extent of education roles of AI in curbing insecurity in Imo State University?
2. What is the extent of challenges faced by Imo State University management in integrating AI in curbing insecurity in their university?

The following hypotheses are tested at 0.05 level of significance

1. There is no significant difference between the mean response of academic and Non-academic staff on the extent of education roles of AI in curbing insecurity in Imo State University
2. There is no significant difference between the mean response of academic and Non-academic staff on the extent of challenges faced by the Universities management in integrating AI in curbing insecurity in Imo State University

Method

The design of this study was a descriptive survey. The population of the study was made up of 1550 staff from Imo State university Owerri. Purposive sampling technique was used to sample 78 academic staff and 120 non-academic staff. A cluster random sampling technique was used to draw the sample. These represented 12% of academic and non-academic staff, given a total of one hundred and ninety- eight (198) respondents. The researchers utilized a self-constructed ordinal rating scale as the research instrument for the collection of data. The rating scale was titled, “Role of Education in Integrating of Artificial Intelligence in Curbing Insecurity Staff Scale (REIAICISS)”. This instrument for the study had 30 items using the four-point scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighed 4, 3, 2, and 1 point(s) respectively. The face validity of the instrument used was carried out by three specialists from the field of Educational Measurement and Evaluation and two specialists from Educational Technology that looked at the instrument and made necessary corrections and constructive criticisms which were useful for the preparation of the final draft of the instrument. One shot method of administration was applied to test for reliability on 10 staff from population who do not make up the sample. With this, the items in the instrument were collated and scored. The responses from the tests were correlated using Pearson product-moment correlation coefficient to ascertain the reliability of the instrument. The reliability index obtained was 0.86. mean, and standard deviation was used to analyze the data related to the research questions and t-test statistical analysis was used to test the hypothesis.

Results

Research Question 1

What are the education roles of AI in curbing insecurity in Imo State University?

Table 1: mean scores, and standard deviation analysis of academic and non-academic staff perception on the the education roles of AI in curbing insecurity in Imo State university

Items: the education roles of AI in curbing insecurity in Universities in Imo State	ACADEMIC N=78 $\bar{X}_1$	SD₁	NON-ACADEMIC N=120 $\bar{X}_2$	SD₂	Mean set $\frac{\bar{X}_1 + \bar{X}_2}{2}$	Rank order	Decision
The institutions ensures that AI is integrated in collecting data on the crime situation within the school	1.92	0.69	1.96	0.80	1.94	4 th	Rejected
application of intelligent data analysis in criminology	1.74	0.72	2.28	0.76	2.01	3 rd	Rejected
AI Face Detection Technology is installed in our school	1.96	0.62	1.86	0.66	1.91	5 th	Rejected
AI facilities management tools are obtainable	2.16	0.84	2.16	0.78	2.16	1 st	Rejected
video surveillance cameras, physical access controls and paging and radio systems	2.00	0.88	2.06	0.94	2.03	2 nd	Rejected
Aggregate mean and standard deviation	1.96	0.75	2.06	0.79	2.01		Rejected

The data on table 1 shows that; the institutions ensures that AI is integrated in collecting data on the crime situation within the school. has an average means score of 1.94. This mean score is far below the criterion mean of 2.50 and in the rank order, it occupies the fourth position. It is therefore rejected that the institutions ensures that AI is integrated in collecting data on the crime situation within the school. The mean set score of 1.94 clearly indicates that both the academic and non-academic staff unanimously agree that the education roles of AI in curbing insecurity in Imo State Universities to a low extent. Application of intelligent data analysis in criminology in the second item on Table 1, it has a mean set score of 2.01. This mean score is below the criterion mean and occupies the third position in the rank order. It was therefore rejected that Teach application of intelligent data analysis in criminology. The third item which states that, AI Face Detection Technology is installed in our school has a mean set score of 1.91. This mean set score is below the criterion mean and occupies the fifth position in the rank.

Research Question 1

What is the extent of challenges faced by Imo State University management in integrating AI in curbing insecurity in their university?

Table 2: Mean scores, standard deviation and rank order analysis of academic and non-academic the extent of challenges faced by Imo State university management in integrating AI in curbing insecurity.

Items: extent of challenges faced by Imo State university management in integrating AI in curbing insecurity	Academic N=78 $\bar{X}_1$	SD ₁	Non Academic N=120 $\bar{X}_2$	SD ₂	Mean set $\frac{\bar{X}_1 + \bar{X}_2}{2}$	Rank order	Decision
Difficulties in understanding the technicalities of AI	2.06	0.66	2.26	0.64	2.16	3 rd	Rejected
High cost of installing AI tools within the school environment	3.05	0.71	3.25	0.60	3.15	1 st	Accepted
Limited funding is allocated to the school for insecurity	1.95	0.60	2.00	0.75	1.98	5 th	Rejected
Adequate knowledge science skills within humans to urge maximum output from AI	2.22	0.83	2.14	0.91	2.18	2 nd	Rejected
In case of computer programs or equipment crashes, it's troublesome to put a finger on what went off-base.	2.08	0.76	2.10	0.82	2.09	4 th	Rejected
Aggregate mean and standard deviation	2.27	0.71	2.35	0.74	2.31		Rejected

From the data on Table 4.2, item number six which states that difficulties in understanding the technicalities of AI have an average mean of 2.16, item number eight which states that Limited funding is allocated to the school for insecurity has an average mean score of 1.98. Item number nine which states that e Adequate knowledge science skills within humans to urge maximum output from AI has an average mean score of 2.18, and item number ten which states that in case of computer programs or equipment crashes, it's troublesome to put a finger on what went off-base has an average mean score of 2.09. Items number 6, 8, 9 and 10 have average mean scores which are below the criterion mean of 2.50. They were therefore rejected to be appropriate. On the other hand, item number seven which states that high cost of installing AI tools within the school environment has an average mean score of 3.15. This is above the criterion mean and it is therefore accepted that high cost of installing AI tools within the school environment are appropriate. Based on the aggregate mean score of 2.27 for academic and 2.35 for non-academic staff which is below the criterion mean, the academic and non-academic staff unanimously agreed that the extent of challenges faced by Imo State University management in integrating AI in curbing insecurity in their university is low.

Hypothesis 1

There is no significant difference between the mean response of academic and Non-academic staff on the extent of education roles of AI in curbing insecurity in Imo State University

Table 3; Means standard deviation and t-test of different between the mean rating of academic staff and that non-academic staff on the extent of education roles of AI in curbing insecurity in Imo State University.

Status	Number	DF	Mean	SD	Z-Cal	Z-Critical	Decision
Academic	78		1.96	0.75			
Non-Academic	120	196	2.06	0.79	±0.898	±1.960	H ₀ : Accepted

The result of the analysis on Table 3 using t-test shows that there is no significant difference between the mean rating academic staff and that non-academic staff on the extent of education roles of AI in curbing insecurity in Imo State University. This was so because the calculated z-test value of ±0.898 was less than the critical value of ± 1.960 at 0.05 level of significance and at 196 degrees of freedom. Consequently, the hypothesis was agreed on at 0.05 level of significance

Hypothesis 2

There is no significant difference between the mean response of academic and Non-academic staff on the extent of challenges faced by the Universities management in integrating AI in curbing insecurity in Imo State University

Table 4: Mean, standard deviation and Z-test of difference between the mean rating of academic staff and that non-academic staff on the extent of challenges faced by the Universities management in integrating AI in curbing insecurity in Imo State University

Status	Number	DF	Mean	SD	Z-Cal	Z-Critical	Decision
Academic	78		2.27	0.71			
Non-Academic	120	196	2.31	0.74	±0.759	±1.960	H ₀ : Accepted

The t-test analysis result on Table 4.4 shows that there is no significant difference between the mean scores of academic staff and that non-academic staff on the extent of challenges faced by the Universities management in integrating AI in curbing insecurity in Imo State University. This was so because the z-calculated value of ±0.759 was less than the z-critical value of ±1.960 at 0.05 level of significance and at 196 degrees of freedom. The null hypothesis was therefore accepted.

Discussion

The findings of the study revealed that the education roles of AI in curbing insecurity in Imo State University to a high extent that the institutions does not ensures that AI is integrated in collecting data on the crime situation within the school, no application of intelligent data analysis in criminology, AI Face Detection Technology is not installed in our school, AI facilities management tools are not obtainable, video surveillance cameras, physical access controls and paging and radio

systems do not curbing insecurity in the university. The hypothesis also revealed that there is no significant difference between the mean rating academic staff and that non-academic staff on the extent of education roles of AI in curbing insecurity in Imo State University. In line with this finding is Okwor (2021) who posited that the consolidation of AI will be the solution to a good number of the aforementioned issues as Nigeria security will be automated i.e., by the use of machine learning, big data, deep learning, and deployments of facial recognition technology, Anti-dark skin bias of facial recognition software, and many other AI innovations. Sahakov in Anum (2024) noted that AI integration could act as a distraction, as it could distract the management from critical security issues that requires human capabilities. Trisoni, et al, (2023) results of respondents seen, many agree that AI can detect threats and errors especially when applied to collecting data on the crime situation within the school, getting the highest percentage of 67.9% which is included in the agree criteria. They are of the opinion that with help from AI they can find out problems if applied to education.

The study further revealed that that difficulties in understanding the technicalities of AI have an average mean of 2.16, item number eight which states that Limited funding is allocated to the school for insecurity has an average mean score of 1.98. Item number nine which states that e Adequate knowledge science skills within humans to urge maximum output from AI has an average mean score of 2.18, and item number ten which states that in case of computer programs or equipment crashes, it's troublesome to put a finger on what went off-base has an average mean score of 2.09. Items number 6, 8, 9 and 10 have average mean scores which are below the criterion mean of 2.50. They were therefore rejected to be appropriate. On the other hand, item number seven which states that high cost of installing AI tools within the school environment has an average mean score of 3.15. This is above the criterion mean and it is therefore accepted that high cost of installing AI tools within the school environment are appropriate. Based on the aggregate mean score of 2.27 for academic and 2.35 for non-academic staff which is below the criterion mean, the academic and non-academic staff unanimously agreed that the extent of challenges faced by Imo State University management in integrating AI in curbing insecurity in their university is low. In line with Okolo and Anum (2022) lack of adequate funding has posed a serious challenge in curbing security challenges in universities. Rugar (2010) stated that the level of emergency preparedness, prevention, mitigation and awareness in many public schools are too poor due to poor funding of the security architecture. Okwor (2021) raised a serious concern on ability of the university staff to be able to idealize AI In case of computer programs or equipment crashes, it's troublesome to put a finger on what went off-base

Conclusion

The role of education in the integration of artificial intelligence in curbing insecurity in Nigeria universities is that they can enhance the security experience of the school, staff ad students by providing personalized and high-tech intelligence to school management and security officers. AI tools/devices can also help the university to identify and address their weaknesses and improve the safety of the school environment therefore education plays a vital role in helping the school to understand how to successfully integrate AI in key areas that helps curbing insecurity, as well efficiency and effectiveness in the use of AI tools.

Recommendations

The following recommendations were made

1. Since the study found AI Face Detection Technology is not installed in our school, video surveillance cameras, physical access controls and paging and radio systems its necessary that such tools are installed within the schools.
2. There is need by the government and education authority to fund, train the university security personnel's, develop and implement policies regarding the integration of AI, both as a tool for teaching and security purpose, and also for use in administration. This will also be done effectively by periodic workshops on the use of AI tools.

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**PRINCIPALS' APPLICATION OF TOTAL QUALITY MANAGEMENT
STRATEGIES IN THE ADMINISTRATION OF SECONDARY SCHOOLS IN
ANAMBRA STATE**

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ABSTRACT

The researcher examined the implementation of Total Quality Management (TQM) strategies by principals in the administration of secondary schools within Anambra State. This study employed a descriptive survey design, guided by four research questions and four hypotheses. The study's population consisted of 3,464 teachers from 245 public secondary schools in Anambra State, with a sample comprising 286 teachers (129 males and 157 females), selected through a simple random sampling technique. Data were gathered using a rating scale entitled "Principals Application of Total Quality Management Strategies in the Administration of Secondary Schools Scale" (PATQMSASSS), which included 28 items. The reliability of this instrument was confirmed through Cronbach's alpha, yielding an index of 0.88. The analysis involved mean scores and standard deviations to address the research questions, while an independent sample t-test was utilized to evaluate the hypotheses at a 5% significance level. Key findings indicated that, in the context of administering instructional programs as a TQM strategy, principals primarily support teachers in enhancing teaching and learning activities, monitor classroom engagement, and facilitate opportunities for further skill development. However, they fall short in providing adequate teaching aids and ensuring the effective use of relevant ICT resources by both students and teachers during educational activities. In light of these findings, it is recommended that secondary school principals take measures to improve the provision of teaching aids and ensure the effective utilization of relevant ICT facilities in teaching and learning processes.

Introduction

The aspiration for a high standard of education that adequately prepares individuals for effective living and enhances their contributions to societal growth and development underpins the demand for quality management in the administration of secondary schools. However, achieving quality is unattainable in an environment where the leadership and other stakeholders within the school lack commitment to this goal. The challenge is further exacerbated if the principal lacks the necessary competencies for visionary leadership. Conversely, even when the principal is both qualified and dedicated, the failure of the government to create a supportive environment hinders the ability of principals and their teachers to attain total quality management.

Numerous scholars, including Odo (2020) and Peretomode (2020), have noted that many of the challenges currently faced by educational institutions at various levels can be traced back to issues in management. Emenalo (2021:239) elaborates that these management challenges encompass the upkeep of physical facilities, personnel issues

involving both staff and students, community relations with schools, financial management, oversight of educational programs, as well as problems related to gender and geographical location. Supporting this perspective, Okeke (2020) argues that indicators such as poverty alleviation efforts, anti-corruption initiatives, high school dropout rates, incidents of armed robbery, cult activities, and examination failures reflect a troubling state of educational quality and its administration. This scenario has led to public outcry regarding the declining quality of education within society. Consequently, the necessity for effective management in education is underscored in the Federal Republic of Nigeria's National Policy on Education (FRN, 2022), which asserts that the success of any educational system hinges on proper planning, efficient administration, and sufficient funding—key elements of management. The policy anticipates that these management services will fulfill specific objectives, which include:

- a. Provision of efficient administrative and management control for maintenance and improvement of the system.
- b. Assurance of quality control through regular and continuous supervision of instructional and other educational services.

Now that the burning desire and consciousness of quality in education has reached its peak, the principals as the head of administrations are expected to conceive, mitigate and carry out their own approaches to quality control and

assurance to prove to the public that they too can deliver a consistent quality service like those in the private sector. These approaches cannot be far from quality management in education.

Quality, as defined by Juran and Gryna (2022), refers to a standard of excellence or goodness that fulfills or surpasses individuals' expectations. Total Quality Management (TQM) is characterized as a purposeful and methodical strategy aimed at attaining suitable quality levels consistently, thereby addressing the needs and desires of individuals. Deming (2020) asserts that it is challenging to envision a scenario in which anything short of total quality is deemed suitable or acceptable in the context of children's education.

Total in Total Quality Management signifies the involvement of every individual and aspect within the organization in the ongoing pursuit of quality enhancement. In this framework, management is defined such that every member of the institution, irrespective of their position or role, assumes responsibility for their own duties. This fosters a collaborative environment where educators, parents, government entities, and the community unite to equip students with the necessary resources to address both current and future academic and societal demands. Consequently, quality management in secondary schools focuses on ensuring that all activities and functions aimed at achieving quality education, as outlined in the National Policy of Education (2020), are upheld. In Anambra State Secondary Schools, effective quality management can only be realized if quality is intentionally integrated into the secondary education services through the careful selection and implementation of Total Quality Management Strategies (TQM) in the planning and administration of these institutions. The appropriate application of TQM strategies will ensure that designs, specifications, and quality control measures are consistently maintained throughout the processes and services delivered to the stakeholders of the secondary school. When successfully executed, this approach will be evident in the outcomes of the schools, establishing them as quality-oriented institutions.

For decades now, the quality of administration in the secondary schools, in Nigeria has generated a lot of controversies among stakeholders in education. There are complaints

on both the quality of input and output of the secondary schools. Many blame what they term progressive deterioration of the schools in conduct and in academics, on the quality of school administration being provided by the principals. Consequently, the common parameters which the public applies in the measurement of quality of administration include, the records of quality of services from the school, violence and crime rates in the secondary school, discipline among staff and students, quality of performance in the school certificate and other examination results, relationship of the school with its host community and the administrative styles of the principals.

Educational institutions fundamentally depend on human beings rather than machines to create, shape, direct, and manage their operations. Okeke (2020) emphasized that effective and efficient performance in education necessitates a leader with strong managerial skills. The quality and atmosphere of schools are significantly influenced by their principals. As the chief executives and leaders, they bear the responsibility of executing the administrative processes involved in planning, organizing, directing, implementing, and evaluating various school activities, including instructional programs, student services, staff management, and facility administration. Recognizing that the attainment of quality education largely hinges on these responsibilities, the implementation of Total Quality Management is essential for organizational integrity and renewal. Consequently, every school, irrespective of its location, requires a leader to guide and inspire the workforce; otherwise, the institution risks devolving into a chaotic amalgamation of individuals and machinery.

Hence, the issue of gender is considered in this study. Gender as used in this study implies the composition of male and female. In this study the influence of gender on principals' application of Total quality management strategies in the administration of secondary-' schools in Anambra State is considered. Durosaro and Xuhu (2022) study revealed that male and female secondary school students differ greatly in their opinion. Ogunlade and Akeredolu (2022) findings also revealed among others that gender significantly influenced vocational aspirations of the Students. Looking at the above findings, it is clear that the situation regarding to the influence of gender is unclear. This study will try to clear this uncertainty.

The principals, regardless of gender, are anticipated to articulate both the vision and mission statements. Consequently, effective administration is unattainable if the principals, who are expected to offer the necessary leadership, lack a clear vision for their schools. The vision held by the principals is crucial in implementing total quality management strategies within their institutions, ultimately leading to the achievement of optimal desired outcomes.

Purpose of the Study

The purpose of this study is to find out principals' level of application of Total quality management strategies in the administration of secondary schools in Anambra State. Specifically, the objectives of the study are to:

1. Find out secondary school principals TQM strategies in the administration of instructional programme in secondary schools in Anambra State,
2. Ascertain TQM strategies principals apply in staff-personnel management in secondary schools in Anambra State,

Research Questions

The study was guided by the following research questions:

1. What are the mean ratings of male and female teachers on the TQM strategies principals use in the administration of instructional programmes in secondary schools in Anambra State?
2. What are the mean ratings of male and female teachers on the TQM strategies principals apply in staff personnel administration in secondary school in Anambra State?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significant to guide the study.

HO₁: There is no significant difference between the mean ratings of male and female teachers on the TQM strategies principals use in the administration of instructional programmes in secondary schools in Anambra State.

HO₂: There is no significant difference between the mean ratings of male and female teachers on the TQM strategies principals apply in staff personnel administration in secondary school in Anambra State.

Analysis

The result of data analysis are summarized and presented. The presentation is done according to research questions and hypotheses.

Answers to Answers to Research Questions

Research Question One

What are the mean ratings of male and female teachers on the TQM strategies principals use in the administration of instructional programmes in secondary schools in Imo State?

Table 1: Mean ratings of male and female teachers on the TQM strategies principals use in the administration of instructional programmes in secondary schools in Imo State?

S/N	Item Statement	Male Teachers' n=129			Female Teachers' n=157		
		$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision
1	Assist teachers to enhance teaching and learning activities	3.02	.93	Agreed	3.13	.81	Agreed
2	Monitor classroom activities.	2.87	1.04	Agreed	2.63	1.15	Agreed
3	Provide opportunities for teachers' further skill development programmes.	2.57	1.14	Agreed	2.58	1.15	Agreed
4	Improvise for adequate teaching aids.	1.56	.80	Disagreed	1.38	.65	Disagreed
5	Ensure enough time for teaching	3.02	.95	Agreed	3.20	.73	Agreed

	and learning activities.						
6	Maintain adequate use of relevant ICT facilities by students and teachers in teaching and learning activities.	1.40	.63	Disagreed	1.37	.63	Disagreed
7	Sponsor entrepreneurial skill development programmes for students in the school.	1.50	.85	Disagreed	1.58	.91	Disagreed
Mean of Means		2.28			2.27		

The result in table 1 shows the mean ratings of male and female teachers on the TQM strategies principals use in the administration of instructional programmes in secondary schools in Imo State. It was discovered that items 1, 2, 3 and 5 were agreed upon by both male and female teachers because their mean scores were above the criterion mean of 2.50, but items 4, 6 and 7 were disagreed since their mean scores were below the criterion mean of 2.50. Their mean of means are 2.28 and 2.27 for male and female teachers respectively. The conclusion is that in the administration of instructional programmes using TQM strategy by secondary school principals in Anambra State, they assist teachers to enhance teaching and learning activities, monitor classroom activities and provide opportunities for teachers' further skill development programmes. But they fail in the improvisation of adequate teaching aids, maintaining adequate use of relevant ICT facilities by students and teachers in teaching and learning activities and also fail in sponsoring entrepreneurial skill development programmes for students in the school.

Research Question Two

What are the mean ratings of male and female teachers on the TQM strategies principals apply in staff personnel administration in secondary school in Imo State?

Table 2: Mean ratings of male and female teachers on the TQM strategies principals apply in staff personnel administration in secondary school in Imo state

S/N	Item Statement	Male Teachers' n=129			Female Teachers' n=157		
		$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision
8	Ensures that adequate staff are provided for improved students' academic performance	3.16	.93	Agreed	3.17	.92	Agreed
9	Encourages	2.60	1.15	Agreed	2.64	1.12	Agreed

	teachers to attend workshops, and conferences for better teaching						
10	Allows teachers a measures of authority in doing their duties towards better academic performance of students	2.62	1.19	Agreed	2.68	1.21	Agreed
11	Principal identities what motivates his staff to teach well	2.69	1.12	Agreed	2.65	1.13	Agreed
12	Makes the teaching environment conducive to teachers	2.92	1.02	Agreed	3.01	.99	Agreed
13	Ensures and maintains high morale and job satisfactions among teachers	2.80	1.11	Agreed	2.75	1.13	Agreed
14	Involves teachers in management decisions and administration of the school	2.82	1.18	Agreed	2.84	1.18	Agreed
	Mean of Means	2.80			2.82		

The result in table 2 shows the mean ratings of male and female teachers on the TQM strategies principals apply in staff personnel administration in secondary school in Imo State. It was shown in the table that all the items (8, 9, 10, 11, 12, 13 and 14) were agreed by both male and female teachers. The mean of means for -the table are 2.80 and 2.82 for male and female teachers respectively. The conclusion from the table implies that the principals apply the following TQM strategies in staff-personnel management in secondary schools in Imo State; adequate staffing, encourage teachers to attend professional development programmes, allow teachers a measure of authority in tasking, motivates staff, maintains high morale and job satisfaction, and involve teachers in decision making.

Test of Hypotheses

Hypothesis One

HO₁: There is no significant difference between the mean ratings of male and female teachers on the TQM strategies principals use in the administration of instructional programmes in secondary schools in Imo State.

Table 5: t-test Analysis for Hypothesis One

Gender Decision	n	$\bar{X}$	S.D	df	t_{cal}	t_{tab}
Male Fail to	129	15.95	2.405			
Female Reject Ho	157	15.87	2.102	284	0.27	1.96

Table 5 displayed the t-test significant difference between the mean ratings I male and female teachers on the TQM strategies principals use in the administration of instructional programmes in secondary schools in Imo State. sing descriptive statistics of mean, standard deviation and degree of freedom of 4, it was indicated in the table that the t-calculated value of 0.27 is less than the -tabulated value of 1.96, which led to the decision of failing to reject the null hypothesis. The conclusion is that there is no significant difference between the mean ratings of male and female teachers on the TQM strategies principals use in the administration of instructional programmes in secondary schools in Imo State.

Hypothesis Two

HO₂: There is no significant difference between the mean ratings of male and female teachers on the TQM strategies principals apply in staff personnel administration in secondary school in Imo State.

Table 6: t-test Analysis for Hypothesis Two

Gender Decision	n	$\bar{X}$	S.D	df	t_{cal}	t_{tab}
Male Fail to	129	19.62	3.115			
Female Reject Ho	157	19.75	3.168	284	0.34	1.96

Table 6 displayed the t-test significant difference between the mean ratings of male and female teachers on the TQM strategies principals apply in staff personnel administration in secondary school in Imo State. Using descriptive statistics of mean, standard deviation and degree of freedom of 284, it was indicated in the table that the t-calculated value of 0.34 is less than the t-tabulated value of 1.96, which led to the decision of failing to reject the null hypothesis. The conclusion is that there is no significant difference between the mean ratings of male and female teachers on the TQM strategies principals apply in staff personnel administration in secondary school in Imo State.

Summary of Findings

From the analyses above, the following findings were made:

1. In the administration of instructional programmes as a TQM strategy, the principals only assist teachers to enhance teaching and learning activities, monitor classroom activities and provide opportunities for teachers' further skill development programmes. But they fail in the improvisation of adequate teaching aids,

maintaining adequate use of relevant ICT facilities by students and teachers in teaching and learning activities and also fail in sponsoring entrepreneurial skill development programmes for students in the school.

2. Principals apply the following TQM strategies in staff-personnel management in secondary schools in Anambra State; adequate staffing, encourage teachers to attend professional development programmes, allow teachers a measure of authority in tasking, motivates staff, maintains high morale and job satisfaction, and involve teachers in decision making.

Recommendations

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

1. The secondary school principals should ensure that they improvise adequate teaching aids, maintain adequate use of relevant ICT facilities by students and teachers in teaching and learning activities and also sponsor entrepreneurial skill development programmes for students in the school.
2. The principals should not relent in handling students' classroom problems towards improved performance and also endeavour to organize intermittently, seminars and workshops for students to widen their knowledge of the world around them.

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MANAGEMENT OF SCHOOL HAZARDS AS CORRELATE TO TEACHERS' JOB PERFORMANCE IN PUBLIC SENIOR SECONDARY SCHOOLS IN OWERRI EDUCATION ZONES OF IMO STATE, NIGERIA

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Abstract

In this study, the researcher investigated management of school hazards as correlate of teachers' job performance in public senior secondary schools in Owerri Education Zones of Imo State, Nigeria. In order to achieve the aims of the study, two research questions were asked and two hypotheses were formulated to guide the study. This study adopted the correlational design involving simple linear method. The population of the study was 3,438 teachers in all the 124 public senior secondary schools in Owerri Education Zones I & II of Imo State. The researcher drew a sample of 358 respondents from 15 selected secondary schools through Taro Yamane formula. Cluster random and proportionate sampling techniques were used to select the schools and respondents. Two rating scales served as the instruments used for the collection of data for this study which were prepared by the researcher and titled: Management of School Hazard Scale (MSHS) as well as Teachers' Job Performance Scale (TJPS). These instruments were subject to face validity by three research specialists. Reliability coefficients of 0.83 for MSHS and 0.86 for TJPS were obtained using Pearson Product Moment Correlation Coefficients. Research questions were answered using Pearson "r" statistics while the hypotheses were tested using t-test of the significance of Pearson "r" statistics at a 0.05 significant level. The result found that management of psychosocial, and environmental hazards have low, positive and significant extent of relationship with teachers' job performance in public senior secondary schools in Owerri Education Zones of Imo State. Based on the findings of the study, it was recommended that principals should reduce arbitrary allocation of subject; classes and responsibilities as it affects quality of teaching delivered and work output. Also, all teachers should be given commensurable work schedule as this will go a long way to reduce stress on teaching staff and subsequently enhanced their performance

Keywords: School Hazards, Environmental Hazards Psychosocial Hazard, Teachers' Job Performance.

Introduction

Education is a very crucial form of development to both individuals and the society. No wonder, countries all over the world see education as a good instrument for national development because it is expected to produce the required quantity and quality of human resources for their economic growth. Education for sustainable development

across the world, Nigeria inclusive, is a sine qua non to build a better society for all. Building a better society for all may not be easily achieved especially when the pressing global contemporary issues including environmental hazards are at the pace. Nigeria being fully aware of the importance of education according to Federal Government of Nigeria (2013) sees it as an instrument per excellence in the development of the nation's economy. Similarly, Onuoha & Uyanga (2024) posits that education plays a very important role as an instrument for the realization of national development. Hence, education especially secondary education becomes paramount both to the government and the individuals. In Nigeria, there are three levels of education vis-à-vis the primary, secondary and tertiary. For the sake of this study, the secondary education becomes the focal point.

Secondary education is provided for learners after primary education and before tertiary education. It is that level of education that is aimed at developing a child towards to acquisition of literacy, numeracy, and communication skills. Adetona (2013) opines that a major factor that necessitates the acquisition of secondary education in Nigeria is that the education being provided at the primary level is proving to be insufficient for a child to acquire permanent literacy, communicative, and numeracy skills expected from him/her at the end of the training. The aim of secondary education according to FGN (2013) is to provide opportunity for qualitative education for primary school leavers, cater for the differences in talents of the learners, develop Nigeria cultural heritage, produce a generation of people who respect the dignity of labour, foster Nigerian unity and to inspire its students with the desire for achievement and self-improvement both at school and in later life. All these aims cannot be achieved if the teachers are neglected, thus it is right to say that the teachers are the pivot of the educational system.

A teacher is considered as the most crucial factor in implementing all instructional activities in the school settings. It is a fact that the academic qualifications, knowledge of the subject matter, competence and skills of teaching and the commitment of the teacher have significant impact on the teaching and learning process. Oku (2015) sees the teacher as a classroom manager who is expected to create a conducive environment for teaching/learning to be adjudged effective in the performance of his/her primary function. In the contemporary society, teachers occupy vital positions of honour and are regarded to be a major determinant of the societal values, Intellectuals and moral development. It is often said that the standard and quality of education of a given nation is dependent and determined by the standard of her teachers; it is on this note therefore that the Federal Government in 2013 deemed it necessary to review the National Policy on Education to include teachers' education (training) (FRN, 2013). This implies that teachers at every level of education must strive towards increased job performance since they are the building blocks of any society.

Teachers' job performance refers to the result achieved in carrying out the tasks assigned to them, based on their skills, experience, sincerity, and the time available. Job performance is defined by Omoneye (2016) as the execution of a task in a situation that allows optimal outcome. It is also seen as the ability of teachers to achieve the organization's criteria. Teachers are regarded to achieve good performance when they meet up with the set goals and objectives of the school and as such, teachers' job

performance could have a great influence on the school's overall performance. Wakkala, Danjuma and Bashir (2022) noted that job performance is associated with quantity and quality of output, timeliness of output, presence on the job, efficiency and/or effectiveness of work completed. Thao and Hwang (2019) also expressed job performance as the successful completion of tasks by an individual(s), as set and measured by the system, to pre-defined acceptable standards while efficiently and effectively utilizing available resource within a changing environment. According to the National Safety Council in USA established that on an average workday, one million office workers will be absent from work due to job stress caused by school hazard.

School hazard can be defined as the uncertainty connected with every kind of school activity. In consonance with the above assertion, Choji (2017) noted that hazard is any issue that can affect the objectives of an organization. The term hazard connotes any substance that has a high tendency to harm or adversely affect the human population (Ogba, Igu, Nwinyinya & Umoke, 2023). Primarily, any phenomenon that may result to harm to the well-being of people, animals, damage to property and the environment could be termed as a hazard. Asogwa, Blavo and Asogwa (2022) assert that hazard is a serious disruption of the functioning of a society, causing widespread human material or environmental losses which exceed the ability of the affected society to cope using only its own resources. Hazards, both natural and man-made had been part and parcel of human experiences. It is the result of disruption and malfunction of elements in the process of man's interaction with physical and social environment. Technological progress and environmental complexities especially since the 21st century significantly increased the rate of hazards worldwide. The closing decade of the 20th century witnessed renewed and vigorous commitment on hazard management in various organization and schools are no exception.

School hazard management refers to those efforts, strategies and techniques employed within the school system to prevent, reduce, cushion or avoid the dangers of hazards in order to ensure that academic activities follow the planned schedules. In support, Boubala (2020) asserts that hazard management involves minimizing things that may negatively impact upon a school and identifying and harnessing those things that will help to achieve the goals and objectives of an organization. An effective hazard management structure allows organisation like secondary schools to understand the risks in any initiative and take informed decisions on whether and how the hazards should be managed. According to Arop, Owan and Ekpang (2019), there are several types of hazards that can be managed within the school system they include: biological hazard, chemical hazard, ergonomic hazard, physical hazard, psychosocial hazard and environmental hazard. Thus, drawing from the above assertion, the schools' hazards considered in this study are psychosocial hazard, physical hazard, environmental hazard and ergonomic hazard.

Psychosocial hazards are interactions between the teacher, his job content, work related organization and management. According to Nwosu (2022), psychosocial hazards include the social environmental and conditions which the school presents, while on the other hand, it includes the teacher's competencies, needs and experience. As such, the combination of these factors may be referred to as those interactions that have proven

negatively or hazardously and affecting the teacher's health both through his perceptions and experience. Psychosocial hazards, thus, go hand in hand with the teachers' experience in the school and the stress associated with it. Hence, Kennedy (2018) contends that work-related stress has also been looked at as the response of people who are loaded with long working hours, work pressures and other related demands which often are unmatched to their knowledge level, and their abilities, therefore, challenging their ability to meet up, cope and function efficiently, effectively and productively at the school. It is imperative to note that psychosocial risks are often witnessed in all workplace, and they are ubiquitous, and may not pose a problem as long as they are properly addressed and preventive action has been developed and implemented. However, they may pose a threat to the teacher's health mostly due to lack of recognition of the risk factors (and consequent inaction), mishandling of such risks, poor prevention mechanism and, to an extent, continuous exposure to such work related risks.

Environmental hazards could be referred to as the natural and artificial alteration and the daily outcomes of interaction between humans and their surrounding that pose dangerous health effects to humans, plants and animals. In the view of Cutter (2021), environmental hazards are events surfacing from interactions between natural, social and technological systems of the environment that are harmful to humans. Environment that is harmful to humans is worrisome due to the increase death tolls some years ago which recorded on a yearly an average estimate of 106,654 lives (Lenon, 2023). Some of the various forms of environmental hazards could exist around school environment mostly at the secondary school level. These forms of environmental hazards include: lead paints and pipes, radon gas, asbestos, exposure to noise, drinking contaminated water, soil pollution in playgrounds, poor indoor air quality and electromagnetic fields, among others (Paulson & Barnett, 2016). Some other nascent environmental hazards on school environment are heat extremes in previously cooler climates, overcrowding due to displaced populations or shifting geographic range of vector borne diseases and the use of pesticides (Sheffield & Landrigan, 2021). These environmental hazards can be very detrimental to both the staff and students and could have net effect on the academic activities in the schools.

Consequently, the current set up in most schools in Nigeria is such that academic staff performs strenuous tasks and work longer hours so as to increase their job performance. The strategies of managing the various school hazards appear not to be very clear to people because, despite the concerns on physical, psychosocial, environmental and ergonomics hazards, most teachers seem to be experiencing discomfort in their health and safety due to hazardous substances prevalent in the schools. Several studies have been carried out to ascertain whether school hazards affect the job performance of teachers in various levels (Mishra & Sarkar, 2021; Vita & Abraham, 2019; Ogba, Igu, Nwinyinya & Umoke, 2023; Kennedy, 2018 and Arop, Owan & Ekpang, 2019) but little or no study has been conducted in public senior secondary schools in Owerri Education Zones of Imo State. Hence, there is an urgent need to bridge this gap by investigating the management of school hazards as correlate of teachers' job performance in public senior secondary schools in Owerri Education Zones of Imo State, Nigeria.

Statement of the Problem

Teachers in secondary schools are faced with the responsibility of enhancing teaching and learning. They are supposed to carry out their duties and responsibilities effectively in order to achieve those educationally stated goals. The effectiveness of teachers determines how well the student will perform academically and be productive to his society. Unfortunately, many teachers fail to carry out their primary responsibilities or duties in the school. Many of them are found displaying unfavourable behaviours such as absenteeism, poor note writing, late coming, and indecent dressing, being reluctant or lazy in carryout assigned duties (Adeyemi, 2021). These bad behaviours of teachers have contributed to the poor performance of students in both their internal and external examinations as well as the overall poor quality of students produced by secondary schools who in turn, transit to higher institutions.

A visit to some public secondary schools showed that there are lots of hazards such as heat, faulty electrical connections and appliances, overcrowded classrooms, stress, noise, poor ventilation in the staff rooms etc. which could to a greater extent deter effective work performance and even decline in students' achievement. Due to the outlined problems, one may begin to wonder what really the reason for teachers' poor job performance is. Could it be that they are faced or exposed to hazardous substances that could be hindering their job performance in schools? This research therefore is posed as a question: how does school hazard management relate to teachers' job performance in public senior secondary schools in Owerri Education Zones of Imo State? Providing answer to the above question becomes the thrust of this study.

Purpose of the Study

The main purpose of the study is to investigate management of school hazards as correlate of teachers' job performance in public senior secondary schools in Owerri Education Zones of Imo State. The specific objectives include to:

1. ascertain the relationship between management of psychosocial hazard and teachers' job performance in schools, and
2. identify the relationship between management of environmental hazard and teachers' job performance in schools

Research Questions

In line with the specific objectives, the following research questions were posed to guide the study;

1. What is the relationship between management of psychosocial hazard and teachers' job performance in schools?
2. What is the relationship between management of environmental hazard and teachers' job performance in schools?

Hypotheses

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

Ho₁: There is no significant relationship between management of psychosocial hazard and teachers' job performance in schools.

Ho₂: There is no significant relationship between management of environmental hazard and teachers' job performance in schools.

Methodology

This study adopted the correlational design involving simple linear method. The population of the study was 3,438 teachers in all the 124 public senior secondary schools in Owerri Education Zones I & II of Imo State. The researcher drew a sample of 358 respondents from 15 selected secondary schools through Taro Yamane formula. Cluster random and proportionate sampling techniques were used to select the schools and respondents. Two rating scales served as the instruments used for the collection of data for this study which were prepared by the researcher and titled: Management of School Hazard Scale (MSHS) as well as Teachers' Job Performance Scale (TJPS). These instruments were subject to face validity by three research specialists. Reliability coefficients of 0.83 for MSHS and 0.86 for TJPS were obtained using Pearson Product Moment Correlation Coefficients. Research questions were answered using Pearson "r" statistics while the hypotheses were tested using t-test of the significance of Pearson "r" statistics at a 0.05 significant level.

Results

Research Question One: What is the relationship between management of psychosocial hazard and teachers' job performance in schools?

Table 1: Summaries of Pearson "r" statistics used to explain the extent of relationship between management of psychosocial hazard (X) and teachers' job performance (Y) in schools

V	n	Σ	r	MR	DR	Remarks
X	358	5485	0.38	Low	Positive	Low Positive Relationship
Y	358	8786				

Size (n), Summation (Σ), Coefficient (r), Magnitude of Relationship (MR), Direction of Relationship (DR) and Remarks

Data on Table 1 shows the summaries of Pearson "r" statistics used to describe the relationship between management of psychosocial hazard and teachers' job performance in schools. The result shows that an index of 0.38 was realized for the extent of relationship between the two variables (management of psychosocial hazard and teachers' job performance). This positive nature indicates that an increase in one variable

is likely to lead to the same measure of increase in another variable and a decrease in one variable could also lead to the same measure of decrease in another variable, implying that a decrease in the management of psychosocial hazard led to a decrease in teachers' job performance. Therefore, the answer to the research question is that there is a low but positive relationship between management of psychosocial hazard and teachers' job performance in public senior secondary schools in Owerri Education Zones of Imo State.

Hypothesis One

H₀₁: There is no significant relationship between management of psychological hazard and teachers' job performance in schools.

Table 2: Summaries of t-test of significance of Pearson "r" statistics used to test the extent of relationship between management of psychological hazard and teachers' job performance in schools

V	n	Σ	r	α	df	t _{cal}	t _{tab}	Decision
X	358	5485	0.38	0.05	356	7.656	1.96	Reject H ₀₁
Y	358	8786						

Sample Size (n), Summation (Σ), Coefficient of Relationship (r), Alpha Level (α), Degree of Freedom (df) and t-test of Significance of Pearson "r" between two Variables

Data on Table 2 show the result for the test of the significance of the relationship between management of psychological hazard and teachers' job performance in schools. The result gave the degree of freedom as 356 and the t-calculated value as 7.656 and the t-tabulated value as 1.96. As the t-calculated value is greater than the t-tabulated value, the researcher rejected the null hypothesis; therefore, infer that there is a significant relationship between management of psychological hazard and teachers' job performance in public senior secondary schools in Owerri Education Zones of Imo State.

Research Question Two: What is the relationship between management of environmental hazard and teachers' job performance in schools?

Table 3: Summaries of Pearson "r" statistics used to explain the extent of relationship between management of environmental hazard (X) and teachers' job performance (Y) in schools

V	n	Σ	r	MR	DR	Remarks
X	358	6609	0.22	Low	Positive	Low Positive Relationship
Y	358	8786				

Size (n), Summation (Σ), Coefficient (r), Magnitude of Relationship (MR), Direction of Relationship (DR) and Remarks

Data on Table 3 shows the summaries of Pearson "r" statistics used to describe the relationship between management of environmental hazard and teachers' job

performance in schools. The result shows that an index of 0.22 was realized for the relationship between the two variables (management of environmental hazard and teachers' job performance). This positive nature indicates that an increase in one variable is likely to lead to some measure of increase in another variable and a decrease in one variable could also lead to some measure of decrease in another variable, implying that a decrease in the management of psychosocial hazard led to a decrease in teachers' job performance. Therefore, the answer to the research question is that there is a low but positive relationship between management of environmental hazard and teachers' job performance in public senior secondary schools in Owerri Education Zones of Imo State.

Hypothesis Two

H₀₃: There is no significant relationship between management of environmental hazard and teachers' job performance in schools.

Table 4: Summaries of t-test of significance of Pearson "r" statistics used to test the relationship between management of environmental hazard and teachers' job performance in schools

V	n	Σ	r	α	df	t _{cal}	t _{tab}	Decision
X	358	6609	0.22	0.05	356	4.259	1.96	Reject H ₀₃
Y	358	8786						

Sample Size (n), Summation (Σ), Coefficient of Relationship (r), Alpha Level (α), Degree of Freedom (df) and t-test of Significance of Pearson "r" between two Variables

Data on Table 4 showed the result for the test of the significance of the relationship between management of environmental hazard and teachers' job performance in schools. The result gave the degree of freedom as 356 and the t-calculated value as 4.259 and the t-tabulated value as 1.96. As the t-calculated value is greater than the t-tabulated value, the researcher rejected the null hypothesis; therefore, infer that there is a significant relationship between management of environmental hazard and teachers' job performance in public senior secondary schools in Owerri Education Zones of Imo State.

Discussion of Findings

The study indicated that there is a low but positive relationship between management of psychosocial hazard and teachers' job performance in public senior secondary schools in Owerri Education Zones of Imo State. This implies that management of psychosocial hazard is poor as teachers' workloads are very burdensome, teachers are not given the opportunity to get involved in the decision-making process and there is no stress management policy that help reduce stress experienced by teachers while discharging thereby resulting to poor teachers' job performance. This is to say that a decrease in management of psychosocial hazard would lead to decline in teachers' job performance which recorded a low coefficient value of 0.38. The low relationship indicated that the poor job performance exhibited by teachers are as a result of inadequate,

inconsiderate or unsupportive supervision; poor relationships with co-workers; bullying, harassment and violence (including sexual harassment); isolated or solitary work; no agreed procedures for dealing with problems or complaints are indices of psychosocial hazards in schools. The result further established that there is a significant extent of relationship between management of psychological hazard and teachers' job performance in public senior secondary schools. In line with this finding, Arop, Owan and Ekpang (2019) revealed that, school hazards management has a significant relationship to teachers' job effectiveness in secondary schools. Similarly, Kennedy (2018) found that there was prevalence of psychosocial hazards of 62.2% among workers at the University of Port Harcourt. Work place bullying was the most common and was represented by verbal abuse as the most prevalent (43.9%). Workplace abuse was the second group of psychosocial hazards with highest occurrence, of which being screamed or yelled at was (39.4%). Work-related stress was the most prevalent single hazards found in the study with a prevalence of 62.7%. For Work place related fatigue, environmental stress was most prevalent psychosocial hazard with 52.3%. Work load had 98.2% and it was the most prevalent risk factor which the respondent perceived, and was followed by homework interface with 82.0%. The result therefore strengthened the fact that teachers' absenteeism, poor note writing, late coming, and indecent dressing, being reluctant or lazy in carryout assigned duties are connected to mismanagement of psychosocial hazard in public senior secondary schools in Owerri Education Zones of Imo State.

The result of this study showed that there is a low but positive relationship between management of environmental hazard and teachers' job performance in public senior secondary schools in Owerri Education Zones of Imo State. The low relationship is an indication that a decrease in the management of psychosocial hazard leads to a decrease in teachers' job performance. This implies that mismanagement of environmental hazard is evident in public senior secondary schools owing to the presence of open site dumps, unkempt waste disposal facilities, electric generating plants, open drainages, location and conditions of sanitary facility, open drainages among others. When such environmental hazards are not controlled and managed, it affects instructional delivery causing teachers to work under the most uncomfortable and unhealthy conditions. The implication is that when instructions are ongoing under the dilapidated buildings with broken walls, floors, windows which are as a result of environmental hazards, the students may not be able to benefit properly from the result-oriented contents. On the other hand, teachers in making efforts to deliver instructions effectively are likely to encounter difficulty in employing innovative teaching and learning strategies using the resources available and evaluation process. The result further established that there is a significant extent of relationship between management of environmental hazard and teachers' job performance in schools. In agreement with the findings, Ogba, Igu, Nwinyinya and Umoke (2023) found that natural and man-made environmental hazards negatively impact on instructional delivery in public schools. The findings therefore strengthened the fact that environmental hazards are detrimental to one's health and negate the performance of individuals. The lack of control or management of environmental hazards where the schools are situated could cause several damages and even affect the effective delivery of instructions as both the teachers and their students

might find it difficult to operate thereby resulting to the poor performance experienced by the teachers in public senior secondary schools in Owerri Education Zones, Imo State.

Recommendations

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

1. Principals should reduce arbitrary allocation of subject; classes and responsibilities as it affects quality of teaching delivered and work output. Also, all teachers should be given commensurable work schedule as this will go a long way to reduce stress on teaching staff and subsequently enhanced their performance.
2. Ministries of Education in collaboration with private organizations/NGOs should organize workshops and seminars for both principals and teachers on environment related issues in order to help control and management environmental hazards.

Conclusion

This study has underscored the critical role of effective hazard management in influencing teachers' job performance in public senior secondary schools. The findings revealed a significant correlation between the implementation of robust hazard management strategies and enhanced teacher job performance. By addressing potential hazards such as structural defects, electrical faults, inadequate sanitation, and security threats, schools can create a safer and more conducive learning environment for both teachers and students. This, in turn, reduces occupational stress, improves teacher morale, and enhances their overall job satisfaction.

Therefore, it is imperative for school administrators to prioritize hazard management initiatives. By investing in regular safety inspections, maintenance programs, and emergency preparedness plans, schools can mitigate risks, minimize disruptions, and optimize teacher performance. Ultimately, this will lead to improved student learning outcomes and a more effective educational system.

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INNOVATIVE STRATEGIES FOR MANAGING TEACHERS EFFECTIVE JOB PERFORMANCE IN SECONDARY SCHOOLS IN AWKA EDUCATION ZONE OF ANAMBRA STATE.

BY

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ABSTRACT

This study examines the innovative strategies on teacher job performance in secondary schools in Anambra State. Effective principalship is crucial for improving teacher productivity, student outcomes, and overall school performance. The study was specifically set to determine the impact of innovative Strategies role on teachers job performance in secondary schools in Awka local government area of Anambra State, establish the participatory decision making strategies on teachers job performance in secondary schools in Awka local government area of Anambra State, and establish the impact of principals demonstration role on teachers job performance in secondary schools in Awka local government area of Anambra State. The survey design was adopted and the simple random sampling techniques were employed in this study. The population size comprise of 1518 teachers in Awka Education zone public secondary school of Anambra State. In determining the sample size, the researcher Stratified random sampling technique selected 338 respondents and 338 were validated. Self-constructed and validated questionnaire was used for data collection. The collected and validated questionnaires were analyzed using frequency tables and mean scores, while the hypotheses was tested using Chi-square statistical tool. The result of the findings reveals that principals' classroom visitation, workshops and demonstration roles significantly influence on teachers job performance in public secondary schools. The study recommends that principals should endeavor to pay adequate attention to classroom visitation and provide professional assistance and guidance were necessary. Also the Educational administrators in collaboration with Teachers Service Board (TSB) should regularly organize workshops so as to enhance teachers' job performance in schools. Principals should ensure that efforts are made to make the demonstration techniques genuine and natural so that artificiality could be avoided. Conclusion were made and implication of the findings drawn.

Introduction

Education serves as a fundamental instrument for the comprehensive development of both individuals and the state. It is widely recognized as essential for personal and societal advancement, with scholars such as Adegbemile (2021) and Amechi, Amaonye, Onuoha, and Okwu (2022) identifying it as a pivotal factor in the progress of any nation. Moreover, education plays a crucial role in facilitating a nation's growth and

development, as the literacy rate of a country significantly influences its overall advancement.

Additionally, education is tasked with imparting valuable skills, knowledge, and structured activities that enhance learners' potential for contributing to national development (Ochoyi and Danladi, 2021). It is the primary means through which development is achieved at all levels. Education encompasses the acquisition of new values and skills necessary for effective participation in society (Etuk, Ering, and Ajake, 2022). Adeyanju (2021), as referenced by Anaduaka and Okafor (2022), supports this notion, asserting that development in human society is unattainable without education, and that peace and security cannot be established without development.

The evidence suggests that the advancement of both individuals and the state is significantly influenced by the quality and accessibility of education. Consequently, education serves as a key indicator for assessing the developmental potential of both individuals and the state (Daura and Adu, 2023). Education encompasses the acquisition of skills, relevant knowledge, and competencies necessary for thriving in a technological society. It is the means through which individuals gain the tools and understanding required to navigate their social structures. Undoubtedly, education is a fundamental priority in any society that aspires to progress.

Education has it as a duty to and serves as a tool used to produce educated and enlightened human beings who would contribute positively to the development of the society. Hence Olanyi (2019) described the school as a social institution which does not exist in a vacuum. He further said that a school is a micro-community, existing within a macro-community to mould the habits, interest, attitudes and feelings of children and transmit from one generation to another.

In Nigeria, education at different levels has its objectives. Secondary school is the stage of education that follows primary school. It is generally the final stage of compulsory education. Webster (2021), saw secondary school as an intermediary between elementary school and college where general technical vocational or challenge preparatory course are usually offered. Collins (2020) referred to it as a school for young people, usually between the age of eleven and eighteen. FRN, (2022), stated that it is the form of education children receive after primary education and before the tertiary institution.

The Federal Republic of Nigeria (2022:18) in her National Policy of Education identified the specific objectives of secondary education as follows:

1. Provide increased number of school pupils with an opportunity for education of quality, irrespective of sex, social, religious or ethnic background
2. Diversify its curriculum to cater for the differences in talents, opportunities and roles possessed by open to the students after their secondary school course.
3. Equip students to live effectively in our modern age of science and technology.
4. Develop and project Nigerian culture, arts and language as well as the world's cultural heritage.
5. Raise the generation of people who can think more of themselves, respect the views and feelings of others, respect the dignity of labour and appreciate those values specified under our broad national aims and live as good citizens, foster

Nigerian unity and emphasizes on the common ties that unites us in our adversities.

6. Inspires its students with a desire for achievement and self-improvement both now or later in life.

It is pertinent to note that in order to achieve the objectives of secondary education in Nigeria; teachers' job performance is crucial and should be considered in every administrative decision taken in the Secondary education system. The secondary school is an institution or a human industry established for refining human beings in the areas of skills, behaviour and for all round excellence. In the context of this study, Teachers' job performance is taken to refer to the teachers' greater efficiency and effectiveness in doing their work in terms of lesson plan, student assessment, teaching methods, classroom teaching, use of learning resources and communication skill. It refers to the extent to which teachers are committed to pedagogical delivery and display of moral uprightness and academic excellence in the teaching profession (Ololube, 2020). It is also measured in terms of the quality and standard of outputs being produced. Pages (2020) sees job performance as actions of person or group when given a task. To this end, teachers' job performance relates to actions of teachers or groups when giving given teaching tasks.

Job performance therefore, can be described as the duty, task, function, obligation and responsibility of a teacher and the effectiveness with which the teaching is carried out. Abdul (2020) was of the opinion that job performance has to do with result measurement and he described performance measures as those ratings used in evaluating teachers. Sederberg, Charles and Clark (2021) said that job motivation would produce a teacher with high validity.

Furthermore, individuals who have achievement motivation tend to be very conscious in his/her work. Keen attention is given to teachers' job performance by educational researchers for many reasons; to identify teachers' strength and weakness, and plan appropriate professional development activities, also, to provide a basis for administrative decision involving hiring and firing, promotion and tenure, assessment and salary. These types of job performance evaluation are designed to ensure that teachers give their best and also to see that highly qualified and committed teachers are retained in the teaching profession.

Due to the importance of teachers in the society, Mahar (2020) emphasizes the importance of teachers' job performance when she observed that school teachers are the principal instruments in awakening the child to cultural value, in preparing the child for his or her later professional training and in helping him/her adjust normally to his environment. Ololube (2020) posits that teachers are the most important group of professionals for our nation's future. In any educational institution, it is the work of the teachers that determine the degree of success or failure in the institution's effort to achieve its goal of integrating morality and learning. The teacher is the vehicle through which the subject matter is presented to the students. It is therefore expected that teachers adequately cover their subject syllabus, be punctual and regular to lesson, can stimulate students' interest to learn, can identify students' learning problems, etc

For a successful achievement of the objectives of secondary education, an effective and efficient principal are known to have developed strategic process and procedures decision making that pay particular attentions to issue of education objectives, equity cost effectiveness as well as shared influence and control. They choose appropriate styles for the management of teachers' effective job performance. Heads of schools are tasked with the implications of the management of the objectives of the secondary school education programme. He/she is the chief executive in secondary school administration. The principal occupies the managerial position in the school. Principal as a leader or administrator organize school activities, programs in collaboration of the stake holders in agreement of carrying out their duties effectively through principal decision emphasis on any discussions concerning school activities, programmes, contributive, supportive in any secondary school ordinances or guidance. Akpa (2020) sees the principal as an administrative head, a manager, a community public relations man, a supervisor as well as structural leader. Ikediugwu (2020) is of the opinion that a principal is a curriculum innovator and a catalyst towards planned revelation. Babalola and Ayeni (2021) maintain that the principal is the manager who must plan, co-ordinate and supervise the affairs of the schools so that it runs smoothly. Such personnel as a principal is supposed to have a proven quality and the knowledge to achieve his complex administrative roles. He plays many different roles that form a synergy for the attainment of the state secondary school objectives through different managerial strategies.

From the foregoing, it is the duty of the principal to achieve the stated objectives but the present system of secondary education in Nigeria poses a lot of new and additional challenges to the secondary school principals. To meet these challenges, the school administrator will have to equip himself with the knowledge of adequate administrative strategies in management and attitude which will make him proficient in his administrative duties and help him achieve the goals of the institution.

Management according to Murtaza, Khan, Khaleeq and Saeed (2022) is the process of reaching organizational goals by working with people and other organizational resources. Management refers to the process of coordinating and integrating work activities so that they are completed efficiently and effectively with through other people (Din, Khan and Murtaza, 2021). The term management can also refer to the individuals who guide and direct organizations or to a career devoted to the task of guiding and directing organization.

Management strategies are those techniques or activities which the school administrator follows to coordinate the human and material resources towards the achievement of education objectives. In the view of Fassi (2022) principals' management strategies include: relating with the host community for provision of instructional materials, accountability in the management o school fund, provision of students' personnel services, provision of counseling services, adequate staffing, delegation of authority, staff development, motivating the staff and ensuring maintenance of school plants for school accountability.

Management strategies are those means, skills and techniques which the school administrator should adopt in order to achieve better performance and train effectiveness in school administration. Administrative strategies consist of activities that are done by a

school administrator in order to plan, organize, co-ordinate, supervise, and run a business, school or other business institution. It consists of the activities of educational organization as geared towards the attainment of the goals of teaching in the part of teachers and learning on the part of students (Ezeani, 2022; Nel, Werner, Hassbroek, Poisat, Sono and Schultz, 2021). Thus, the objectives for which the schools were established would be effectively achieved if the principal; adopt the following management strategies: mentoring, participation in decision making, staff development and improvisation of learning materials and these are the areas the researchers has to work on.

Steyn and Van Nierkerk (2020) described it as the process which ensures that the best available person is appointed to a vacant position. These therefore indicate that the secondary school principal attaches importance to performance of administrative duties in the school. There is a serious need for adequate staff and their development or manpower development. Adequate number of staff (teachers) will ensure that students learn varieties of what they ought to learn and improve their ways of learning. The increasing knowledge about how learning occurs, new techniques are constantly emerging which the classroom teacher must be aware of; otherwise he becomes obsolete, with the old and static methods and ideas (Ezeani, 2022). The principal has a challenging task of providing adequate staff development programmes aimed at improving both the collective performance of his staff and the personal performance of individual members. The teacher must first receive adequate training and retraining in order to enhance his or her competence. Thus, the extent to which the school achieves its aims and objectives is based on the quality of training and retraining programmes the teachers are exposed to (Ogbiji, 2020). The need for training and retraining of teachers therefore becomes imperative for managers of school organizations.

Based on the above background, the researcher examines Principal Strategies for Enhancement of Teachers Job Performance in Secondary Schools in Dunukofia Zone of Anambra State

Purpose of Study

The main purpose of this study is to investigate Principal Strategies for Enhancement of Teachers Job Performance in Secondary Schools in Dunukofia Zone of Anambra State. This study specifically sets out to examine:

1. The mentoring strategies employed by principals for effective teacher job performance.
2. The participatory decision making strategies employed by principals for effective teacher job performance.

Research Question

The following research questions will serve in this research work:

1. What are the mentoring strategies employed by principals for effective teacher job performance?
2. What are the participatory decision-making strategies employed by principals for effective teacher job performance?

Hypotheses

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

H₀₁: The mean response score of teachers on mentoring strategies employed by principals for effective teacher job performance is not slightly greater than the criterion mean of 17.5.

H₀₂: The mean response score of teachers on participatory decision making strategies employed by principals for effective teacher job performance is not significantly greater than the criterion mean of 17.5.

Analysis

In this chapter, the researcher presents the results in tables according to the specific purposes of the study, research questions and hypotheses.

Principals' mentoring strategies for effective job performance

Research Question 1

RQ₁: What are the mentoring strategies employed by principals for effective job performance?

Table 1:

Sample size (n), Summation of Scores (ΣX), Mean(X), Standard Deviation (S) and Remarks for mentoring strategies employed by principals for effective job performance.

S/N	Item Statement: The principal Ensures that: or the Principal;	n	ΣX	X	S	Remarks
1.	Older teachers mentor the new ones	338	1070	3.17	.913	Agree
	So as to develop ability to give and take criticism.					
2.	Ensure that older teachers help	338	653	1.93	1.037	Disagree
	the new teachers in writing lesson notes	338	653	1.93	1.037	Disagree
3.	Attach new teachers to older ones as	338	1066	3.15	.956	Agree
	Subject questions					
4.	Helps the new teachers in setting	338	1075	3.18	.885	Agree
	questions					
5.	Helps the new teachers in marking	338	1058	3.13	.925	Agree
	questions					
6.	Ensure staff growth in the school	338	620	1.83	1.035	Disagree
	through conferences and seminars					

7.	Increase staff morale to work	338	1062	3.14	.877
Agree					
Cluster/Pooled Mean					19.54
Mean of Item Means					2.79

In Table 1, the mean ratings of the respondents on mentoring strategies employed by principals for effective job performance were displayed. Considering the criterion decision means of 2.50, the result indicated that items 1, 3, 4, 6 and 7 were remarked as agree since their mean scores were above the criterion means of 2.50 while items 2 and 5 were considered as disagree since their mean scores were below the criterion mean of 2.50. Most of the standard deviations were far away from the mean implying that the scores in the distribution are lose to each other and that there is homogeneity among the scores of the respondents. The cluster/pooled mean is 19.54 while the mean of means is 2.79, revealing that the respondents had a strong agreement that the principals apply some mentoring services for effective job performance of the teachers as they ensure that older teachers mentor the new ones so as to develop ability to give and take criticism and attach new teachers to older ones as subject teachers.

Hypothesis 1

HO₁: The mean response score of teachers on mentoring strategies employed by principals for effective job performance is not significantly greater than the criterion mean of 17.5.

Table 2:

Sample size (n), Sample Mean (X), Population Mean (μ), Standard Deviation (S), Standard Error (S.E), Mean Difference (M.D), Cohend-d (d), Degree of Freedom (df), one sample t-test statistics and Decision.

n	X	μ	S	S.E	M.D	d	df	t _{cal}	t _{tab.}	Decision
338	19.54	17.5	2.884	.157	2.036	0.706	337	12.978	1.645	Ho Rejected

In Table 2, the test of hypothesis confirming the result of the research question 1 was displayed. It was indicated in the table that the sample mean is 19.54 and the population mean is 17.5, its subsequent t-calculated value is 19.54 and the population mean is 17.5, its subsequent t-calculated value is 12.978 is greater than the t-tabulated value of 1.645. Hence, rejecting the null hypothesis but its alternative was accepted, entailing that the mean response score of teachers on mentoring strategies employed by principals for effective job performance is significantly greater than the criterion mean of 17.5. This indicates that the difference between the two means is not by chance. This also shows that the mentoring strategies employed by principals for effective job performance is high and significantly above average of the rating. The Cohen-d statistics of 0.706 also confirmed that the effect size of the difference between the mean is medium/moderate.

Principals' involvements of teachers in decision making strategies for effective job performance.

Research Question 2

RQ₂: What are the participatory decision making strategies employed by principals for effective job performance?

Table 3:

Sample size (n), Summation of Scores (ΣX), Mean (μ), Standard Deviation (S) and Remarks for mentoring strategies employed by principals for effective job performance.

S/N	Item Statement: The principal Remarks	n	ΣX	X	S
Ensures that: or the Principal;					
8.	Teachers take part in planning the scheme Disagree of work	338	620	1.83	1.029
9.	Some teachers are involved in Textbook Disagree Selection Committee	338	653	1.93	1.037
10.	All the teacher participate in decision Agree Making concerning administration of internal examination.	338	992	2.93	.922
11.	Teachers participate in disciplinary matters Agree concerning them.	338	1059	3.13	.903
12.	Teachers take part in deciding policies Agree affecting their staff welfare development programme	338	1015	3.00	.942
13.	Allowing teachers to contribute on issues Agree Regarding their discipline	338	970	2.87	.912
14.	Give teachers permission to contribute Agree meaningfully during staff meetings	338	1018	3.01	.808
Cluster/Pooled Mean				18.97	
Mean of Item Means				2.71	

In Table 3, the mean ratings of the respondents on participatory decision making strategies employed by principals for effective job performance were displayed. Considering the criterion decision mean of 2.50, the result indicated that items 10-14 were remarked as agree since their mean score were above the criterion mean of 2.50 while items 8 and 9 were considered as disagree since their means scores were below the criterion mean of 2.50. Most of the standard deviations were far away from the mean implying that the scores in the distribution are close to each other and that there is homogeneity among the scores of the respondents. The cluster/pooled mean is 18.97 while the mean of means is 2.71, revealing that the respondents had a strong agreement that the principals involve teachers in decision making for effective job performance as

they ensure that all the teachers participate in disciplinary matters concerning them and give teachers permission to contribute meaningfully during staff meetings.

Hypothesis 2

HO₂: The mean response score of teachers on participatory decision making strategies employed by principals for effective job performance is not significantly greater than the criterion mean of 17.5.

Table 4:

Sample size (n), Sample Mean (X), Population Mean (μ), Standard Deviation (S), Standard Error (S.E), Mean Difference (M.D), Cohend-d (d), Degree of Freedom (df), one sample t-test statistics and Decision.

n	X	μ	S	S.E	M.D	d	df	t _{cal}	t _{tab.}	Decision
338	18.97	17.5	3.112	.169	1.473	0.474	337	8.705	1.645	Ho Rejected

In table 4, the test of hypothesis confirming the result of the research question 2 was displayed. It was indicated in the table that the sample mean is 18.97 and the population is 17.5, its subsequent t-calculated value is 8.705 is greater than the t-tabulated value of 1.645. Hence, rejecting the null hypothesis but its alternative was accepted, entailing that the mean response score of teachers on participatory decision making strategies employed by principals for effective job performance is significantly greater than the criterion mean of 17.5. This indicates that the difference between the two means is not by chance. This shows that the participatory decision making strategies employed by principals for effective job performance is high and significantly above average of the rating. The Cohen-d statistics of 0.474 also confirmed that the effect size of the difference between the means is small.

Summary of the Findings

The following findings were made from this study;

1. Principals apply some mentoring services for effective job performance of the teachers as they ensure that older teachers mentor the new ones so as to develop ability to give and take criticism and attach new teachers to older ones as subject teachers. Hence, the mentoring strategies employed by principals for effective job performance is high and significantly above average of the rating.
2. Principals involve teachers in decision making for effective job performance as they ensure that all the teachers participate in taking decision on administration of internal examination, disciplinary matters concerning them and are allowed to contribute meaningfully during staff meetings. Hence, the participatory decision making strategies employed by principals for effective job performance is high and significantly above average of the rating.

Recommendations

1. It is recommended that the principal should make more effort to innovate and improve more in the area of staff development strategies in a way that the teachers' job performances will be improved. This can be done by ensuring that

they organize inter-school visitation and demonstration teaching by specialists in different fields of knowledge.

2. It is also recommended that the principal should from time to time assist the teachers to discover more needed materials for teaching. This will help in enhancing their teaching methods and consequently improve students' performance.

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**INFLUENCE OF PRINCIPALS' STAFF PERSONNEL ADMINISTRATION ON
STUDENT'S ACADEMIC PERFORMANCE IN THE PUBLIC SECONDARY SCHOOL**

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ABSTRACT

This study examined the influence of principal's staff personnel in the public secondary schools in Imo State. The descriptive survey design was employed in this study. Three research questions guided the study. The population of the study is made up of 5,047 teachers in Imo State Public Secondary School. The proportionate random sampling technique was adopted in the selection of this sample size of 250 respondents. A researcher – made rating scale was constructed to collect the data. The instrument was validated by three experts. Reliability of the instrument was established using Cronbach alpha method with alpha coefficients of 0.78. Data was analysed using mean. The findings showed that staff personnel administration of such as recruitment and selection of teachers, staff motivation and training of staff/teachers enhances academic performance of public secondary schools in Imo State. The study recommends among others that government should recruit qualified adequate members of teachers. The teachers should be promoted as at when due, this will aid the teachers to put in their best and increase the students academic performance in the public secondary school in Imo State.

Keywords: Principal, Staff, Personnel, administration, academic performance and public secondary school.

Introduction

Secondary Education is very important in Nigeria Education system. It is the stage of formal education that follows primary education and precedes higher education or tertiary education. The personnel staff that are involved in handling secondary school education matters are principals of schools, teachers and non-teaching staff. They work and achieve the role of secondary education as stipulated in the National Policy on Education (FGN 2013) which consist among others, to provide holders of basic education certificate with opportunity for tertiary education irrespective of gender, social status, religion or ethnic background. Educational personnel refer to education specialist trained by universities to work in pre-primary, primary and secondary level of education, including teachers. However, personnel administration is defined essentially as that aspect of public-school administration concerned with the procurement and utilization of human and material resources as well as satisfaction of workers (Nwagbo 2013).

It is also that part of school administration which is concerned with people at work and their relationships with an organization. Personnel administration is essentially the use of human and material resources to achieve the goal of the organization through the establishment of good working relationship between principal and teachers; teacher and students. The principal is the head and chief executive of the secondary school. He controls the administrative matters of the school with the help of the teachers. Staff personnel administration in any school system can make or mar the academic performance of the students in any school. Staff personnel administration involves the meticulous process of recruitment, training, promotion, motivation and discipline of the staff, with a view to raising an efficient workforce capable of achieving educational or organizational goal of any system. The success, or otherwise of students in their academic pursuit in any school is highly dependent on the principal staff personnel administration of the school.

Ogbonna, Okafor and Anayo (2023) stated that without efficient staff personnel administration ensuring that qualified trained and highly motivated teachers are in place, the education goals of the school which include providing enough educated students cannot be achieved. Teachers in any school system are the most potent weapon that the school manager can use to achieve positive academic performance among the students. This can be achieved through the recruitment of adequate number of qualified, trained, experience and motivated teachers in all the subject areas by an efficient principal staff personnel administration in the school.

Oparaji, Ugwe, Chime and Ugochukwu (2021) defined recruitment as the process of advertising available job spaces in an organization or school and selecting from the pool of applicants those considered to be employed to work or teach in schools.

Offer (2018) asserted that recruitment exercise follows job analysis which help the management or education planners to determine the quality and number of teachers to be recruited based on established criteria. At the public secondary school level, recruitment of teachers is the responsibility of the teaching commission (FGN 2013).

Anyagwu (2016) opined that recruitment of teachers follows a proper personnel planning exercise which should define the quality and quantity of teachers needed to fill the academic vacancies in the school. In the opinion of Offer (2010), staff personnel administration does not end with the selection of qualified teachers from the pool of applicants. It also involves the training of those selected to teach, promotion of those that are for promotion and retirement of those due for retirement.

Igumba (2018) opined that successful recruitment of qualified teachers in the school system is usually followed by the proper specification to ensure that teachers are placed in their subject area of specialization. This will ensure easy transfer of knowledge from the teacher to the students, thereby enhancing the academic performance of the students. There is need for proper planning to be carried out before embarking on any recruitment exercise. The number of teachers needed in the various subject areas in the school as well as the qualification of the required teachers must be established, specified before the selection exercise. It is important that teachers recruited should teach subjects they are qualified to teach. This makes for successful

transfer of knowledge to the students who will in turn, improve in their academic performance. The staff personnel administration in the school system should always be guided by the fact that no teacher can give out a knowledge that he does not have. It is also important to recognize the role of training of the teacher in the school system. Through conferences, workshops, seminars and in-service training, the teachers are exposed to modern teaching techniques to improve their teaching skills, which will in turn reflect in the improvement of students' academic performance.

Oku (2009) stated that staff training is a programme designed for the continuing education of the teacher enhance his knowledge, and teaching skill. The teacher is exposed to new teaching method and techniques in his area of specialization. Though in-service training, workshop conferences and seminars, teachers are upgraded to new educational values, norms methodology, which help the teacher improve his teaching skills, resulting in better students' academic performance. Nwosu (2017) stated that constant emphasis on in-service training for teachers has brought out increased interest on skills in staff personnel development. This is because improved skills obtained by teachers during training will help both the principals and teachers to put in their best in teaching the students, and this will bring about effective learning by the students, thus enhancing academic performance.

Motivation of teachers through staff promotions is also an important aspect of staff personnel administration which can lead to improve student academic performance in school. Staff promotions is referred to as the advancement or upward movement of an employee within an organization to a higher job position or rank which carries responsibility, authority and potentially higher salary or benefit (Jacob, 2024). Staff promotions result in movement of worker "up the ladder" from his existing grade level in the job and such upward movement comes with increased responsibilities, new expectations, new increased authority, with attendant monetary compensation and other benefits. This strategy should be well emphasized in staff personnel administration as a way of motivating the teachers to put in their best in order to stimulate better academic performances among the students.

Ezepue (2015) stated that a run-away teacher leaves his teaching job because of poor working conditions, poor remuneration and lack of recognition. Also, Ikediugwu (2017) opined that when teachers are recognized and rewarded for their excellent job, and provided with sufficient working tools, truancy and nonchalant attitude on the part of the teachers will be greatly reduced, thus leading to improved academic performance.

Oparaji, Ugwude, Chime and Ugochukwu (2020) stated that students' academic performance refers to the result of the terms or session and that the quantity and quality of teachers in a school determine, to a great extent the quality of academic achievement of the student at the end of the term or session. Thus, an effective staff personnel administration which takes into consideration the recruitment, training and welfare of teachers should be the panacea for all students' poor academic performances. Furthermore, as a way of improving the performance of teaching staff, it is necessary that newly recruited teachers be given orientation in order to familiarize with his job specifications.

Anukam, Okunamiri and Ogbonna (2010) described orientation as a process of familiarizing an employee with all aspects of his immediate work situation. It is the responsibility of the principal of the school to introduce the new staff or teacher to the school community until the teacher posted to the school becomes acquainted with his new physical and social environment of the school. In line with this, Jainyoba (2014) and Udeozor (2014) emphasized the need for orientation of the newly recruited teachers as this will make the teacher to easily adjust and speedily settle down to his new job.

Staff discipline is another important aspect of staff personnel administration. It is expected that staff members and students of a school should adhere to the rules and regulations of the school, respect constituted authority and responsibly and willingly discharge their duties and responsibilities. This helps to establish cordial teacher-teacher, teacher-student and student-student relationship, thereby creating a conducive teaching- learning environment which promotes the students potentials to learn and achieve more academic performance.

Uchechi (2014) opined that some staff sometimes, have the tendency to go contrary to the school rules and regulations by showing some uncourt behaviours which include among others, lateness to school and class lessons, absenteeism; truancy; laziness and quarrelling with colleagues. It is the responsibility of the staff personnel administration, and the secondary school, the principal of the school to call the teacher to order with a view to ensuring the creation of a school environment conducive to teaching and learning, which will in turn stimulate greater student's academic performance.

Statement of Problem

It is expected that in every public secondary school in Imo State, should be equipped with human and material resources to facilitate teaching and learning so as to achieve its educational goals. Despite this, public secondary schools in Imo State face challenges in staff personnel administration which may affect teaching and learning outcomes. Thus, there are inefficient recruitment processes that compromise teacher quality, poor motivation and low morale among teachers which may hinder productivity and inadequate training and personnel development opportunities affect teaching effectiveness. These challenges contribute to inefficient resources utilization, affecting academic performance of students. It is on this premise that the researcher investigates the staff personnel administration and student academic performance in the public secondary school in Imo State.

The Purpose of Study

The general purpose of this study is to ascertain staff personnel administration and students' academic performance in the public secondary school in Imo State. Specifically, the study investigated

1. the ways teachers' recruitment can enhance students' academic performance in the public secondary school in Imo State
2. the influence of training and development of teachers teaching effectiveness

3. the ways/impact teachers' appraisal and promotion enhances the academic performance of public secondary schools in Imo State.

Research Questions

The following research questions guided the study

1. What are the ways staff/ teachers recruitment enhance the academic performance of public secondary school in Imo State?
2. In what ways does training and development of teachers influence teachers teaching effectiveness in the Public Secondary School in Imo State
3. What are the ways teachers appraisal and promotion enhance the academic performance of secondary school students in Imo State

Methodology

The discipline survey research design was employed to guide the study, three research questions were raised for the study. A total of 5047 teachers in the public secondary school in Imo State formed the target population of the study. The proportionate random sampling technique was adopted in the selection of 250 teachers/respondent. A researcher made rating scale was constructed by the researcher and titled (IPSPASAPPSS). Influence of principals' staff personnel administration on students' academic performance in public secondary school was used for collection of data. The instrument was assigned a four-point response scale of strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD) which has corresponding numerical values of 4 3 2 and 1. The instrument was validated by 3 experts, one from measurement and evaluation and two from department of management and planning in the faculty of education, Imo State University. The reliability of the instrument was determined using Cronbach alpha method and it yielded a coefficient index of 0.78. Mean rating and standard deviation was used to answer the research questions. The data decision was based on mean score of 2.50 as cut-off point. That is to say that any item with value less than 2.50 was regarded as "Disagree" while items with mean of 2.50 and above were regarded as "Agree"

Results

The results are derived from answering of research questions that guided the study.

Research Question One

What are the ways teachers recruitment enhance academic performance of public secondary school in Imo State?

Table 1 The mean rating and standard deviation of the ways teachers recruitment enhance academic performance of public secondary school in Imo State

S/N	Item	SA	A	D	SD	M	SD	RMKS
1	Student academic performance are enhance by adequate number of qualified teachers recruited	123	72	35	20	3.19	0.30	Agree
2	They teach completely and help students interact with the contents of their curriculum	100	65	45	50	2.94	0.20	Agree
3	Teacher recruitment can enhance students assimilation	125	70	40	15	3.22	0.32	Agree
4	Teachers are recruited in their areas of specialization in other to enhance students' performance in their subject areas	87	80	43	50	2.89	0.18	Agree
5	Students' performance are improved by timely teacher recruitment	100	80	40	30	3.00	0.22	Agree
Aggregate mean and cluster mean		3.14						

The table above presents the mean response of teachers on the ways teachers recruitment enhances academic performance of students. From the data presented, it is observed that teachers agreed on all the item with the overall mean of 3.14, which is above criterion of 2.50. This indicates that the teachers are on the view that recruitment of teachers as one of the principals' staff personnel administration, which enhances academic performance of students in the public secondary schools in Imo State.

Research Question 2

In what ways does training and development of teachers influence teachers teaching effectiveness in the public secondary school in Imo State

Table 2: The mean rating and standard deviation of the ways training and development of teachers influence teachers teaching effectiveness in the Public Secondary School in Imo State

S/N	Item	SA	A	D	SD	M	SD	RMKS
1	Teachers are exposed to workshop, in-service training/ seminars	115	80	40	15	3.18	0.31	Agree
2	Teachers are exposed to modern teaching methods	132	60	38	20	3.27	0.33	Agree
3	Teachers are exposed to new teaching skills	100	100	24	26	3.96	0.27	Agree
4	Teachers are exposed to ICT tools in teaching various subject areas	107	93	14	36	3.08	0.26	Agree
Aggregate mean and cluster mean		3.35						

The data on table 2 above shows the respondents opinion on the way training and development of teachers influences teachers' teaching effectiveness in public secondary schools. The data indicated that all the items were accepted even the cluster mean of 3.35 was found to be above the benchmark of 2.50. this implies that training and development of teachers influences teachers' teaching effectiveness in Imo State Public Secondary School

Research Question 3

What are the ways teacher's appraisal and promotion enhance the academic performance of Public Secondary School students in Imo state?

Table 3

The mean rating and standard deviation of the ways the teachers appraisal and promotion enhance the academic performance of Secondary School Students in Imo State

S/N	Item	SA	A	D	SD	M	SD	RMKS
1	Teachers are motivated by promoting them as at when due	131	54	37	34	3.18	0.31	Agreed
2	Recognition and award giving encourages the teacher to put in more effort in enhancing students performance	100	104	22	24	3.12	0.28	Agreed
3	New increase in responsibility and authority motivates teachers in putting their best in teaching	110	85	35	20	3.14	0.29	Agreed
4	Recognition stimulates teachers to put in their best in improving academic performance of students	97	85	40	28	3.00	0.22	Agreed
Aggregate mean and cluster mean		3.11						

Table 3

Data shows that all the respondents' items were acceptable with all the mean levels above the 2.50 criterion benchmark. The cluster mean is given as 3.11. Therefore appraisal and promotions of teachers enhances academic performance of Public Secondary School students in Imo State.

Discussion of Findings

The result obtained from research question one above shows recruitment of teachers as one of the Principals' Staff Personnel Administration that enhances academic performance of public secondary school students in Imo State. This is in line with Igumba (2018) who stated that successful recruitment of qualified teachers in the school system ensures easy transfer of knowledge from teachers to students, thereby enhancing the academic performance of students. The recruitment of qualified teachers in their area of specialization and in their adequate numbers, ensures smooth transfer of knowledge to students, who in turn perform better academically.

Research question two revealed the way training and development of teachers influence teachers' teaching effectiveness in public secondary school system in Imo State. This is in agreement with both Oku (2009) and Nwosu (2017) who inferred that training exposes teachers to new methodologies and teaching skills which improve teachers teaching effectiveness. Training and re-training of teachers through in-service training, seminars, and workshop, expose the teachers to new methodologies and teaching skills which enables them teach better and transfer knowledge to students, thereby improving academic performance of students.

The result of table three shows that teachers' appraisal and promotion enhance academic performance of public secondary school students in Imo State. This is in agreement with both Ezepe (2015) and Ikediugwu (2017) which asserted that teachers who are motivated through promotions and awards for their good performances are more likely to put in their best in their job thereby stimulating better academic performance among the students.

Teachers who are by the way of promotions assured of their upward movement in their job, with adequate monetary compensation, are usually motivated for effective teaching which will in turn stimulate better academic performance in the students. Such teachers will surely avoid truancy, and nonchalant attitude towards their duties.

Recommendations

1. The government should recruit qualified and adequate number of teachers needed for school administration.
2. Training and retraining programmes should be organized for the teachers to improve their teaching skills.
3. The government should ensure that teachers are duly promoted as at when due, in other to motivate them to put in their best in their duties.

Conclusion

Principal's staff personnel administration is a key in the realization of school objectives. Principals' staff personnel administration will promote the extent of teachers' performance to improve the student's academic performance in the secondary school in Imo State, hence this study concludes that Principals' staff personnel administration enhances student academic performance in the public secondary school in Imo state.

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**TEACHERS' DISCIPLINARY APPROACHES AS CORRELATES OF
CLASSROOM MANAGEMENT EFFECTIVENESS IN OWERRI EDUCATION
ZONE I OF IMO STATE**

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ABSTRACT:

This study investigated the relationship between teachers' disciplinary approaches and classroom management effectiveness in Owerri Education Zone I of Imo State. A descriptive survey design was employed, and a sample of 120 teachers from 20 public secondary schools in the zone participated in the study. Data were collected using a standardized questionnaire and analyzed using Pearson Product Moment Correlation coefficient. The results revealed a significant positive relationship between teachers' disciplinary approaches and classroom management effectiveness. Specifically, the findings showed that teachers who employed positive disciplinary approaches, such as praise and reward, had more effective classroom management. The study concluded that teachers' disciplinary approaches are crucial correlates of classroom management effectiveness. It recommended that teachers should be trained on effective disciplinary approaches to enhance classroom management.

Introduction

Education serves as a fundamental tool for shaping individual character in the context of national development. It represents a lasting transformation in behavior resulting from learning and encompasses all deliberate or incidental efforts made by society to achieve defined objectives that address both individual and collective needs (Anyagwu, 2022). Furthermore, education includes all activities aimed at enhancing the intellectual and cognitive abilities of learners. As a means of character development and a catalyst for national socio-economic progress, it is essential for society to prioritize the advancement of its educational system. For education to bring about meaningful change within society, the role of teachers is paramount. Teachers are recognized as vital components in the effective functioning of schools. This is why Oku, Emenalo, and Okeke (2023) assert that teachers are integral to the success of any nation's educational framework. The execution of educational policies and the achievement of established

educational goals occur at the institutional level, where teachers play critical and irreplaceable roles. Thus, it is not an exaggeration to claim that they are the most significant educational resource for fostering positive behavior among schoolchildren. As Ogunna (2020) states, the teacher is the central figure that propels the teaching-learning process within the classroom. To ensure effectiveness in this process, discipline and order are essential for achieving effective classroom management.

The cultural diversity of the learners presents challenges for teachers in fulfilling their responsibilities. Many students originate from backgrounds where disobedience, conflict, theft, fraud, sexual harassment, and other unlawful behaviors are prevalent. Such issues can hinder effective classroom control and management, thereby impacting instructional quality. Consequently, it is essential for teachers to implement various disciplinary strategies to achieve effective classroom management. According to Seltert and Voruberg (2021), discipline is defined as a structured form of guidance provided to students to adhere to a specific code of conduct. It represents a systematic approach that educators utilize to regulate student behavior, ensuring a supportive teaching and learning environment.

Teachers' disciplinary methods encompass a range of strategies, rules, and behavioral interventions designed to regulate student conduct and maintain order within educational settings. The primary objective of these approaches is to foster a safe environment conducive to learning. According to Sassion (2022), the two principal aims of discipline are to ensure the safety of both staff and students and to cultivate an atmosphere that supports effective learning. It is essential to recognize that students from diverse backgrounds, orientations, and characteristics may display a variety of behaviors that can lead to disciplinary challenges detrimental to the educational process. Disruptions and misbehavior in classrooms often arise from the artificial nature of the environment, where children from different backgrounds are assembled and instructed through specific methods within a confined space. In such an atypical setting, a wide range of behaviors can emerge. Additionally, classroom management, a critical element in establishing a supportive learning environment, is characterized by Brophy and Good (2019) as the clear articulation of behavioral and academic expectations to promote both academic and social growth among learners. This concept encompasses the strategies employed by educators to ensure that daily lessons proceed effectively, even in the face of student disruptions.

Evertson and Worshen (2021) assert that a teacher's proficiency in classroom management is fundamental to achieving effective teaching and learning outcomes. However, classroom management extends beyond simply preventing disruptions; it involves creating a structured environment that supports uninterrupted teaching and learning activities. This process includes the planning, organization, direction, and coordination of both educational resources and students to foster effective learning.

In her research, Oku (2015) highlights that in a classroom lacking proper management, students tend to exhibit disorderly and disrespectful behavior due to the absence of established rules and procedures. In such environments, chaos often prevails, hindering teachers' efforts to instruct and resulting in students learning less than their potential. Conversely, a well-managed classroom is characterized by order, discipline, and effective teaching and learning. The effectiveness of classroom management is defined by the optimal use of human and material resources, as well as the curriculum, to facilitate successful teaching and learning processes, thereby achieving school objectives and enhancing the quality of education nationwide. Thus, effective classroom management

encompasses teacher behaviors and actions that cultivate an environment conducive to optimal teaching and learning, including disciplinary measures, daily routines, seating arrangements, and lesson preparation and delivery.

Amaechi (2015) further associated discipline with the culture and climate of educational institutions. He asserted that a certain degree of discipline is essential to foster a positive environment within the school. In an environment characterized by indiscipline, including bullying, intentional misbehavior, disobedience, and a refusal to adhere to authority, the effectiveness of teaching and learning becomes highly uncertain. It is widely acknowledged that the successful operation of a classroom significantly relies on the level of discipline maintained.

Consequently, educators must recognize that their primary responsibility in the educational sphere is to achieve the essential goals and aspirations of the system. The ambitious objectives outlined in the national education policy can only be fulfilled in a teaching and learning environment that is marked by discipline and order.

This perspective aligns with Anugom's (2023) assertion that discipline is crucial for effective classroom management and the attainment of national educational goals. Therefore, it is vital for teachers to implement disciplinary strategies such as preventive measures, reinforcement of acceptable behavior, counseling, instruction, stress-free discipline, and, where necessary, corporal punishment to ensure effective classroom management and enhance the teaching and learning experience. This necessitates a connection between disciplinary methods and the effectiveness of classroom management.

Purpose of the study

The main purpose of this study is to correlate teachers' disciplinary approach to their classroom management effectiveness in Anambra state. Specially, the study sought to find out the, relationship between:

1. Discipline without stress disciplinary approach and classroom management effectiveness of teachers;
2. Counseling disciplinary approach and classroom management effectiveness of teachers;

Research Questions

The following research questions are posed to guide the study:-

1. What is the relationship between discipline without stress disciplinary approach and classroom management effectiveness of teachers?
2. What is the relationship between counseling disciplinary approach and classroom management effectiveness of teachers?

Hypotheses

The following null hypothesis were formulated and tested at 0.05 level of significance.

H0₁: There is no significant relationship between discipline without stress approach and classroom management effectiveness.

H0₂: There is no significant relationship between counseling disciplinary approach and classroom management effectiveness

Analysis

In this chapter, the researcher presented the analysis of data collected for the study. The presentation is according to the research questions and hypotheses.

Answers to Research Questions

Research Question One: What is the relationship between discipline without stress disciplinary approach and classroom management effectiveness of teachers?

Table 1: Correlation coefficient between discipline without stress disciplinary approach and classroom management effectiveness of teachers

Variables		Σ
Classroom management effectiveness		49179
Discipline without		6622
n	R	Decision
250	0.01	Very Low Relationship

Table 1 shows the correlation coefficient between discipline without stress disciplinary approach and classroom management effectiveness of teachers. The result indicated that n is 450 and Pearson r is 0.01. The result shows that r of 0.01 is very low, concluding that there is a very low relationship between discipline without stress disciplinary approach and classroom management effectiveness of teachers.

Research Question Two: What is the relationship between counseling disciplinary approach and classroom management effectiveness of teachers?

Table 2: Correlation coefficient between counseling disciplinary approach and classroom management effectiveness of teachers

Variables		Σ
Classroom management effectiveness	56	49179
Counseling disciplinary		6607
n	R	Decision
450	0.23	Very Low Relationship

Table 2 shows the correlation coefficient between counseling disciplinary approach and classroom management effectiveness of teachers. The result indicated that n is 450 and Pearson r is 0.23. The result shows that r of 0.23 is low, concluding that there is a low relationship between counseling disciplinary approach and classroom management effectiveness of teachers.

Test of Hypotheses

Hypothesis One

H₀₁: There is no significant relationship between discipline without stress approach and classroom management effectiveness.

Table 6: Summary oft-test of significance of Pearson (r) analysis of the significant relationship between discipline without stress approach and classroom management effectiveness

Variables						Σ
Classroom management effectiveness						49179
Discipline without stress						6735
n	r	α	df	t _{cal}	t _{tab}	Decision
450	0.01	0.05	448	0.30	1.96	Fail to Reject H ₀

Summary of t-test of significance of Pearson (r) analysis on table 6 shows that the calculated t-cal of 0.30 is less than the tabulated t-tab of 1.96 at 0.05 level of significance, with degree of freedom of 448, the null hypothesis is therefore not rejected, concluding that there is no significant relationship between discipline without stress approach and classroom management effectiveness.

Hypothesis Two

H₀₂: There is no significant relationship between counseling disciplinary approach and classroom management effectiveness

Table 7: Summary oft-test of significance of Pearson (r) analysis of the significant relationship between counseling disciplinary approach and classroom management effectiveness.

Variables						Σ
Classroom management effectiveness						49179
Counseling disciplinary						6607
n	r	α	df	t _{cal}	t _{tab}	Decision
450	0.23	0.05	448	5.02	1.96	Fail to Reject H ₀

Summary of t-test of significance of Pearson (r) analysis on table 7 shows that the calculated t-cal of 5.02 is greater than the tabulated t-tab of 1.96 at 0.05 level of significance, with degree of freedom of 448, the null hypothesis is therefore not accepted, concluding that there is significant relationship between counseling disciplinary approach and classroom management effectiveness.

Summary of the Findings

From the above analysis, the following findings were made:

1. There is a very low relationship between discipline without stress disciplinary approach and classroom management effectiveness of teachers.
2. There is a low relationship between counseling disciplinary approach and classroom management effectiveness of teachers.
3. There is a very low relationship between preventive disciplinary approach and classroom management effectiveness of teachers.

Recommendations

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

1. Teachers should take time to study the behaviour of students in order to help them adjust to classroom learning.
2. There should be re-orientation by way of counselling in secondary schools to fight against manifested disciplinary problems.
3. Parents are the primary custodians of morality and value system, therefore, they should collaborate with teachers in the quest of training children/ students to behave adequately well and obey school rules and regulations.

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MANAGEMENT OF STAFF MENTORSHIP A CORRELATE OF TEACHERS' EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN OWERRI EDUCATION ZONE I, IMO STATE

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Abstract

The study was carried out to investigate management of staff mentorship as correlate of teachers' effectiveness in public secondary schools in Owerri education zone I, Imo state. two research questions were raised to guide the study and two null hypotheses formulated and tested at 0.05 level of significant. The researcher adopted a correlation research design. The population is 2,309 teachers and principals (which comprised 2165 teachers and 144 principals) in all the seventy-six public secondary schools for the study. The researcher sampled 231 respondents (which comprised 217 teachers and 14 principals) for the study. Proportionate random sampling technique was used to select the number of schools, teachers and principals for the study. The instruments that were used for data collection are: "Staff Mentorship Rating Scale" (SMRS) for Teachers and "Teachers Effectiveness Rating Scale" (TERS) for Principals. The instruments were validated by three specialists from faculty of education and found reliable at the indices of 0.75 and 0.72 respectively. The findings of the study revealed: There is a high significant relationship between offering of expertise advice on students discipline and teachers' effectiveness in public secondary schools in Owerri Education Zone I, Imo State; The relationship between sharing of knowledge on evaluation/report of students' progress and teachers' effectiveness in public secondary schools in Owerri Education Zone I, Imo State is highly significant. It was recommended that: School management should create atmosphere that encourage mentoring for the teachers so as to ensure longevity in the profession and improvement in productivity; Mentors should engage in psychological support and strive to always listen and show their subordinates that they care about their work-life demands for the improvement of job performance.

Keywords: Expertise advice, Knowledge sharing, Staff mentorship, Teachers effectiveness

Introduction

The growth and success of every education system depend to a great extent on the work attitude and effectiveness of her teachers that constitute the education system. Categorically, this agrees with the assertion that no education system can rise above the quality of her teachers (FRN, 2013). According to Baba as cited in Ojei (2019), this underscores the relevance of the teacher as a key factor in the education industry that invariably determines national development. Teachers occupy strategic and pragmatic position in the running of the nation's education system and therefore should be placed top in the nation's order of priorities in terms of motivating them to work. By this, the objectives of education would be easily realized since education is the only way to national development.

In most countries of the world, education has been considered very important for personal and societal development. It is in view of this indispensable role of education to man and modern society that various declarations on education have been made at both the national and global levels. Indisputably, education is the fundamental process by which every individual, community or nation and the society in general develop and attain the expected height or set goals, no wonder the FRN (2013) maintained that education is an instrument par excellence for effecting national development. In the light of this, no amount or input in the provision of education could be said to be too much.

The entire education system is narrowed down to the school as a formal organization. The school has administrative heads or managers at different levels namely: Primary, Secondary and Tertiary (Okpe, 2016). At the primary and secondary levels, they are called Head Teacher and Principals, respectively. At the tertiary level, the Head of the University is called the Vice-Chancellor. In the polytechnic, they are called 'Rectors' while in the colleges of education, they are called 'Provosts,' (Okpe, 2016). For the goal of education to be realized according to Opatha (2020), a nation such as Nigeria must fall back to these heads of schools in their management capabilities. This is because the principles and practices of education are carried out in the school and the heads must show high level of managerial competence for the schools to achieve their goals and the goals of education in general.

The successes and failures of the Nigeria education system greatly rely on the management competences of the secondary school heads (Iloabuchi, Abraham, & Afangideh, 2020). The secondary school is a complex social organization and the principals are faced with numerous management tasks. Such management functions include planning, organizing, directing, supervising, evaluating, decision-making, communicating, motivating, selecting people and more importantly is mentorship (Eketu & OgbuEdeh, 2023).

Mentoring has been regarded as one of the learning methods used to enhance individuals learning and development in all spheres of life. The learning process begins from the day we were born, the first steps we took and it continues throughout our lives in order for us to be successful (Klasen & Clutterbuck, 2021). Mentorship is a protected relationship in which a more knowledgeable or experienced person guides and nurtures the professional development or growth of another, outside the normal manager/subordinate line management. Mentorship programs can be found in various settings like educational institutions, non-profit organizations, and community groups (also incorporate mentoring). They can focus on various objectives, from career development and skill enhancement to personal growth and specific life challenges.

The success of a school often hinges on the commitment and compatibility of the mentor-mentee pairing of the management and staff, as well as the support and resources provided by the school to improve its staff. Staff is a group of eligible candidates employed in the organization or company for specific positions (Kalkavan & Katrinli, 2019). In management, the meaning of staffing is an operation of recruiting the employees by evaluating their skills, knowledge and then offering them specific job roles accordingly. Improving the staff efficiency in an organization requires staff mentorship.

Staff mentorship is the provision of employees with the opportunity to develop and become more competent in their roles as well as prepare for growth opportunities in the future. It helps organizations attract, retain, and engage their top talent. Staff mentorship also help companies trying to implement new initiatives or recruit diverse talent. It enables staff to acquire skills needed to progress successfully in their work environments. In the view of Okurame (2019), staff mentorship refers to a professional relationship in which an experienced employee (mentor) provides guidance, support, and advice to a less experienced employee (mentee) in an organization. The mentor shares their knowledge, expertise, and experience with the mentees to help them develop their skills, achieve their goals, and advance their careers.

Management of staff mentorship is one of the indicators of maintaining improving quality in school standard and improvement of effectiveness in the discharge of the duties of teaching and non-teaching staff. It is an essential means of ensuring that the improvement attained through the period of mentoring is effectively followed up to achieve a balance in teachers' commitment to their job delivery (Ayşe, Cevdet & Halil, 2018). Iloabuchi, Abraham and Afangideh (2020) opined that management of staff mentorship is the checkmating of the provision of technical support, sharing of knowledge, offering of support, evaluation/report of students' progress, serve as a role model, maintenance of contact, sharing of personal goal, keeping an active line of communication, offering of expertise advice, and open to learning. Thus, drawing from the above assertion, the management of staff mentorship considered in this study are offering of expertise advice, sharing of knowledge, provision of technical support and keeping an active line of communication.

Offering expertise advice means giving guidance or recommendations based on specialized knowledge or skills in a particular field. It involves sharing insights, experiences, and best practices to help others make informed decisions or solve problems. This means providing teachers with expert advice and guidance on how to effectively manage student behavior and maintain a positive learning environment. This could include: Techniques for organizing the classroom, setting clear expectations, and establishing routines; Strategies for rewarding good behavior and motivating students; Methods for addressing and resolving conflicts between students in a constructive way; Strategies for communicating clearly and respectfully with students; Insights into the underlying causes of misbehavior and how to address them and Guidance on implementing school-wide discipline policies and procedures.

Knowledge sharing is the act of exchanging information, insights, and expertise with others. It can be done verbally, in writing, or through digital platforms. The purpose of knowledge sharing is to help people learn and grow, and to foster innovation and collaboration. Tremblay (2024) defined Knowledge sharing as the exchanging of information and expertise from one individual or group to another. It involves both giving information, such as experience, ideas, and data, and receiving it. The primary purpose of knowledge

sharing is to foster innovation and collaboration to improve productivity, increase efficiency, reduce costs, and ultimately achieve organizational goals. In support of the above Adela (2021) opined that knowledge sharing in the workplace can increase productivity, social interaction, and trust among the team.

Teacher effectiveness is the degree to which the teacher is able to engage learners and impact student learning. It is the impact that classroom factors, such as instructional practices, teacher expectations, classroom organization, and use of classroom resources, have on students' achievement. This definition describes what happens in the classroom, but the measure of effectiveness is still student performance. In a simple term, Chisunum (2018) defined teachers' effectiveness as the practical out- puts of teaching. These outputs are quantitative student, learning, as calculated by value-added assessments (which. measure how much a specific teacher improves an individual student). Teacher effectiveness can have a significant impact on a student's social, emotional and academic development. Teachers role is vital in ensuring students achieve the best possible outcomes. It is always cushioned by the support of good schools that creates cultures that prioritize professional development. Anyanwu and Abe (2023) agreed that the one-on-one mentorship programme was common amongst secondary schools in Obio/Akpor Local Government Area, and that mentoring has as great influence on beginning teachers service delivery.

It is on this premise that the researcher carried out the investigation on management of staff mentorship as correlate of teachers' effectiveness in public secondary schools in Owerri education zone I, Imo state.

Statement of the problem

The present-day status of Nigeria educational system seems not to be enjoying the good standard witnessed in the past in terms of staff effectiveness in the discharge of their duties in schools. Some of the staff (teachers) employed in our secondary schools in recent times to work, lack the expertise to carry out their duties diligently. This can be seen in their poor work attitude and their unprofessional work delivery. It is quite unfortunate that in most schools in Imo state visited by the researcher, she noticed that the teachers hardly spend time in the classroom teaching, some that do, do not convey the content of the subject matter effectively, as a result of limited knowledge they have in their job delivery.

However, these lapses draw the researcher's interest to ask the question, could it be that the teachers are not well mentored on the ethics of the teaching profession? Could it be that the school management do not give room for staff mentorship? These questions necessitated the researcher's interest to ask how does management of staff mentorship relate to teachers' effectiveness in public secondary schools in Owerri education zone I, Imo state.

Scope of the study

This study was carried out in public secondary schools in Owerri Education Zones I of Imo State. It focused on management of staff mentorship as correlate of teachers' effectiveness. The study sought to address some variables of management of staff mentorship such as: offering of expertise advice and, sharing of knowledge, as it correlates to teachers' effectiveness.

Purpose of the Study

The general purpose of this study is to investigate management of staff mentorship as correlate of teachers' effectiveness in public secondary schools in Owerri education zone I, Imo state. Specifically, the study was set out to:

1. ascertain the coefficient of correlation between offering of expertise advice on students discipline and teachers' effectiveness in public secondary schools in Owerri Education Zone I, Imo State.
2. examine the coefficient of correlation between sharing of knowledge on evaluation/report of students' progress and teachers' effectiveness in public secondary schools in Owerri Education Zone I, Imo State.

Research Questions

The following research questions guided the study.

1. What is the coefficient of correlation between offering of expertise advice on students discipline and teachers' effectiveness in public secondary schools in Owerri Education Zone I, Imo State?
2. What is the coefficient of correlation between sharing of knowledge on evaluation/report of students' progress and teachers' effectiveness in public secondary schools in Owerri Education Zone I, Imo State?

Hypotheses

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

- H0₁:** The coefficient of correlation between offering of expertise advice on students discipline and teachers' effectiveness in public secondary schools in Owerri Education Zone I, Imo State is not significant.
- H0₂:** The coefficient of correlation between sharing of knowledge on evaluation/report of students' progress and teachers' effectiveness in public secondary schools in Owerri Education Zone I, Imo State is not significant.

Methodology

The design for this study is correlation research design. The sample for the study is 231 respondents (which comprised 217 teachers and 14 principals) for the study. This represents 10% of the population of teachers and principals from Owerri zone I for the study. The researcher used proportionate random sampling technique to select the number of schools, teachers and principals for the study. The instruments that were used for data collection are: "Staff Mentorship Rating Scale" (SMRS) for Teachers and "Teachers Effectiveness Rating Scale" (TERS) for Principals. The instrument for SMRS was used to rate teachers, while the TERS instrument was used to rate principals. To ensure the reliability of the instruments, 40 copies of the rating scales were distributed to 20 principals and 20 teachers across 5 public secondary schools in Imo State, who were not part of the sample. The responses from the participants were compiled and analyzed to calculate the reliability coefficient using Pearson's correlation (r). The findings revealed reliability indexes of 0.75 and 0.72 for the SMRS, demonstrating a high level of internal consistency for the research instrument. Research questions were answered using Pearson (r) statistics thus indicating the coefficient of

relationship between the variables in the study while the hypotheses were tested with t-test of significance of simple correlation statistics thus indicated the “significance” or “non-significance” of the extent of relationship existing between the variables. The hypotheses were tested at 0.05 level of significance.

RESULTS

Research Question 1: What is the coefficient of relationship between offering of expertise advice on students discipline and teachers’ effectiveness in public secondary schools in Owerri Education Zone I, Imo State?

Table 1: result of coefficient of relationship between offering of expertise advice on students discipline and teachers’ effectiveness in public secondary schools

	n	r	LR	DR	Remark
Teachers’ effectiveness	231	0.679	high	positive	high relationship
Offering of expertise advice	231				

Sample Size (n), Pearson (r), Level of Relationship (LR), and Direction of relationship (DR)

Table 1 revealed the coefficient of relationship between offering of expertise advice on students discipline and teachers’ effectiveness in public secondary schools in Owerri Education Zone I, Imo State. Also, the sample size of 231 and a correlation result of 0.679 were revealed. Hence, it shows that there is a high coefficient of relationship between offering of expertise advice on students discipline and teachers’ effectiveness in public secondary schools in Owerri Education Zone I, Imo State.

H0₁: There is no significant coefficient of relationship between offering of expertise advice on students discipline and teachers’ effectiveness in public secondary schools in Owerri Education Zone I, Imo State is not significant.

Table 2. Summary of t-test of significance of Pearson (r) analysis

N	r	α	df	t _{cal}	t _{tab}	Decision
231	0.679	0.05	229	20.61	1.96	Reject H ₀

Table 2, revealed that the sample size of the study was 231, the mean score was 0.679 with a degree of freedom of 229. The t-test of significance of Pearson (r) analysis with t-calculated of 20.61 and t-tabulated of 1.96 at 0.05 level of significance revealed that t-calculated is greater than t-tabulated. Hence, the null hypothesis is rejected. The result indicates that there is high significant coefficient of relationship between offering of expertise advice on students discipline and teachers’ effectiveness in public secondary schools in Owerri Education Zone I, Imo State.

Research Question 2: What is the coefficient of relationship between sharing of knowledge on evaluation/report of students' progress and teachers' effectiveness in public secondary schools in Owerri Education Zone I, Imo State?

Table 3: result of coefficient of relationship between sharing of knowledge on students evaluation/report of students' progress and teachers' effectiveness in public secondary schools

	N	r	LR	DR	Remark
Teachers' effectiveness	231	0.723	high	Positive	high relationship
Sharing of knowledge	231				

Sample Size (n), Pearson (r), Level of Relationship (LR) and Direction of relationship (DR)

Table 3 shows the relationship between sharing of knowledge on evaluation/report of students' progress and teachers' effectiveness in public secondary schools in Owerri Education Zone I, Imo State. The sample size of 231 and a coefficient of correlation result of 0.723 were revealed. With the coefficient result of 0.723, it shows that there is a high coefficient of relationship between sharing of knowledge on evaluation/report of students' progress and teachers' effectiveness in public secondary schools in Owerri Education Zone I, Imo State.

H0₂: The coefficient of relationship between sharing of knowledge on evaluation/report of students' progress and teachers' effectiveness in public secondary schools in Owerri Education Zone I, Imo State is not significant .

Table 4. Summary of t-test of significance of Pearson (r)

N	r	α	df	t _{cal}	t _{tab}	Decision
231	0.723	0.05	229	21.90	1.96	Reject H ₀

Table 4, revealed that the sample size of the study was 231, the coefficient of correlation was 0.723 with a degree of freedom of 229. The t-test of significance of Pearson (r) analysis with t-calculated of 21.90 and t-tabulated of 1.96 at 0.05 level of significance. Since t-calculated is greater than t-tabulated, the null hypothesis is rejected. The result shows that there is a significant relationship between sharing of knowledge on evaluation/report of students' progress and teachers' effectiveness in public secondary schools in Owerri Education Zone I, Imo State.

Discussion of Findings

The findings revealed that there is a high relationship between offering of expertise advice on students discipline and teachers' effectiveness in public secondary schools in Owerri Education Zone I, Imo State. The finding agrees with the investigation of Odunayo (2022) on the effect of mentoring on employee performance of selected small and medium scale enterprises in Lagos State, Nigeria. The study found that through apprenticeship training, the employees are able to improve their productivity. In addition, the study found that coaching had a significant influence on employee commitment. the study also found that through employee orientation, the employees are able to improve their citizenship behaviour in the organization.

It was revealed in this study that there is a high relationship between sharing of knowledge on evaluation/report of students' progress and teachers' effectiveness in public secondary schools in Owerri Education Zone I, Imo State. The finding corroborates with the findings of Opara and Odu, (2019) on mentoring and employees' commitment in manufacturing firms in Port Harcourt. The study revealed that mentoring ignites and sustains employees' commitment. Stona (2017) examined the impact of mentoring on knowledge sharing in the steel manufacturing industry. The findings indicated that people in formal mentoring program enjoy helping others; informal mentoring is positively related to organizational rewards; knowledge sharing was found to be positively significantly related to enjoyment in helping others and knowledge self-efficacy; and that people with high knowledge self-efficacy are more oriented to helping others.

Recommendations

The study recommends as follows:

- i. School management should create atmosphere that encourage mentoring for the teachers so as to ensure longevity in the profession and improvement in productivity.
- ii. Mentors should engage in psychological support and strive to always listen and show their subordinates that they care about their work-life demands by sharing knowledge of idea for the improvement of job performance.

Conclusion

In conclusion, this study has demonstrated a significant correlation between effective mentorship and teacher performance in public secondary schools. Mentorship, as a strategic staff management tool, plays a crucial role in enhancing teacher competence, job satisfaction, and overall instructional effectiveness. By offering expertise advice, sharing knowledge, providing guidance, support, and professional development opportunities, mentors empower teachers to improve their pedagogical skills, classroom management techniques, and student engagement strategies.

The findings of this research highlight the importance of implementing robust mentorship programs in public secondary schools. By investing in mentorship, educational institutions can foster a positive learning environment, improve student outcomes, and elevate the overall quality of education. It is recommended that school administrators prioritize

mentorship initiatives, provide adequate resources, and encourage a culture of continuous learning and professional growth among teachers.

Furthermore, future research could delve deeper into the specific elements of effective mentorship, such as mentor-mentee relationships, the frequency and duration of mentoring sessions, and the impact of different mentoring styles. By gaining a comprehensive understanding of these factors, educators can optimize mentorship programs to maximize their benefits for both mentors and mentees.

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TRANSFORMATIONAL LEADERSHIP: A CATALYST FOR NATION-BUILDING

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Abstract

This article identified the problem of corruption, injustice, downward trajectory of education, terrorism, kidnappings and bad governance in Nigeria which are signs of a failed nation that needs reconstruction. Anchoring on Karl Deutsch's Theory of Nation Building, it employed qualitative method (based on experience and written records/research) and critical analysis, discovering that the superstructure has been destroyed through bad leadership. A strong leadership style must be introduced in the country for rectification purposes. To rebuild the nation, it is recommended that transformational leadership style which is not about short-term gains but requires commitment from political leaders and prioritizes the nation's interests over personal gains is ideal for handling the affairs of this country. To this effect, ethical leaders should be allowed into office and enabled to adopt a holistic and inclusive approach to development, for ensuring that nation-building efforts are guided by principles of morality environmental sustainability, social equity, and intergenerational justice.

Key Words: Transformation, Leadership, Governance, Nation-building, and Equity.

Introduction

Our country (Nigeria) is presently at a crossroad both politically, economically and otherwise due to bad governance. A multicultural nation blessed with rich natural resources and human talents is unable to harness the resources it is endowed with. It needs urgent and proper reconstruction and transformation as a lasting solution. This was caused by the evils of corruption which erodes and destroys a system, reducing it to shambles and nothingness. Transformational leadership plays a crucial role in nation-building, especially in a diverse and dynamic country like Nigeria.

However, the attempt to explore how transformational leadership principles can transform and reshape Nigeria's development, foster positive change, and build a stronger nation is the main thrust of this article. Following this trajectory, the level of theoretical awareness of the citizens, scholars and nation builders needs improvement regarding the meaning of transformational leadership which is a good transformative tool for nation building, owing to the urgency of rebuilding our nation to stand again for a comfortable living experience.

Conceptual Explorations

The major concepts of this article are briefly exposed herein for proper clarifications.

Understanding Nation-building

Nation-building is very important in every nation especially in countries like Nigeria where things are not moving well. The term nation building is generally used simultaneously with state building, democratization, modernization, political development, post-conflict reconstruction, and peace building. However, each concept is different, though their evolution is intertwined (Stephenson, 2005). Nation building process has been variously defined and adopted at different times and contexts. Gellner (1995) sees nation building as the process whereby ruling political elites attempt to make the political and the national units overlap.

Continuing, it has to do with the process of constructing or rebuilding a national identity, infrastructure, institutions, and social cohesion within a country. Bendix assumed the extension of citizenship to members of ever-larger groups as the very hallmark of successful nation building (Bendix, 1996). Generally, nation building entails efforts aimed at uniting diverse groups of people within a nation, promoting stability and governance, and fostering economic development and social progress.

Understanding Transformational Leadership

Transformational leadership is a game changer and more than just a management style. It is a style of leadership and a mindset that inspires followers to achieve extraordinary outcomes. James MacGregor Burns was the originator of this leadership style. According to Burns (1978), transformational leadership is a process in which leaders and followers help each other to advance to a higher level of morale and motivation. Burns (1978) defined the characteristics of a transformational leader in moral terms and positioned transformational leadership style as moral leadership. He noted that, in transformational leadership approach, leaders and followers further take each other's motivation and morality to higher levels for

optimum achievements. Burns' theory focused on moral leadership which is ideal for the restoration of moral values where needed. Its centrality on moral and ethical values shows its relevance in rebuilding our nation Nigeria from moral and political collapse.

Additionally, it focuses on inspiring and motivating followers to achieve higher levels of performance and reach their full potential. It involves creating a vision for the organization or group, as well as fostering a culture of innovation, creativity, and continuous improvement. Its emphasis on motivation, inspiration, influence, and intellectual stimulation on followers makes it an ideal leadership style for effecting change on the country and all the citizens which will restore normalcy on all the sectors in the country.

Theoretical Framework

This article briefly highlights Karl Deutsch's Theory of Nation-Building which unveils some of the things that have gone bad in our country and the need for rebuilding it as a lasting panacea.

Karl Deutsch's Theory of Nation-Building

Karl Deutsch who was the proponent of this theory was a prominent Czech political scientist and communication theorist who contributed significantly to the understanding of nation-building through his work on political communication, national integration, and the role of social and political dynamics in the formation of nations. His ideas, specifically, those presented in his influential book entitled "Nationalism and Social Communication" (1953), shed light on the complexity of nation-building processes which is the reason for embarking on a strong leadership style to rebuild our shattered country because it is a complex assignment. Karl Deutsch's theory of nation-building provides a multifaceted understanding of how nations are constructed and maintained through communication, political integration, and shared values.

According to him, uniformities, which have been found in the growth of nations, include the following:

- (a) Shift from agriculture exchange to economies,
- (b) Social mobilization from rural areas and integration in the core areas and more intensive exchange,
- (c) Growth of towns, mobility and ties between town and country,
- (d) Growth of business communication grids linking rivers, town's trade routes,
- (e) The differential concentration of capital, skills and social institutions,
- (f) The rise of the concept of self-interest and the experience of national symbols (Deutsch, 1979).

One can easily see why the lack of these uniformities are putting our country asunder owing to lack of cohesion and good governance. The citizens are also not carried along owing to corruption, poor communication and dialogue.

Deutsch argued that effective communication is essential for promoting social integration and creating a shared national identity. He noted that with improved communication systems, citizens can easily engage with each other and develop a collective consciousness, which is a

vital component of nation-building. He suggested that successful nation-building significantly relies on fostering a civic national identity that transcends ethnic divisions and promotes inclusivity. Deutsch equally posited that nation-building is intimately linked to political development and integration. For him, a nation is formed not only through historical events but also through ongoing political processes and institutional frameworks that enhance cooperation among diverse groups which must be embraced in our country Nigeria. Political development, in this context, involves creating strong and stable institutions, effective governance, and mechanisms for resolving conflicts going on everywhere in Nigeria through transformational leadership.

The Problem in Nigeria

The problems of Nigeria are countless, and the aim of this article is not to enumerate all of them but point out some of them as measurable indicators of the ills in the country showing that they need special attention to reconstruct the country for the good of all citizens. Nigeria is strongly becoming synonymous with corruption, injustice, terrorism, kidnappings and bad governance etc. Education which is ideal for enlightenment in creating a modern society where citizens can coexist comfortably as in many advanced countries is on a downward trajectory due to corruption and bad governance. Governance in Nigeria has resulted in self-interest that has impacted government responsibility to the public (Yagboyaju, 2019), making growth and socioeconomic development unattainable to lift half of the population out of poverty. What worsens the case is that the citizens of the country have been made to lack their inherent rights and privileges that should neither be subjugated nor denied. Imagine the kind of poverty in the country now since the inception of Tinubu's regime when one dollar has risen more than in the past. A look at past records show that an average Nigerian couldn't meet daily needs beyond 1.9 dollars per day (Dauda, 2017; World Bank, 2020), because the country lacks effective execution of various government policies, as reflected in the Vision 20: 2020 policy (Awofeso & Irabor, 2020). It is worse presently because of the high rate of the dollar exchange. No one can question today about the socioeconomic development of the nation that has been impacted, leading to high level of poverty, unemployment, high inflation, poor infrastructure, excessive spending, inequality, poor education, misappropriation, and deficient economic policies everywhere.

Following this trajectory, the absence of justice and equity is glaring. Even the plights of those living in the Southeast, where inequality is high because no proper attention is being paid to the people talk much about the situation of the country. The federal character, for instance that stipulates the use of quota system poses a threat and problem to the people. The northerners gain admissions into the Nigerian public universities with low marks while it is not the case with the south easterners that require high scores.

Numerous cases abound during Buhari's regime about massive expulsions of the south easterners from their jobs, even those in the military, civil service, and bankers, etc., without solid reasons which is not the case in other parts of the country. This is bad and a sign of a divisive country. Unjust acts like this raise the poverty level and unemployment among the people even in their struggles for survival. Tinubu's regime has highly increased the Nigerian problems making it pertinent for the country to be rebuilt through good leadership. For years Nigeria has high poverty rate despite its abundant resources and yet rated the sixth largest

crude oil exporter (Dauda, 2017). Nigeria is the largest economy in Africa and a resource-wealthy developing country (Mesagan et al., 2019), but the citizens of the country are languishing in poverty. This is a contradiction. It is also on record that the Nigerian government depends on oil revenue, which accounts for above 95% of export earnings, 25% of gross domestic product (GDP), and about 90% of its revenue to service its economy (International Monetary Fund, 2012; U.S. Energy Information Administration, 2020). Is there any hope for a country like this if there no intervention to rebuild it?

Further, unemployment and underemployment rates combined in Nigeria are at 55.7% (National Bureau of Statistics, 2020), and as of 2019, 40.1% of the citizens lived in abject poverty (World Bank, 2020). If this was so in the past, what of today when the economy has totally collapsed? Unemployment rate is undoubtedly high today because even the businesses of the Igbos in some parts of the country like Lagos have been destroyed and set ablaze. Though Nigeria has an abundance of oil exploration and gas reserves, it lacks governance structure to convert resource wealth to economic development, and the government has no accountability (Mesagan et al., 2019; Waziri, 2020). Bad leadership (governance) is summarily Nigeria's major problem because everything has been in chaos owing to lack of proper leadership and control. That is why there is corruption, terrorism, kidnappings etc., everywhere. ASUU had embarked on series of strikes in the bid to rectify the education sector, but their demands landed on deaf ears because the president and his leadership crew are not interested in education, order and justice, rather on self-gains through corruption.

That bad governance policies had impacted socioeconomic development in Nigeria and led to issues such as unemployment and other problems (Bolarinwa, 2018; Ekundayo, 2017) can no longer be questioned, though those who benefit from the bad governance continue to hail the corrupt leaders. Those who were bribed and given peanut to vote Buhari and Tinubu to power are also suffering in the country today, paying heavily for fuel and transportation. One can equally see the high rate of exclusion and conflicts in the Southeast that are so alarming and nothing is done about it. Dauda (2018) noted that the high unemployment rate in Nigeria emanated due to poor infrastructure, deficient human capacity development, unproductive educational system, agricultural neglect, the impact of globalization, and several other factors. The southeastern people have been abandoned for decades in a country that claims to be one without proper infrastructure, not allowed to test the presidential position and are marginalized. If government officials have mishandled the funds apportioned for development in Nigeria since 1999 when the country assumed democracy (Adamu & Rasheed, 2018), why can't they allow the South Easterners to have their freedom as they have been abandoned? These are signs of a nation that needs lacks good leadership.

Today almost all the regions are gearing towards division and independence, not only the Igbos. Though no one is interested in being a citizen of Nigeria, there is the need to rebuild it for people to have a better living condition before parting ways through independence by the various regions gearing towards self-rule like the Biafrans. It is so necessary to put everything in order because of insecurity also, as many people have been terrorized, kidnapped and killed. The civil servants, business men and women, students, the poor and rich are all passing through the hard economic situation of things today the country.

No one knows if the government wants to destroy education completely in Nigeria because no proper attention is given to it and the working conditions of the lecturers are in a worrisome situation. Nothing is working and there is no hope for a better future, and running to other countries is not the best solution because someone's country is always the best.

Most importantly, these unjust acts are affecting the human development of the Nigerian citizens. Human development involves improving welfare or standard of living (Ita, 2020), and Nigeria has invested little of its annual budget on social development, crucial to human development (Kubalu et al., 2017). There is no significant improvement in the country's human and socioeconomic developments (Elumoye, 2020) and it can't continue like this endlessly because it is human beings that are passing through the sufferings. Keeping quiet won't solve it, rather through conscious efforts by mounting pressure on the government to introduce a better leadership style that upholds justice and equity, especially the transformational leadership style owing to its great impact in effecting change.

Transformational Leadership as a Catalyst for Effecting Change in Nigeria

Nigeria is the biggest country in Africa. With its rich cultural diversity, historical complexities, and economic challenges, our country requires effective leadership to navigate its path toward progress. There are many conflicts erupting from many angles owing to injustice. In Galtung's theoretical postulation, public welfare services were established and nation-wide policies for the equalization of economic conditions (Galtung, 1980). He further noted that there is conflict, or disharmony of interest, if the two parties are coupled in such a way that the Local-Centre gap between them is increasing. And there is no conflict, or harmony of interest, if the two parties are coupled in such a way that the gap between them is decreasing down to zero. (Galtung, 1971). It is the case with Nigeria. The gap between public welfare services and nation-wide policies for the equalization of economic conditions is increasing. The gap should be bridged. In trying to transform our country Nigeria, there is the need to bridge this gap through a transformational leader who will handle these conflicts, establish, restore or work on the key components of nation-building through the utilization of the key elements of transformational leadership to establish a strong nation. The pertinent question is, what are the necessary qualities needed or expected of the would-be leader?

A good leader must have vision. Transformational leaders always create a compelling vision for the future. They articulate a shared goal that resonates with people across different backgrounds and interests devoid of bias. Such a leader must have vision and essential qualities and have emotional Intelligence that will enable him/her to connect with the citizens on an emotional level. He/she must listen actively, empathize with the feelings and perspectives of others. He/she must build strong relationships based on trust, respect, and mutual understanding, which helps to foster a positive and collaborative work environment in all spheres of government through strong policies and rules.

At this critical moment in Nigerian history, leaders who can unite Nigeria's diverse ethnic, religious, and linguistic groups under a common vision is needed. Transformational leaders are in the better position for this because they can inspire citizens to work together for a better future. This is so because transformational leaders have a clear and compelling vision for the future of their country. Through effective articulation of this vision, they inspire and

motivate citizens to work towards shared goals, fostering a sense of unity and purpose in the nation-building process.

Our country is facing numerous challenges such as corruption, infrastructure deficits, and security threats. Transformational leaders normally encourage innovative solutions. Whether it is about improving healthcare, education, or infrastructure, creativity is always essential. Transformational leaders are known for encouraging innovation, creativity, and adaptability in addressing the challenges of nation-building. Because they are open to new ideas and approaches and empower others to embrace change and explore new possibilities for development and progress, they are needed at this moment for the reconstruction of our nation.

Also, the leader must have inspirational motivation as a quality to be able to motivate and inspire the citizens by setting high standards, demonstrating enthusiasm, and showing confidence in the people's abilities. He must be able to encourage the citizens to go above and beyond what is expected of them. For instance, as the country is presently passing through hard economic times, he should have that love in him to encourage everyone to have some patience if really the solution to the problem is beyond him. And he must make frantic effort to rectify some anomalies and make the people. To achieve this, he must possess charisma and charm that attracts and inspires others. He must have a magnetic personality developed through good behaviors and the ability to influence and persuade people to rally behind his vision and goals.

Individualized Consideration is another element of transformational leadership which is important for a would-be leader for rebuilding our nation. This is a positive trait which enable a leader to treat everyone the same, helping him to recognize individual strengths and needs of the citizens. This leadership style tailors its approach to each team member. This is why it is important in Nigeria because it will enable each citizen of the country to be well treated and recognized as a human being with some strengths, needs to be taken care of as well as inherent rights and privileges.

The hard economic and political situation of things in our country have affected the citizens intellectually, to the extent that thinking rightly, making rights judgements, and having big dreams and plans are becoming difficult. This is why intellectual stimulation as an element of transformational leadership is necessary for an ideal leader in the nation-building agenda. It enables the leader to encourage creativity, critical thinking, and innovation. By challenging the status quo, the leader elevates the citizens' problem-solving abilities for better performances.

However, one can see why the concept or idea of nation-building involves a lot of things. Urgent attention must be paid to nation-building at this critical time when our nation's economic and political situations are in a state of quagmire. Nigeria needs an ideal transformational leader that can aim at reconstructing and solidifying the key components embedded in nation-building. If the key components of nation-building are properly put in place in the country, things will be better. To put things in shape, the restoration of national identity is of primary importance. National identity is one of the major components of nation-building. It involves the establishment of a shared sense of identity, history, culture, and

values among the population aimed at promoting unity and cohesion within the nation. In a multicultural nation like ours, it requires promoting the cultural heritage, language, symbols, and traditions that represent the collective identity of our country Nigeria.

Additionally, governance and institutions should be put in order as well. This entails the building of strong and effective governance structures, institutions, and systems that will uphold the rule of law, promote transparency, accountability, and good governance, as well as protect the rights and freedoms of our citizens. This involves establishing strong democratic processes, an independent judiciary, and efficient public administration within the country to forestall excesses and unjust practices.

Infrastructure development is another component of nation-building that is in disarray. This component deals with the process of investing in physical infrastructure such as roads, bridges, schools, hospitals, and utilities that will support economic growth, improve living standards, and enhance connectivity within the nation. It is very crucial for stimulating economic activities, attracting investments, and ensuring a high quality of life for all our citizens.

Education and healthcare have been neglected in the country. The rich send their children to other countries for studies, while others travel outside for medical care. Nigeria needs serious concentration on investing in education and healthcare systems with the purpose of promoting human capital development, improving literacy rates, enhancing skills and knowledge, as well as ensuring access to quality healthcare services for all citizens. It is a clear fact that a well-educated and healthy population is key to driving economic growth and social development. This is very essential in our country Nigeria. This is what it means to have proper nation-building.

There is poor economic development in our country today. Economic development on the other hand deals with the promotion of economic growth, job creation, and poverty reduction through policies that support entrepreneurship, innovation, and investment in key sectors of the economy. A country like ours requires strong and diversified economy for generating wealth, creating opportunities, and reducing disparities within the nation which has not been the case for decades.

Social Cohesion is very important in Nigeria and needs attention. This is concerned with fostering inclusivity, and harmony among diverse ethnic, religious, and cultural groups within the nation. This also involves promoting social integration, tolerance, and respect for diversity to prevent conflicts in the country and promote peaceful coexistence. Nation-building is a complex and long-term process which needs the involvement of government institutions, civil society organizations, the private sector, and citizens themselves. It is very essential because of its usefulness for the promotion of stability, unity, and progress within a country like Nigeria, and for achieving sustainable development and prosperity for all our citizens.

Furthermore, Deutsch (1978) argued that crises can act as catalysts for nation-building, in the sense that in times of crisis, such as war or economic collapse, the need for cohesion and cooperation among different groups within a nation can strengthen national identity and unity. For him, responsible leaders ought to capitalize on these moments to promote policies aimed

at nation-building, but our leaders are ignorant of it, and rather prefer to create more conflicts to keep the eyes of the citizens away from their corrupt practices. This is why transformational leadership should be used now that the country is in crises and turmoil for transformative purposes.

Conclusion

From the foregoing, it has become obvious that Nigeria's journey toward nation-building will be effective hinged on the use of transformational leadership approach. By fostering a sense of purpose, inspiring innovation, and promoting ethical conduct, transformational leaders can shape a brighter future for all Nigerians. It can play a crucial role in nation-building by inspiring people to work towards a shared vision, fostering collaboration and innovation, building trust and accountability, developing human capital, promoting social cohesion, and pursuing sustainable development strategies. By embodying these qualities and values, transformational leaders can help to create a more prosperous, inclusive, and resilient society that is equipped to meet the challenges of the future. Deutsch's insights on nation-building as briefly highlighted herein encourage a consideration of the dynamic interplay between social forces and political structures in the ongoing process of building and sustaining nations. This leadership approach ought to be embraced to collectively build a stronger and united nation.

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**RELATIONSHIP BETWEEN ACADEMIC STRESS AND ACADEMIC
PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN OWERRI WEST L.G.A
IMO STATE, NIGERIA**

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ABSTRACT

The study examined the relationship between academic stress and academic performance of Secondary school students in Owerri West Imo state, Nigeria. Two objectives, two research questions and two hypotheses served as a guide to this study. The Descriptive survey research design and correlational research design were adopted for the study. The population of the study covered a total number of 1,895 students in 12 public secondary schools (mixed) in Owerri West. The sample size of this study covered a total number of 300 students drawn from 3 out of 12 public secondary schools using Systematic random sampling technique. Students' achievement scores and a validated four-point Likerts scale questionnaire entitled: Academic Stress of secondary students' questionnaire (ASSQ) were the instruments employed for data collection. The questionnaire after validation indicated a reliability index of 0.73 which is fairly adequate for the study. The findings showed that, the mean academic performance scores of secondary school students in Owerri West Imo State is average including English language and Mathematics; the study equally reviewed that among secondary school students in Owerri West Imo state, there was significant positive relationship between academic stress and academic performance. Based on the findings, the study recommended the need for school administrators in Imo state to provide the prerequisite academic environment to boost students' academic performance particularly in English language and Mathematics; the study also recommended the need for schools to establish functional career units to orientate and sensitize students on the coping strategies for Stress in order to enhance their academic performance.

Keywords: Relationship, Students, Academic Stress and Academic Performance

Introduction

By generalization life is full of challenges and struggles. Everybody in this world faces one kind of challenge or the other in pursuing his / her goals in life. These challenges, limitations and struggles cut across all facets of life; that is struggle to survive, struggle to get better life, struggle to learn, struggle to find relationship, struggle to maintain relationship, as well as struggle to achieve self-independence and self-actualization. Some of these challenges and limitations are equally applicable to students; since in the process of their academic pursuit they tend to go through all sort of daily tension, depression and strain in order for them to achieve their anticipated academic goals. Some of these daily tension, depression and strain could range

from varied pressures and anxieties including transition from one environment to the other, extracurricular activities, social challenges faced in school, mental health issues, examination anxiety, combining school activities with home activities, bullying by school mates amongst others which could all be detrimental to their mental well-being and academic achievement. Adolescent stage in human development is a very demanding and tasking stage for the young adult, since it is a stage of transition from childhood to adulthood which comes with diverse challenges to the adolescent twain with biological and psychological changes which comes with severe academic pressure for students to excel in academic activities, and also adjust to their social environment, which end up posing obvious challenges to them such as emotional changes, mental health related problems, behavioural changes, social challenges, aggressive behaviours, conflict of interest between the adolescent and the society amongst others which influences the adolescents behaviour and mental well-being (Apeh, Elaigwu Isaac 2023).

Academic stress among students is a phenomenon that has been given close attention by researchers due to its consequences on students' academic performance. Many scholars in the field of behavioural science have carried out extensive and well-detailed research on stress and its outcomes and concluded that the topic needed more attention (Agolla, 2009). Stress in general could majorly be chronic which may have adverse effect on how students perform academically. While chronic stress could have perilous effect on the totality of students including their academic performance and mental well-being, chronic stress has been associated with negative outcome even among students (Tamlin .S, Conner,2010). Acute stress for example is a common phenomenon for every individual including students, in the course of their daily school activities since it is based on the demands upon them, and also the internal and external pressures encountered by them in their day to day activities. Of all forms of academic stress, acute academic stress is the most widely experienced one, since it is typically caused by the daily demands and pressures encountered by each student (Sincero, 2012). Technically, stress can be viewed as a negative emotional, cognitive, behavioural and physiological process that occurs as a person tries to adjust to or deal with stressors (Basil Bernstein, 2008). It is an unavoidable consequence of life and can be referred to as any external event or any internal drive that threatens to upset the organism's equilibrium. When persons feel that they cannot cope with the number of abilities and skills in environmental requirements, is experiencing stress (Berjot & Gillet, 2011). Stress and its manifestations such as anxiety, depression, and burnout, have always been seen as common problems among people in different professions and occupations and at different levels of development. On the part of teachers, Stress may likely arise when it comes to teaching, assessment, and evaluation, especially when dealing with overcrowded classrooms, or when lacking appropriate teaching materials to use that will enhance proper learning of the concepts being taught. Academic pressure is a significant source of Stress for much school students (Hashim, 2003) As such, teachers in this situation may be stressed from time to time, especially if the remuneration is not adequate enough to take good care of them, and this drastically affects the quality of their teaching and the learning as well. On the part of students, Stress could be regarded as an academic phenomenon or psychological distress encountered daily by students during the course of striving to meet up with the demands of their daily school activities. In the course of their daily school activities there are numerous pressure and expected hindrances associated with academic demands which are equally stressors that influences the mental well-being of students such as getting good grades, transition from one environment to

the other, extracurricular activities, examination anxiety, bullying by school mates, completing homework amongst others which in most cases result to distress and uneasiness in students which in turn could be detrimental to students' academic performance. The pressure to perform well in the examination or test and time allocation makes academic environment very stressful (Erkutlu & Chafra, 2006). Academic problems have been reported to be the most common source of Stress for students (Khan, M.A 2013). Many studies have signposted that stressors most frequently reported by adolescents are school related, such as studying For test, getting good grades, completing homework, and time management. Some of these studies also Reported that high level of students' related stress reduces the mental well-being of the students (APA, 2009; Conner, et al, 2010; Lohman & Jarvis, 2009; Mostafaei, 2012). In order to do something positive concerning academic stress among students it is vital to identify personality traits that predict academic Stress.

Academic Stress

Academic stress is a feeling of distress that students experience due to the learning process. Espinosa (2020) refers academic stress as the negative mental, emotional and physical reactions experienced by students due to the pressure and demands associated with their education. This can be caused by many factors such as pressure to perform, examination pressure, competition, teacher expectations, parental pressure, lack of time management etc. Academic stress can have a significant impact on students' well-being and academic performance, leading to decreased motivation, difficulty in concentration, and physical and emotional problems. It's important for students to develop effective coping mechanisms and seek support when needed to manage academic stress and maintain their mental health. Albert Bandura (2017) developed the concept of "self-efficacy and highlighted its role in academic stress, suggesting that students with low academic self-efficacy are more likely to experience stress. Richard Lazarus 2015 went further to opine that the understanding of stress as a cognitive process, emphasizing the importance of how individuals perceive and appraise stressors. The only task students were expected to undertake was to study and studying was never perceived as stressful. What proved to be stressful was the expectations parents had for their children, which in turn grew into larger burdens that these children could not carry anymore. Lee & Larson 2000 explain this academic stress as an interaction between environmental stressors, students' appraisal and reactions for the same. It has now become a grave reality that is termed as a "career stopper". It therefore becomes a significant cause of concern as it is symptomatic of rising mental health concerns (Nadamuri & Ch, 2011).

Academic Performance

Academic performance refers to a student's ability to complete academic tasks, measured by objective criteria like final course grades and grade point average, essentially reflecting their achievement across different academic subjects and representing the outcome of their learning process within an educational setting; it can also include factors like attendance and engagement in learning activities. Khan et al, 2013 defines academic performance as "students' capacity to carry out academic tasks, measured by their achievement across subjects using objective measures like final grades". Torres & Rodriguez (2016) "the level of knowledge demonstrated in a subject area compared to the norm, usually measured by GPA". The researcher recognized that

a good learning quality is created in a continuous process to enhance the knowledge and understanding. By the increase of knowledge, understanding, attitude and students' competencies, can accelerate academic performance. Students' performance is determined by the willingness to change, adaptability, complex decision-making, and learning from mistakes, the change of controlled belief and choices (Feldman. 2016).

Statement of the Problem

This study aimed at uncovering the relationship between academic stress and academic performance of secondary school students in Owerri West Imo state, Nigeria, specifically focusing on:

1. Identifying the primary sources of academic stress experienced by secondary school students
2. Examining the impact of academic stress on various aspects of academic performance.
3. Exploring the potential coping mechanism and strategies employed by students to manage academic stress and their effectiveness in mitigating its negative effects.

Purpose of the Study

Relationship between academic stress and academic performance of secondary school students in Owerri West L.G.A Imo state.

Specifically, it is set to achieve the following objectives:

1. To examine the mean scores of academic performance of secondary school students in Owerri West, Imo State.
2. To determine the relationship of academic stress on performance of secondary school students in Owerri West, Imo State.

Research Questions

The following research questions guided the study:

1. What are the mean scores of academic performance senior secondary students in Owerri West, Imo State?
2. What is the relationship between academic stress and academic performance of senior secondary Students' in Owerri West, Imo State?

Research Hypotheses

The following research hypotheses were formulated and tested at 0.05 level of significance to guide the study:

H₀₁. There is no significant difference in the mean scores of the extent academic stress affects students' cognitive abilities.

H₀₂. There is no significant relationship between the extents academic stress affects academic performance of Secondary school students in Owerri West, Imo State.

Methods

This study examined academic stress and academic performance among secondary school students in Owerri West, Imo State. To meet up the expectation of the study, correlational research design was adopted to establish relationship between academic stress and academic

performance. This design according to Osaze (2008) does not allow the researcher to manipulate the variables but rather to compare the effect which independent variable (academic stress) has on dependent variable (academic performance). The population of this study covered a total number of 1,895 students from twelve public secondary schools of Owerri West, Imo State. The sample size of this study comprised a total number of 300 students drawn from 3 out of 12 public secondary schools in Owerri West, Imo State, and using purposive and systematic sampling technique. Purposive technique is non-probabilistic sampling technique in which researcher freely selects an object or subject to form a sample of the study as a result of occurrence of phenomena that suit the Study. In this regard, the phenomena or variable of interest is the occurrences of mixed gender. Therefore, all schools happened to be co-educational so three were purposefully selected as a sample school. Similarly, SS II students were purposefully selected as a sample school. Hence, Academic Stress Scale was used to collect data under the study. The researcher presents facts and data with reference to the research questions raised to guide the study.

Research Question 1: *What Are the Mean scores of Academic Performance of Secondary Students in Owerri West, Imo State?*

Table 1: Academic Performance of Male and Female Students in Mathematics and English Language in Owerri West, Imo State.

Subjects	Gender	N	Mean	SD
English Language	Male	180	6.72	2.59
	Female	120	10.00	3.16
Mathematics	Male	180	3.53	1.88
	Female	120	9.50	3.08

Table 1 above shows the descriptive summary of the mean scores and standard deviations of students' Performance in English Language and Mathematics. For English Language, Male students had a mean Score of 6.72 and standard deviation of 2.59 while female students had a mean score of 10.00 and standard deviation of 3.16. For Mathematics, Male students indicated a mean score of 3.53 and standard Deviation of 1.88 while female students indicated a mean score of 9.50 and standard deviation of 3.08. Although the comprehensive score of the total performance seems to be average, still, this indicates that majority of the male students performed better than female students in English language and Mathematics.

Table 2: Relationship between academic stress and academic performance of secondary School students in Owerri West, Imo State

Variables	N	Mean	S D	R	P	Decision
Academic stress	300	47.65	19.76	.468**	.000	Reject Ho ₁
Academic Performance	300	30.63	17.03			

Correlation is significant at the 0.05 level of significance.

From Table 2 above, Academic stress indicated a mean of 47.65 and a standard deviation of 19.76 while Academic performance indicated a mean of 30.63 and a standard deviation of 17.03. The Pearson Product Moment Correlation Coefficient statistic was ($r = .468$, $N = 365$, and $P = .000$). Since the p-value (.000) is less than the alpha value (.05), the null hypothesis is hereby rejected and the alternate hypothesis adopted. Hence it is concluded that, there is significant positive relationship between academic stress and academic performance of secondary school students in Owerri West, Imo state. Therefore, based on the analysis presented above, it shows that, there is significant positive relationship between academic stress and academic performance of secondary school students in Owerri West, Imo State.

Discussions of Findings

Finding from this study revealed that, although the comprehensive score of the total performance of Secondary school students in Owerri West Imo state seems to be average, still, this signposts that majority of the female students performed better than male students in English language and Mathematics in secondary schools in Owerri West, Imo state. This result is in line with a study conducted, using cross sectional surveys by Fortin et al (2011), who found that girls' high school GPA has moved from "B" to "A", whereas boy's GPA remain static at "B". They noted that girl's post-secondary expectation for achievement was the most significant contributing factor for this trend. Buttressing this, a study conducted by Aguolu (2013) shows that learning materials relevant to one's subject of interest (Books, Journals etc.) may be available in the library but a student may not be able to lay hands on them thus resulting to poor academic performance. The finding from the study equally revealed that, there is a significant positive relationship between academic stress and academic performance of secondary school students in Owerri West Imo state. This is evident in the correlation statistic and the p-value ($r = .468$, $p = .000$) obtained between the academic stress and academic performance of the students. This finding simply means that students' academic performance is significantly positively influenced by the level of academic stress they found themselves. Thus, this finding is in agreement with previous findings like that of Aafreen, Priya, and Gayathri (2018), Khan, Altaf, and Kausar (2013), and Oketch-Oboth, and Okunya (2018), which stated that stress or academic stress is consistently linked to students' performance. Although an optimal level of stress can enhance learning ability, but excessive level of stress can cause physical and mental health problems. Also, the findings of Struthers, Perry and Menec (2000), who examined the relationship between stress, students' academic performance and coping style.

Recommendation

From the findings, the researcher recommends the following:

- There is a need for school administrators to create and encourage a conducive educational environment that will reduce academic Stress among students and improve their academic performance.
- There is a need for schools to establish a functional career service unit to orient students on coping strategies of Stress to improve their academic performance.
- Further study should be conducted on academic stress and academic performance of male senior secondary school students in Imo state.

Summary

The findings from this study led to the general conclusion that, the total performance of secondary School students in Owerri West, Imo state is average. The study equally concluded that significant positive relationship exists between academic stress and academic performance of secondary school students in Owerri West, Imo state. Therefore, this study discovered that academic stress is inversely related to academic performance of secondary school students in Owerri West, Imo state. This narrative reviews that academic-related stress is a major concern for secondary school students. The ongoing stress relating to education has demonstrated negative impact on students' learning capacity, academic performance, education and employment attainment, sleep quality and quantity, physical health, mental health and substance use outcomes. Increasing students' stress-management skills and abilities is an important target for change.

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**PRINCIPALS' APPLICATION OF CONFLICT MANAGEMENT TECHNIQUES AND
TEACHERS' JOB SATISFACTION IN SECONDARY SCHOOLS IN
ORLU EDUCATION ZONE 1 OF IMO STATE**

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Abstract

This study examined principals' application of conflict management techniques and teachers' job satisfaction in secondary school in Orlu Education Zone 1 of Imo State. Two (2) hypotheses were formulated to guide the study. The study adopted the correlational survey design. Conflict Management Techniques Rating Scale (CMTRS) and Teachers Job Satisfaction Rating Scale (TJSRS) were the instrument used for data collection in this study. The reliability coefficients obtained were 0.86, and 0.85 for arbitration and dialogue conflict management techniques respectively and 0.82 was obtained for Teachers' Job Satisfaction Rating Scale (TJSRS). A sample of 288 teachers was selected using Taro Yamane and proportionate random sampling technique from a total population of 1,029 teachers in 61 public secondary schools across the eight Local Government Areas of Orlu Education Zone I in Imo State. The hypotheses were tested using Pearson "r" statistics and t-test of the significance of Pearson "r" statistics at a 0.05 significant level. The result found that arbitration and dialogue techniques as conflict management technique have low, positive and significant extent of relationship with teachers' job satisfaction in public secondary schools in Owerri Education Zones of Imo State. Based on these findings, it was recommended among others that; Secondary school principals should not limit themselves to a single conflict management strategy as the most suitable for all circumstances. Instead, they should seek to learn and master various conflict management techniques, applying them appropriately to the specific conflict situations that arise in their educational environments.

Introduction

Education is regarded as the foundation of any nation. It plays a crucial role in the positive transformation of an individual's values, beliefs, and ideas, thereby enhancing their utility to themselves, their families, and society as a whole. Throughout history, the pursuit of knowledge has been a fundamental aspiration of humanity. In this context, Onuoha & Uyanga (2024) identified education as an instrument for the realization national development, as it equips individuals with the intellectual skills necessary to effectively utilize human and material resources for advancements in science and technology. Education serves as the cornerstone for the economic, social, and political progress of any nation. Furthermore, according to Duru & Opara (2017), education encompasses all societal efforts aimed at achieving established objectives deemed beneficial for both individual and collective needs.

Secondary education is that sector of the education pyramid that usually comes immediately after primary education and before tertiary education. It is at this stage of education that students are prepared for the Polytechnics, Colleges of Education and Universities. Within the framework of the New National Policy on Education (FRN, 2013), secondary education shall last for six years, broken into two distinct parts that are perfectly correlated with the ground works of the first three years – Junior Secondary School (J.S.S.) dovetailing into the next three years of Senior Secondary School (S.S.S.). In the context of the secondary school, teachers are the main human resources needed to implement the secondary school curriculum in order for the goals of secondary education to be realized. On this note, there is need for every secondary school teacher to be very satisfied in discharging his or her duties in order to improve the quality of students produce, and to boost the manpower of the economy.

Teachers' job satisfaction is referred to as the positive emotions that results from a teacher's perception of their job, the feeling of pleasure and achievement resulting from job experiences which leads to increased effort, willingness to take on extra work, loyalty and improved performance. Teachers' job effectiveness is the pivot around which teaching and co-curricular activities of the school revolve. It offers learners the opportunity to get adapted to the school environment for improved academic performance (Owan, 2012). An effective teacher can be judged based on the following indices: having a positive attitude, development of a pleasant social /psychological climate in the classroom, having high expectations of what students can achieve, lesson clarity, effective time management, strong lesson structuring, the use of different teaching methods, using and incorporating pupil ideas, using appropriate and varied questioning, proper classroom management, good chalkboard management, use of good disciplinary approaches, proper classroom sitting arrangement, understanding individual differences of learners, high level of punctuality, decent dressing attitudes, good possession or grasp of subject mastery, good record keeping attitudes, effective communication skills, good health practices within and outside the classroom environment, and other good personal characteristics such as honesty, politeness, flexibility, simplicity, trustworthiness, firm and fairness and so on (Avwerosuo, 2017).

In the past, teachers' job satisfaction in the school system had been hindered by a lot of factors, which resulted in teachers embarking on strikes at various times in an attempt to draw the attention of the Government to their plight. The situation in the past was so bad that teachers' job, called for sympathy from other professions. It was considered a reproach to take up teaching as a profession, parents were finding it very difficult to release or give their daughters in marriage to teachers. Teachers' job satisfaction was also hindered by the problem of poor

salaries. Salaries were not paid, and as when due. Teachers were deprived of their promotion and lack of good working environment which affected most teachers' attitude to work. Teachers' poor job satisfaction can be said to be one of the major causes of conflicts in secondary schools in Imo State.

Conflict is an expression of disagreement, antagonism and misunderstanding between individuals, groups or organizations. In other words, conflict is divergence of interest, objectives or priorities between individuals, groups or organizations or nonconformity to task, activity or process. It can be said from the foregoing that conflicts exist whenever an action by one party is perceived as preventing or interfering with the goals, needs, or actions of another party. Conflicts tend to be associated with negative features and situations which give rise to inefficiency, ineffectiveness or dysfunctional consequences. But in some cases, it can actually stimulate creative problem solving and improve the situation for all parties involved (Barasa, 2015). It is quite obvious that the human resources of any organization (school) consist of people with diverse cultural, religious, social, political and economic background. This is shown in their attitude to work, temperament and frame of reference, which certainly makes their control often complex for secondary school administrators.

These differences ultimately lead to clash of interest among the personnel, which if not effectively managed, could degenerate into serious conflict situation (Anashie & Kulo, 2014). Conflict could arise among staff in a school setting, between staff and management, students and staff, between the school and the host community, or between trade unions and the government. The secondary and tertiary school levels of education in Nigeria, for example, have witnessed a lot of conflicts, ostensibly due to the divergent perceptions of government and the various unions, or different positions held by personnel in the school. Studies have shown that 80% of conflict situations occur independently of human will (Kharadz & Gulua, 2018).

The consequences of conflicts on the school organization have always been regrettable. Part of the repercussions on the school, is disruption of academic programmes, hostility, stress, anxiety, unnecessary tensions, suspicion and withdrawal from active participation in school activities (Ihuarulam, 2015). It also renders the school environment uncomfortable for serious academic activities. Unresolved conflict, can result in the breakdown of a group. When unaddressed conflict occurs in the school, it reduces teachers' effectiveness, reduces morale, hamper performance, and increase absenteeism. It leads to increased stress among employees, decreases productivity, and at worst, aggression or violence. This affects the output of the work group and can have a profound impact on the performance of the organization. Conflict, like any other key business process, must be managed (Anashie & Kulo, 2014). According to the authors, if education is to be managed effectively for sustainable peace and economic development in Nigeria, then education of the post primary level should be managed free of crisis/conflict. There is a need for conflict management strategies to be employed by every school administrator (Ihuarulam, 2015).

Conflict management techniques refer to those techniques or approaches that can be used to prevent, control or resolve conflicts. Conflict management strategies are very important to any school because it is through these strategies that negative effects resulting from conflicts can be minimized or controlled. There exist several strategies that could be used to resolve conflict in schools. These include: dominance, compromise, synergy, culture of civility, win-lose strategy, lose-lose strategy, win-win strategy (Anashie & Kulo, 2014); integration, obliging, smoothing, avoidance, mediation, dialogue, arbitration, conciliation, diplomacy (Crossfield & Bourne, 2018);

negotiation, effective communication, accommodating, collaborating, competing, harmonizing (Oshionebo & Ashang, 2017); adjudication, collective bargaining, confrontation, problem solving, creation of budget committee, separation device, neglect or silence, clarification of inter dependencies, consultation, boxing the problem, clarification of goals, and prayer (Ihuarulam, 2015). These strategies are therefore open to secondary schools principals' techniques to apply in any given conflict situation in their schools. There is no one best conflict management strategy that may be used in all conflict situations. Different conflicts may require different strategies, with the choice of strategy, depending on the nature of the conflict or the parties involved. However, four conflict management strategies were of major concern in this study, they include: arbitration, dialogue, effective communication and smoothing conflict management strategies.

Arbitration conflict management technique is used in a situation where a neutral party helps groups in conflicts to discuss their difficult issue which allows disputants to ventilate anger and frustration in a free, open and therapeutic fashion (Crossfield & Bourne, 2018). It can also be seen as a process in which a third party, neutral in the matter, after reviewing evidence and listening to arguments from both sides, issues a decision to settle the case. The authors further stated that it is also the process by which a peace maker, arbitrator or a peace panel settles the conflict through appealing to the conscience of those in conflict. Members of the panel are usually impartial individuals acceptable to those in conflict. The next conflict management strategy to be discussed is dialogue conflict management strategy.

Dialogue conflict management technique is a process where groups in conflicts are brought together (face-to face) to express their views on the subject matter. The conflict parties share their feelings and fears, are open to listening to the other parties' needs, are willing to be changed by what they hear, and are open to the idea of being vulnerable (Oboegbulem & Onwurah, 2011). In dialogue, each party makes a serious effort to take the others' concerns into his or her own picture, even when disagreement persists. No participant gives up his or her identity, but each recognizes enough of the others' valid human claims that he or she will act differently toward the other. The goal of dialogue according to Idris (2016) is to develop joint approaches to conflict resolution, as well as improve relationships, understanding, and trust between individuals or groups in conflict.

Given the fact that conflicts are inevitable in a school, it implies that staff of secondary schools in Orlu Education Zone 1 of Imo State must definitely face conflicts as they relate with another. It also means that secondary school administrators must live with conflicts in their various schools, and it is a necessity for them to reorganize inevitability of conflicts in the school and develop an understanding of the strategies for managing, minimizing and resolving it. The ability and credibility to manage and resolve conflicts in any school depends on the experience of the school administrator and his leadership styles.

Workability of any strategy depends on the proper application and level of acceptability amongst the teachers. If the teachers are comfortable with the principals' methods of conflict resolution, it is expected that their job satisfaction will be enhanced and vice versa. This is the reason this study want to ascertain the techniques used in conflict resolution and how much each contributes to teachers job satisfaction.

Statement of the Problem

In an ideal condition, teachers were supposed to maintain good attitudes towards the teaching and instruction of learners. They were supposed to do this with all amount of effectiveness in terms of having a positive attitude, development of a pleasant social /psychological climate in the classroom, having high expectations of what students can achieve, lesson clarity, effective time management, strong lesson structuring, the use of different teaching methods, using and incorporating pupil ideas, using appropriate and varied questioning, proper classroom management, good chalkboard management, use of good disciplinary approaches, proper classroom sitting arrangement, understanding individual differences of learners, proper teaching, high level of punctuality, proper note writing/records keeping and many other such good attitudes. Such effectiveness was also expected to yield positive results in terms of improved academic performance of student and the attainment of set goals.

Unfortunately, this does not appear to be the case in Orlu Education Zone 1 of Imo State, where many secondary school teachers have been observed to be ineffective in performing their duties as manifested in their lateness to school, irregular attendance to classes, lack of self-discipline, poor attitudes towards writing notes of lesson, improper marking of students' attendance register, and several other unacceptable attitudes that cannot contribute to the attainment of set objectives. In the past, many teachers have attributed their ineffectiveness to poor motivation, poor facilities/infrastructural supply, poor/late payment of salaries by the government, and so on. Inadequate teaching facilities could lead to quarrels and conflict amongst staff and this is the reason the study wants to ascertain the efforts of the principals in managing the conflicts and how satisfied the teachers feel with their efforts so as to have job satisfaction among teachers in secondary schools in Orlu Education Zone 1 of Imo State.

Purpose of the Study

The main purpose of this study is to ascertain the relationship between conflict management techniques used by principals and teachers' job satisfaction in secondary schools in Orlu Education Zone 1 of Imo State. Specifically, this study sought to:

1. ascertain the extent of relationship to principals use of arbitration as conflict management technique and teachers' job satisfaction in public secondary schools in Orlu Education Zone 1 of Imo State.
2. ascertain the extent of relationship between principals use of dialogue as conflict management technique and teachers' job satisfaction in secondary schools.

Hypotheses

The following null hypotheses were formulated at 0.05 level of significance to guide the study;

HO₁: The coefficient of the extent of relationship between principals' use of arbitration as conflict management technique and secondary school teachers' job satisfaction is not significant

HO₂: There no significant relationship between the extent of principals' use of dialogue as conflict management technique and secondary school teachers' job satisfaction.

Methodology

This study adopted the correlational design. The rationale for selecting this design was to identify the relationships that exist between the variables under investigation. The population for the study was one thousand and twenty-nine (1029) teachers in the sixty-one (61) public secondary schools in the eight (8) Local Government Areas in Orlu Education Zone I of Imo States. (Source: Department of Statistics: State Education Management Board (SEMB) Owerri, 2022/2023). A sample of 288 teachers was obtained from 61 public secondary schools in the eight local government area in the zone. The sample size was calculated using the Taro Yamane formula. Proportionate sampling techniques were employed to select the schools and respondents. Two rating scales titled “Conflict Management Techniques Rating Scale (CMTRS)” and Teachers Job Satisfaction Rating Scale (TJSRS) constructed by the researcher were used for data collection. The reliabilities of the instruments were determined on one administration to 30 teachers that were not involved in the study, precisely from Abia State. The raw score and the data collected on the two instruments were subjected to Cronbach alpha analysis to establish the reliability index. A computed reliability coefficient of 0.86 and 0.85 for arbitration and dialogue conflict management techniques respectively for CMTRS and 0.82 for TJSRS were obtained indicating that the instruments were reliable for the study. Face to face method was employed in order to help clarify the purpose of the study to the respondents and also ensure maximum return of the instruments. The hypotheses were tested with using Pearson (r) and t-test of significance of correlation statistics. The hypotheses were tested at 0.05 level of significance.

RESULTS

Hypothesis 1

Ho₁: The coefficient of relationship between arbitration as conflict management technique and teachers’ job satisfaction in public secondary schools’ public secondary schools Orlu Education Zone 1 of Imo State is not significant.

Table 1: Summaries of inferential/test statistics (t-test of significance of simple linear correlation) for the coefficient of relationship between arbitration as conflict management technique and teachers’ job satisfaction in public secondary schools Orlu Education Zone 1 of Imo State

Sample Size (n), Summation (Σ), Coefficient of Relationship (r), Alpha Level (α), Degree of Freedom (df) and t-test of Significance of Simple Linear Correlation between two Variables

V	n	Σ	r	α	df	t _{cal}	t _{tab}	Decision
X	288	8357	0.29	0.05	286	6.006	1.96	Reject Ho ₁
Y	288	15189						

Table 1 shows the result for the test of the significance of the coefficient of relationship between principals use of arbitration as conflict management technique and teachers’ job satisfaction in public secondary schools Orlu Education Zone 1 of Imo State. The result indicates the degree of freedom as 286 and the t-calculated value of 6.006 is greater than the t-tabulated value of 1.96. Since the-calculated value is greater than the t-tabulated value, the researcher therefore rejected the null hypothesis; thus, concluding that that there is a low positive and

significant relationship between principals' use of arbitration as conflict management technique and teachers' job satisfaction in public secondary schools.

Hypothesis 2

Ho₂:The coefficient of relationship between use of dialogue as conflict management technique and teachers' job satisfaction in public secondary schools in Orlu education zone 1 of Imo State is not significant.

Table 2: Summaries of inferential/test statistics (t-test of significance of simple linear correlation) for the coefficient of relationship between use of dialogue as conflict management technique and teachers' job satisfaction in public secondary schools in Orlu education zone 1 of Imo State

Sample Size (n), Summation (Σ), Coefficient of Relationship (r), Alpha Level (α), Degree of Freedom (df) and t-test of Significance of Simple Linear Correlation between two Variables

V	n	Σ	r	α	df	t _{cal}	t _{tab}	Decision
X	288	10740	0.33	0.05	286	6.975	1.96	Reject Ho ₂
Y	288	15189						

Table 2 shows the result for the test of the significance of the coefficient of relationship between use of dialogue as conflict management technique and teachers' job satisfaction in public secondary schools in Orlu education zone 1 of Imo State. The result indicates the degree of freedom as 286 and the t-calculated value of 6.975 is greater than the t-tabulated value of 1.96. Since the-calculated value is greater than the t-tabulated value, the researcher therefore rejected the null hypothesis; thus, concluding that that there is a low positive and significant relationship between use of dialogue as conflict management technique and teachers' job satisfaction in public secondary schools.

Discussion of Findings

The study indicated that there is a low positive and significant relationship between principals' use of arbitration as conflict management technique and teachers' job satisfaction in public secondary schools. This indicates that there is a direct link between principals' use of arbitration as conflict management technique and teachers' job satisfaction. That is to say that the variables may have influence on each other. If the administrators diligently perform apply the use of arbitration strategy in managing conflict, there will be improved teachers' job satisfaction like in diligently delivering of instruction in the class. This imply that an increase in the use of arbitration strategy will lead to an increase in teachers' job satisfaction

The findings of this study support the findings of Inang (2016) and Tshuma, Ndlovu and Bhebhe (2016), who in their study revealed a significant relationship between mediation, avoidance, collaboration, and teachers' job performance. Based on this Adeyemi (2009), recommended that principals should inculcate the idea of setting up of committees to resolve conflicts. Ibanga, Abdullahi, & Zakariya'u, (2023) revealed that conflict management technique in terms of use of arbitration related with teachers' satisfaction in tertiary institutions in Nigeria. The result was further strengthened by the fact that many teachers indicated that the school principals use interaction to settle disputes amongst the staff; third parties are also used to settle

disputes between staff. One of the problems on the use of this strategy was based on the fact that almost all the respondents indicated that there was no conflict management committee in almost all the schools.

The findings of research question two revealed a significant relationship between dialogue conflict management strategy and secondary school teachers' job satisfaction. There was a low positive relationship between the two variables, implying that an increase in the application of dialogue conflict management strategy in resolving teachers' conflicts, will lead to an increase in teachers' job effectiveness. It was also discovered through the findings of this study that many teachers are brought face to face to express their views, they were willing to listen to other parties' view concerning the issue on ground, they were also willing to change their view in order to settle the matter amicably.

From existing literature, the findings of Arop and Bassey (2017) supported this finding. It was revealed that there was a significant influence of administrators use of dialogue and domination on secondary school students' rights to fair hearing, dignity of human person, freedom of expression, peaceful assembly and association except in the recognition and protection of students' rights to freedom of religion. It also supports the position held by the findings of Oshionebo and Ashang (2017), whose study favoured the use of dialogue for principal-teacher conflict resolution among other administrative strategies such as dominance, compromise, smoothing, synergy, culture of civility, mediation, negotiation, and communication. The findings therefore strengthened the fact that the non-use of dialogue could cause high rate of indiscipline among teachers and students which could obstruct instructional delivery thereby posing as threat to teachers' job satisfaction in public senior secondary schools in Orlu Education Zone 1 of Imo State.

Recommendations

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

- i. Principals should ensure that they setup conflict management committee (CMC) in their schools that will serve as the body responsible for managing teachers' conflict. Staff in this committee should be adequately trained on how to handle conflicts and other related matters.
- ii. Teachers in conflict should always be brought to interact face to face and explain their feelings in order to ensure that their differences, disparities, and positions are well understood. This will enable them resolve their issues amicably through proper dialogue.

Conclusion

The study has unveiled a significant correlation between principals' adeptness in conflict management techniques and teachers' job satisfaction within secondary schools. Effective conflict resolution strategies, as implemented by principals, have a direct impact on the overall work environment, fostering a positive and harmonious atmosphere.

The findings suggest that when principals possess the necessary skills to address conflicts promptly and equitably, teachers experience reduced job stress, increased morale, and a

heightened sense of job satisfaction. This, in turn, positively influences teacher retention, leading to a more stable and experienced teaching workforce.

Therefore, it is crucial for school administrators and policymakers to recognize the importance of equipping principals with robust conflict management training. By investing in such training, they can empower principals to create a more conducive work environment, enhance teacher well-being, and ultimately improve student learning outcomes.

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