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School leaders' self-assessment of their dominant leadership styles in Eswatini public high schools**Joel B. Babalola & Njabuliso Nsibande**

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Abstract

The purpose of this study was to diagnose the dominant leadership styles of public high school leaders (principals and vice principals) in Eswatini with the aim of identifying their management and leadership training needs that have been ignored hitherto. The study adopted the Blake and Mouton's Self-Assessment Questionnaire and purposefully selected 20 high schools and 40 school leaders who served as respondents, comprising 20 principals and 20 vice principals, evenly distributed across the four regions of the country. Using a descriptive analysis and matrix tables, answers were provided to five questions that guided the study. The findings revealed that although the predominant styles of high school leaders in Eswatini were middle-of-the road and team approaches, they still exhibited the need for leadership improvement as evidenced by shortfalls on both the task-achievement and the relationship scales respectively. The findings further revealed that the need for leadership improvement was more pronounced for female leaders and those without prior management and leadership training. The study therefore, recommended that opportunities for leadership improvement be made possible by the Ministry of Education and Training in partnership with the University of Eswatini.

Keywords: Eswatini. High school. Leadership behaviour. Leadership styles. Principals. School leaders. Secondary school. Self-assessment. Vice principals.

Introduction

Leaders generally exhibit either task-oriented behaviour, people-oriented governance or the combination of the two managerial dimensions to achieve industrial peace and productivity. The task-oriented behaviour deals with a general concern for production measured in terms of the degree to which a leader emphasises organization's objectives, efficiency, and productivity when deciding how best to accomplish a task. On the other hand, people-oriented behaviour, deals with a general concern for people measured in terms of the degree to which a leader considers the needs, interests and personal development of team members when deciding how best to accomplish a task. The type of behaviour that a leader displays at work is vital in building healthy work environments that retain a motivated and satisfied workforce (Cummings, 2011). Research has shown that, although task-oriented styles has its advantages, people-oriented leadership styles often result in

better workers' health, job satisfaction, organizational commitment, emotional energy, and staff retention than task-oriented styles (Cummings *et al.*, 2010). Nevertheless, the way leaders combine task behaviour (concern for work) and people behaviour (concern for relationship) determines their leadership effectiveness (Burkus, 2010). One of the recent studies by Henkel, Marion and Bourdeau (2019) revealed that, depending on the prevailing context as well as workers' characteristics, project officers (or middle-level managers) frequently combine both high task-oriented and high relationship-oriented leadership behaviours to motivate and lead team members. Realizing the centrality of effective leadership in sustaining the development of any modern organization and considering the dearth of recent scientific evidence on the type and combination of governance behaviours displayed by school leaders (principals and vice principals) in Eswatini, the main purpose of this study is to identify and document, for the purposes of school leadership development, the common leadership styles (consideration for production and/or people when deciding how best to accomplish a task) displayed among public high school leaders (principals and vice principals) in Eswatini. To guide the study, efforts were made to proffer answers to the following research questions:

1. What is the predominant leadership style (9,9; 9,1; 1,9; 1,1 or 5,5) of high school leaders (principals and vice principals) in Eswatini?
2. To what degree do principals and vice principals differ in their emphasis on the achievement of school goals and/or concerns for people in Eswatini high schools?
3. How do female and male school leaders (principals and vice principals) differ in their emphasis on task accomplishment and/or concerns for the welfare of people when deciding on the best way to perform their school responsibilities?
4. To what degree do school leaders with bachelor's degree and master's degree differ in their consideration for tasks and/or concern for followers when deciding how best to accomplish a school task?
5. To what degree do school leaders with and without managerial training differ in their emphasis on tasks and/or consideration for people when deciding how best to handle a school task?

Literature review

Leadership styles are behavioural patterns and approaches used to direct and motivate followers to achieve a particular goal or implement a given plan. The leadership style theory, adopted in this study, categorised leadership into two, which are based on the behaviour of the leader towards work and workers. Thus, there are task-oriented and people-oriented leaders (Burkus, 2010a). Task-oriented leadership style is associated with proper planning, coordination and scheduling of activities in order to get the work done with little or no consideration for the needs and/or development of the people. People-oriented leadership style is ascribed with appreciable growth in leader-follower relationship as well as notable consideration

for the needs and development of the followers (Smith, Helm, Stark & Stone, 2019; Burkus, 2010).

Leadership styles and dimensions

Leadership styles are usually grouped into two behavioural dimensions; namely: task-oriented or people-oriented behaviours. Based upon a review of 34 studies on leadership styles of nurses, Cummings *et al.* (2010) categorise transformational, resonant, supportive, and consideration leadership styles under people-oriented leadership behaviour. They also classify leadership styles such as dissonant or autocratic, instrumental or transactional and management by exception under the task-oriented leadership behaviour. Going by the review of literature carried out in this study, out of the 17 scholarly articles on the predominant leadership styles of school leaders in different countries such as Somalia (Omar & Kavar, 2016), Uganda (Nsubuga, 2008) and some other countries around the world, 11 authors classify democratic, participatory, paternalistic and transformational leadership styles under people-oriented leadership behaviour (Ziyadin, Shash, Kenzhebekova, Yessenova & Tlemissov, 2018; Arokiasamy, Abdullad, Shaari & Ismail, 2016; Secong, Futralan, Aunzo, 2016; Omar & Kavar, 2016; Cohen, 2015; Kiboss & Jemoryott, 2014; Tilahun, 2014 Abawalla, 2014; Ngang, 2011; Coleman, 2003, Nsubuga, 2008). On the other hand, 6 authors list autocratic and transactional under task-related leadership behaviour (Torres, 2019; Amegbor & Bonney, 2015; Chibam & Chibani, 2013; Omeke & Onah, 2012, Takyi; OECD Talis Database, 2009, Oyetunji, 2006).

Oyetunji (2006) and Abawalla (2014) reveal that, depending on the situation, school leaders predominantly employ democratic, transformational, transactional and autocratic leadership styles. First, democratic or participative leadership style is people-oriented in the sense that the leader shares the decision-making process with the followers by asking for the opinion of the followers, thus, incorporating followers' needs in the decision-making process. School leaders who implement a democratic approach encourage collaboration, empowerment, teamwork, training and coaching to inspire their followers to develop themselves as well as the school. Second, transformational leadership style focuses on encouraging followers to cultivate their own leadership ability. School leaders who adopt this approach share powers with staff and/or students. They involve followers in decision making and use their authority and power to enable or empower followers to achieve set goals, thus, making them have a sense of responsibility. School leaders who adopt transformational style reduce supervision to a minimal level and try to moderate their involvement in the instructional process. Third, transactional leadership style adopts a selling approach involving exchanges between the leader and followers as well as the use of rewards and punishment to control followers' behaviour towards responsibilities. School leaders who adopt this approach use rewards to motivate staff and students to act responsibly. In such case, the principal or vice principal observes the need of the teachers and provides it based on the performance of the teachers (Oyetunji, 2006). Lastly, autocratic leadership style is a task-oriented approach in which the school leader takes decisions using available information without verification and without considering the opinion of followers or takes the decision alone using followers' opinion. According to Abawalla (2014) principals and

vice principals who adopt autocratic leadership style provide teachers with rules and regulations required to achieve school goals efficiently.

Classification of leadership styles into instructional and administrative behaviours

Grouping school leadership styles into instructional and administrative leadership behaviours is a peculiar feature of school leadership studies. Instructional leadership involves setting clear goals, managing curriculum, monitoring lesson plans, allocating resources and evaluating teachers regularly to promote student learning and growth. In line with this definition, the OECD Talis Database (2009:203) identifies five dimensions of the leadership behaviour and style of secondary school principals. One concerns principals' actions for managing the school along clearly stated goals based on student learning and performance objectives. Second is management of the quality of instruction in the school. Third is management that includes direct supervision of the quality of instruction coupled with provision of feedbacks to teachers. According to the OECD Talis Database (2009), these three management dimensions form the instructional leadership style. On the other hand, the two remaining dimensions of management behaviour form the administrative leadership style. The first is principals' actions related to accountability regarding the school's performance and administration within the education system. The second involves actions taken with regard to scheduling of teachers and courses and the enforcement of school policies and procedures otherwise known as bureaucratic management.

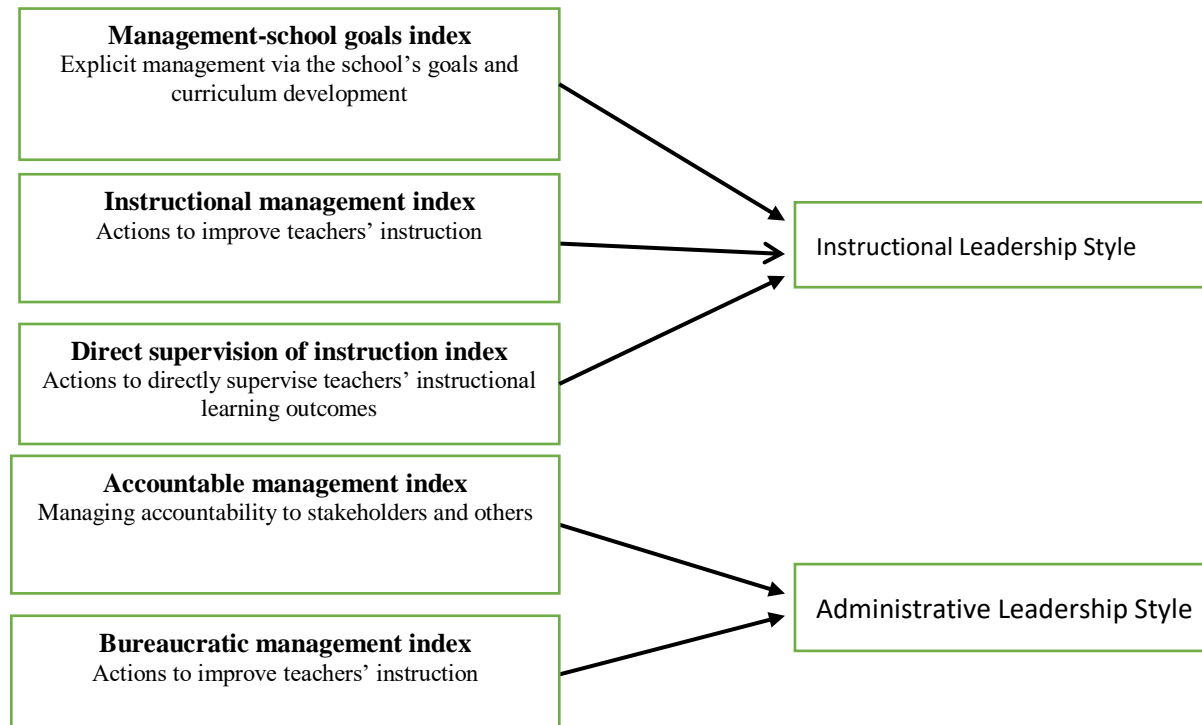
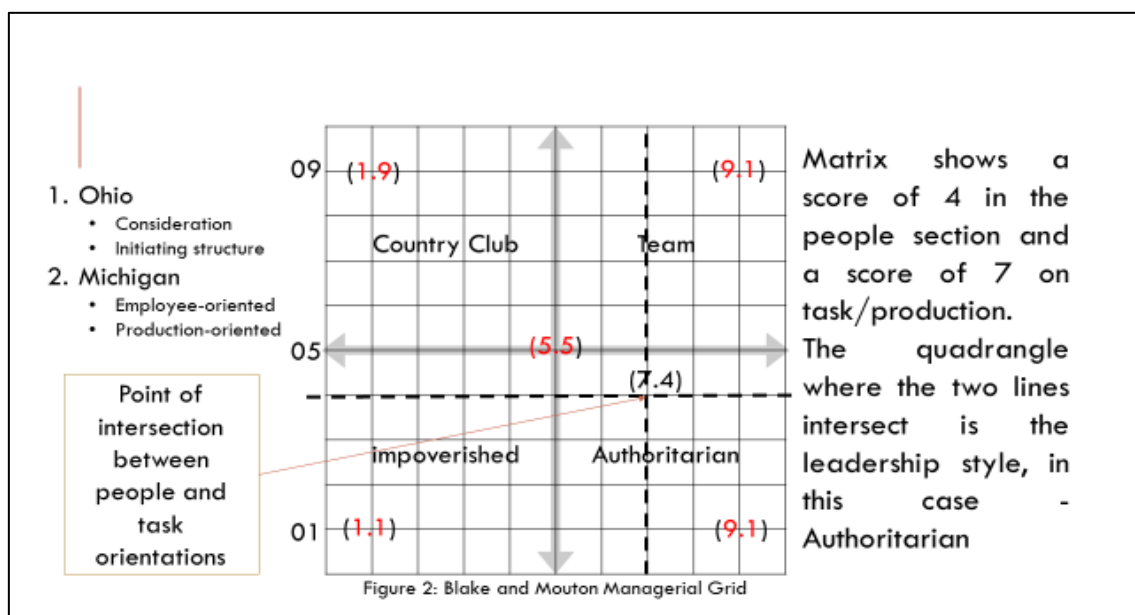


Figure 1: Dimensions of Instructional and Administrative Leadership Styles

Balancing the two leadership behaviours

Management is an act and art of balancing (Babalola, Ayeni, Adedeji, Suleiman & Arikewuyo, 2006). Principals often combine different leadership styles to manage schools. Thus, effective instructional leadership requires some degree of administrative autonomy in decision making about key components of inputs to the instructional process. Historically, the leadership style theory drew inspiration from the Ohio State University studies (classifying leadership behaviour into consideration and initiating structure), the Michigan University studies (classifying leadership styles into employee-oriented and production-oriented behaviours), and the Blake and Mouton Managerial Grid (classifying leadership styles into relations-oriented and task-oriented behaviours). Based on the Ohio, Michigan and other leadership style studies, it is theorised that leaders can combine the task-oriented and people-oriented behaviours to administer their tasks and teams (Smith, Helm, Stark & Stone, 2019; Burkus, 2019). Blake and Mouton Managerial Grid has distinguished itself as a leadership training model that describes leadership behaviours as plots on a grid with two axes, namely: concern for results or task behaviours and concern for people or relationship behaviour. Concern for people is the degree to which a leader considers the needs of team members, their interests, and areas of personal development when deciding how best to accomplish a task. On the other hand, concern for production is the degree to which a leader emphasizes concrete objectives, organizational efficiency, and high productivity when deciding how best to accomplish a task. The model outlines five main leadership strategies on the managerial grid (Figure 2):



The first is known as country club or the accommodating leaders (1, 9) who are low in tasks but very high in relationship and characterised by “yield” and “comply” behaviours. This style has a high concern for people and a low concern for production. School leaders using this style pay much attention to the security and comfort of the members of staff and students, thinking that this will increase performance. The resulting atmosphere is usually friendly, but not necessarily very productive. They rarely employ punitive, coercive and legitimate powers out of fear

that relationships could be threatened. Second, impoverished or the indifferent leaders (1,1) is characterized by “evade” and “elude” behaviours implying low concern for both people and production. School leaders employ this style to preserve their job, job seniority and protecting themselves through aversion of troubles and being held responsible for any mistakes. They often detach from and allow followers to do as they wish thus allowing them to suffer from power struggles. Third, team leaders (9, 9) who are high in tasks and high in relationship often lead by positive example, foster an environment in which all team members can reach their highest potential, encourage effective attainment of team goals as well as strengthen the relationships among the various members. They often form and lead most productive teams. Four, authoritarian or authority-compliance leaders (9, 1) who are usually high in tasks but low in relationship are often too task-oriented and are hard on their workers being autocratic in approach. They give little or no allowance for cooperation or collaboration, very strong on schedules, insistent that people should do what they are told without question or debate, focus on who to blame rather than on exactly what is wrong and how to prevent it and intolerant of ‘dissent’, so it is difficult for followers to contribute. Fifth, the middle-of-the-road leaders (5, 5) are moderate in task- and people-orientations respectively. The middle-of-the-road style is a balanced but compromised managerial strategy. The school leader who employs the middle-of-the-road strategy tries to balance between the competing instructional and non-instructional goals of the school and the needs of the students as well as those of the staff, especially teachers. The school leader gives some concern to both people and production (tasks), hoping to achieve acceptable performance. Consequently, compromises occur where neither the production nor the people needs are fully met. The school leader who assumes a supervisory role might view this style as the most practical management technique since he or she serves as a middleman between superiors and subordinates. When dealing with subordinates, the (5,5) school leader prefers relaxed conversations and shared decision making. However, when dealing with the superiors, the (5,5) school leader might prefer the task-oriented style using a well-structured communication.

Principals’ leadership trait (gender), skills and styles

According to findings from Coleman (2003) more of the male principals investigated were of the opinion that they are more caring and tolerant while more women than men principals identified themselves as disciplined or task-focused leaders. This implies that the gender of principals seems to have a relationship with their leadership style as men see themselves as more of the relationship-oriented leader while women see themselves as task-oriented. Although, based on the submission of Coleman (2003), teachers’ perception indicates that there is really no difference between male and female principals as far as their leadership styles are concerned. This opinion is supported by Torres (2019) who indicates that there is no significant relationship between the gender of the principals and the leadership styles they adopt. In contrast, findings by Nsubuga (2008) reveal, on the one hand, that job performance of female principals seem to be better than that of male principals and on the second hand, that female principals adopt more relationship-oriented leadership than male principals.

It is generally assumed that there is a direct relationship between the level and type of education, training and skills and the level of leaders’ job performance. Regarding

the possibility of association between leadership skills and leadership styles, Chibam and Chibani (2013) find that education of leaders has a significant relationship with their leadership style, even though most of the teachers are trained as teachers and not as leaders. In contrast, Torres (2019) and Secong, Futralan and Aunzo (2016) reveal that education and skills of leaders do not have significant relationship with their leadership style or rather there is a negligible relationship between skills and the leadership style exhibited by the school principals. According to them, most of the principals are appointed as principals without having any knowledge of what the position entails and are mostly unskilled leaders. Nevertheless, Nsubuga (2008) argues that a few of the principals who were former deputy principals before they were appointed as principals gained managerial experience and skills, informally, in the process.

Methods

The study adopted the Blake and Mouton Leadership Self-Assessment Questionnaire with a slight modification to incorporate Section A containing five items on status, gender (male or female), education (highest qualification), preservice and in-service managerial training. The purposive sampling technique was used to select a total of 20 high schools (08.06%) from all the four administrative regions of Eswatini to participate in this study. The study used all the 40 school leaders, comprising 20 principals and 20 vice principals as respondents (Table 1). Originally, the study was designed to sample 75-100 schools (30% of 248 or above). However, owing to limited resources and time available as a Visiting Scholar, the author purposely selected 10 school leaders per region to assess their leadership behaviour and provide answers to the five descriptive questions. Drawing from the saturation notion, it is believed that adding more participants to the study is not likely to result in a better answer to the research questions. Descriptive statistics were used for data analysis. The following procedure of analysis was followed: (1) from the questionnaire, identify people-oriented items as well as task-oriented items; (2) create an excel table such that all the items of the questionnaire would appear on the second column; (3) fill in the appropriate row, the value of each response (1, 2, 3, 4 or 5); (4) add up the numerical values of people-oriented responses as well as those of the task-oriented responses; (5) calculate the weighted scores for task- and people-oriented behaviours by multiplying the total of each orientation by 0.2; and (6) using excel, plot the graph of the relevant intercessions on a matrix and determine the leadership behaviour by combining the weighted averages.

Table 1: Population and Sample of High Schools in Eswatini by Region, 2019

Region	Number of Schools			Expected Proportional School Sample	Actual High School Sample	School Leaders	
	Secondary (Junior)	High School (Senior)	Total (Junior +Senior)			Principal	Vice Principal
Manzini	6	67	73	10.72	5	5	5
Hhohho	11	50	61	08.32	5	5	5
Shiselweni	2	62	64	09.92	5	5	5
Lubombo	6	69	75	11.04	5	5	5
Total	25	248	273	40	20	20	20

Source of school count: Ministry of Education and Training (EMIS Department).

Notes: (1) The number of the available high schools (67, 50, 62 and 69) appears

approximately evenly distributed across the four regions. Therefore, the choice of equal sample size of 5 schools per region. (2) Secondary schools and high schools are mostly housed together under one school leader.

Results and discussion

The purpose of this study was to diagnose the predominant leadership behaviour of school principals and vice principals in line with the propositions of the leadership style theory as contained in Blake and Mouton Managerial Grid. Specifically, the study intended to examine the possibility of association between the predominant leadership behaviour of school leaders in Eswatini and their personal trait (sex), status (principal or vice principal) and skills (education and training). Thus, the next section focused on the profile of the school leaders who responded to the Leadership Self-Assessment Questionnaire (Table 2).

Profile of respondents

Table 2 contains the profile of the 40 school leaders who responded to the Leadership Self-Assessment Questionnaire. Out of the 40 respondents, 20 were principals and 20 were vice principals of the selected 20 schools that were equally distributed across the four regions of Eswatini. Twenty-one and 19 of the respondents were female and male school leaders respectively. While 30 of them were with a bachelor's degree, 10 were with a master's degree. Only 5 of the 40 school leaders studied non-managerial courses at the university level. The remaining 35 studied management-related courses. However, regarding on-the-job training, only 11 of the school leaders engaged in management-related trainings. Instead, 29 of them engaged in Teacher Professional Training and other non-managerial trainings.

Table 2: Profile of Respondents

Variable	Frequency	Valid Percent
Status		
Principal	20	50.0
Vice Principal	20	50.0
Total	40	100.0
Sex		
Male	21	52.5
Female	19	47.5
Total	40	100.0
Highest Education		
Bachelor	30	75.0
Master	10	25.0
Total	40	100.0
Nature of education		
Non-Managerial	5	12.5
Managerial (including Part + Full)	35	87.5
Total	40	100.0
In-Service Training		
Non-Managerial (Teacher Professional Training + other)	29	72.5
Managerial	11	27.5
Total	40	100

Source: Researchers

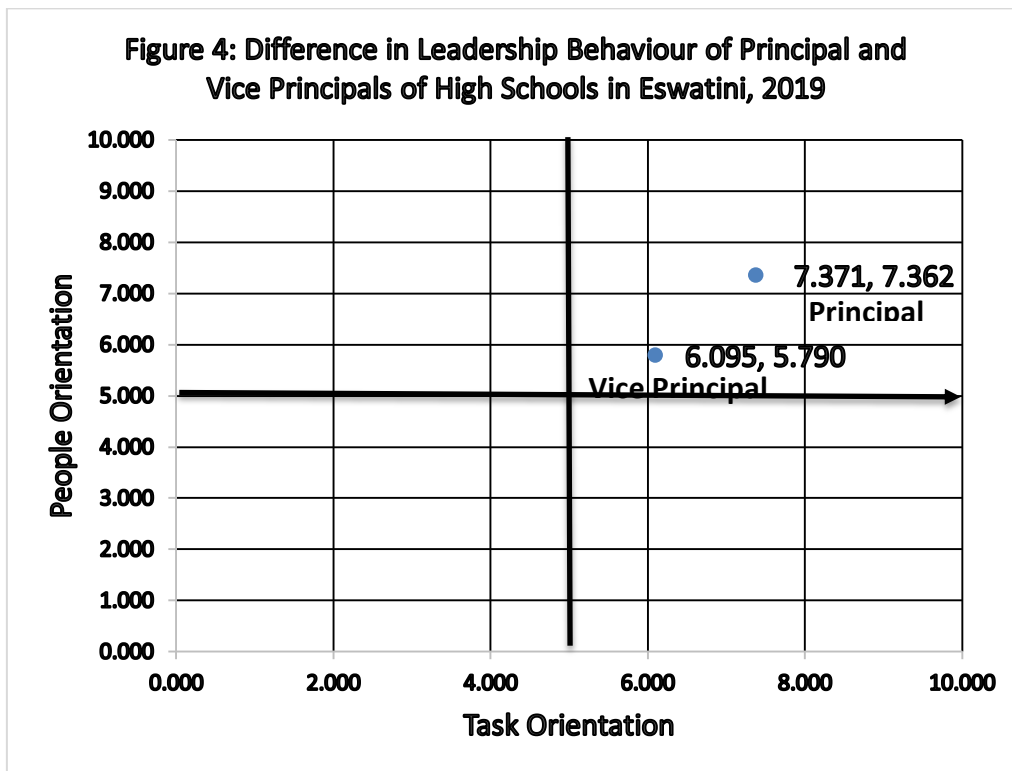
By possibly disregarding the likely effects of small sample size used in this study on this result, especially in respect of the outliers (Faber & Martins-Fonseca, 2014), the finding shows that just two of the principals and vice principals fall within the authoritarian leadership quadrant (4.8, 4.4 and 5.8, 4.0). This implies that few of the principals and vice principals are likely to be high in tasks but low in relationship thus hard on their workers by demanding meeting of deadlines, and by insisting that members of staff should do what they are told without question or debate. In similar vein, two of the school leaders could be considered as middle-of-the-road leaders (around 6, 6) who are moderate in task- and people-orientations respectively. These few school leaders are probably balancing between the competing instructional and non-instructional goals and the needs of members of staff.

Figure 3 (looking at the dotted trend line) demonstrates that principals and vice principals in Eswatini spread from bottom the right quadrant (autocratic style), through the middle-of-the road style to the top right quadrant (or team or transformational style) of the Blake and Mouton Leadership Grid. This finding is in line with those of Oyetunji (2006) and Abawalla (2014) that, depending on the situation, school leaders predominantly combine democratic, transformational, transactional and autocratic leadership styles.

Research question 2:

To what degree do principals and vice principals differ in their emphasis on the achievement of school goals and/or concerns for people in Eswatini high schools?

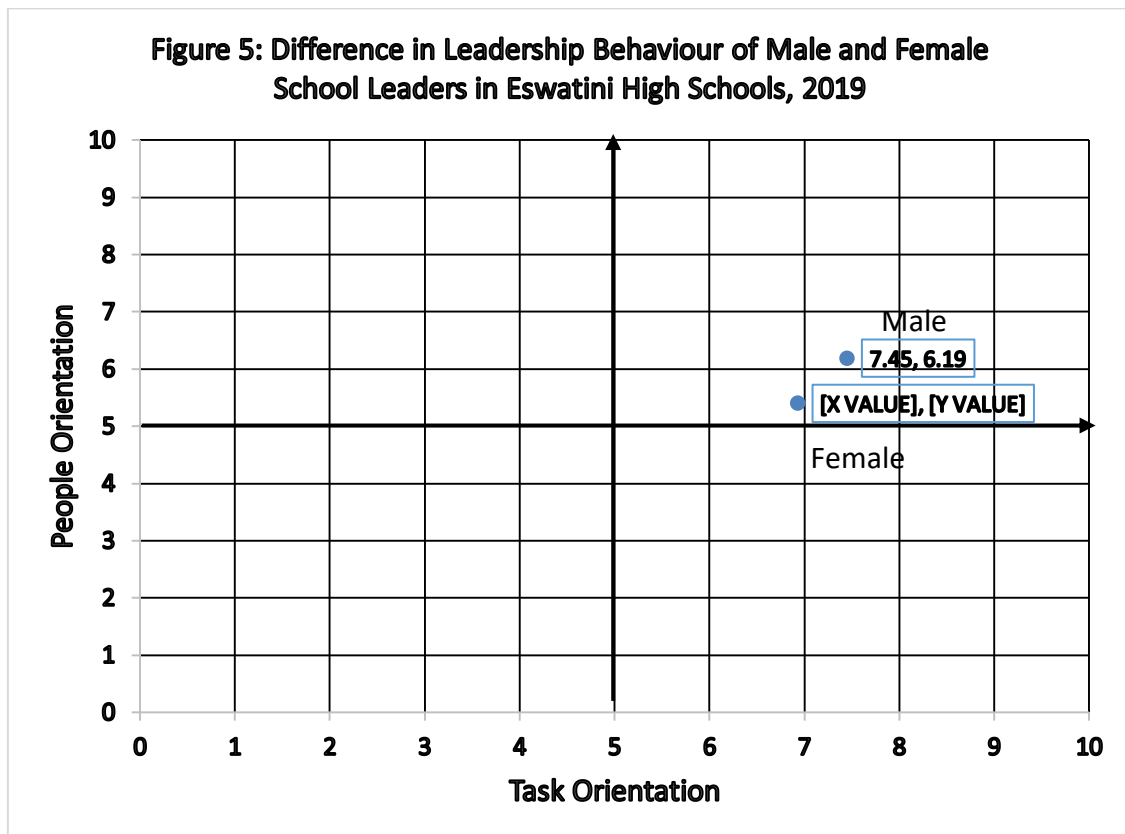
Figure 4 reveals that principals (7.4, 7.4 approximately 7,7) and vice principals (6.1, 5.8 approximately 6,6) differ in the way they combine task-oriented and people-oriented leadership behaviours in Eswatini. Scientific evidence that compares the leadership styles of principal and vice principal is extremely scarce. Nevertheless, Nsubuga (2008) argues that principals often emerge from deputy principals (who were trained teachers) and are appointed as principals without having any knowledge of what the position entails and are mostly unskilled leaders. This author further argues that a few of the principals who were former deputy principals before they were appointed as principals gained managerial experience and skills on the job. It is therefore, understandable why vice principals exhibit lower task- and relationship-oriented leadership styles than principals who have learned management and leadership practically on the job.



Research question 3:

How do female and male school leaders (principals and vice principals) differ in their emphasis on task accomplishment and/or concerns for the welfare of people when deciding on the best way to perform their school responsibilities?

Figure 5 shows that female and male school leaders (principals and vice principals) differ in their leadership strategies to effectively handle instructional tasks and people. Figure 5 actually reveals that female principals and vice principals in Eswatini exhibit (6.9, 5.4) style while male counterparts display (7.5, 6.2) style respectively.



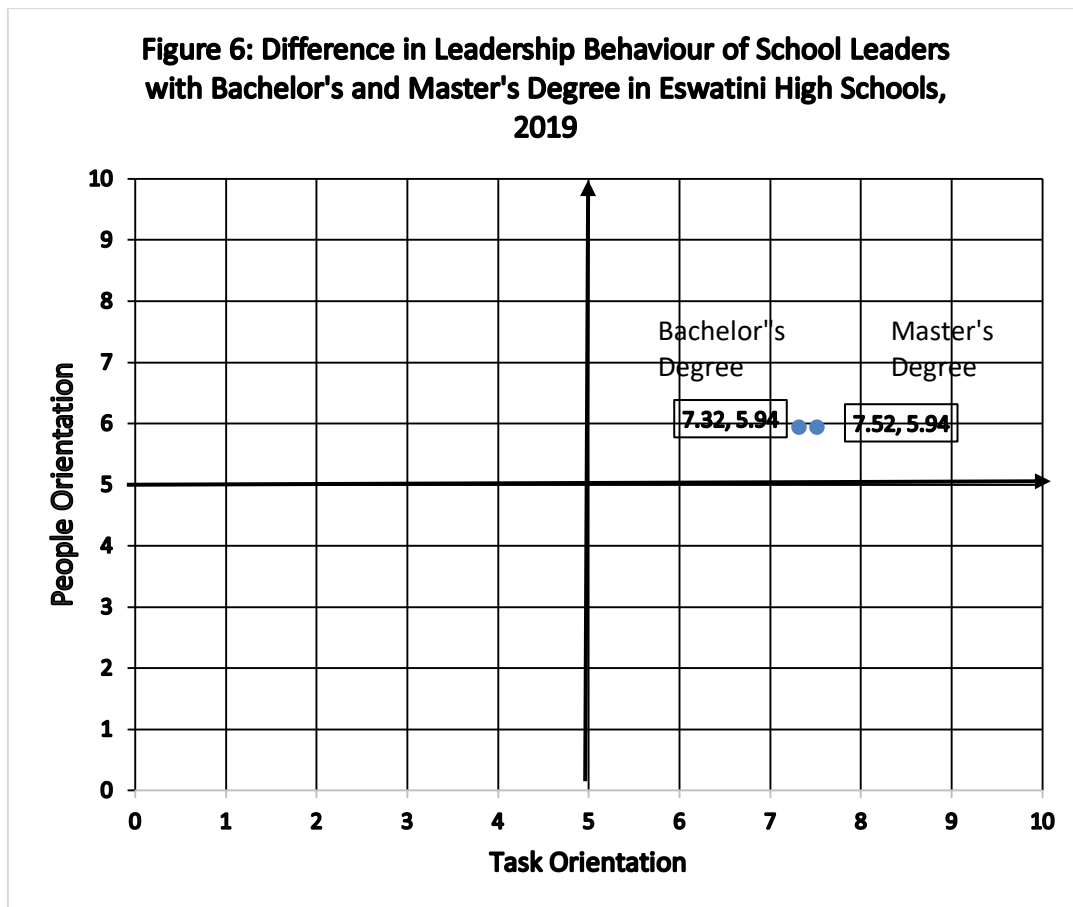
It therefore, implies that both female and male high school leaders in Eswatini were of the opinion that they are more towards instructional leadership or goal achievement than towards caring and relationship. However, while male principals and vice principals identified themselves as 75% up the continuum of disciplined or task-focused leaders, female principals and vice principals see themselves as 69% up the continuum of disciplined and task-oriented leaders. Moreover, while male school leaders were of the opinion that they were 62% up the continuum of caring leaders; female school leaders were of the opinion that they were only 52% up the continuum of caring and relationship. In terms of their closeness to the best leadership practice, male school leaders are closer to the best practice (9, 9) than their female counterparts. This finding is in support of Coleman (2003) that more of the male principals he investigated said that they were high in caring and tolerance while more of the female principals rated themselves high in goal achievement. Whereas, Nsubuga (2008) found that female principals adopt more relationship-oriented leadership by involving in counselling and guiding of teachers and students aright than male principals. Research is therefore, still inconclusive regarding gender and leadership behaviour.

Research question 4:

To what degree do school leaders with bachelor's degree and master's degree differ in their consideration for tasks and/or concern for followers when deciding how best to accomplish a school task?

Figure 6 reveals that school leaders with Bachelor degree (7.3, 5.9) and Master degree (7.5, 5.9) display almost the same leadership behaviour in the way they

combine task- and people-oriented practices. This implies that school leaders with bachelor's degree and master's degree do not differ in the leadership style employed to manage high schools in Eswatini.

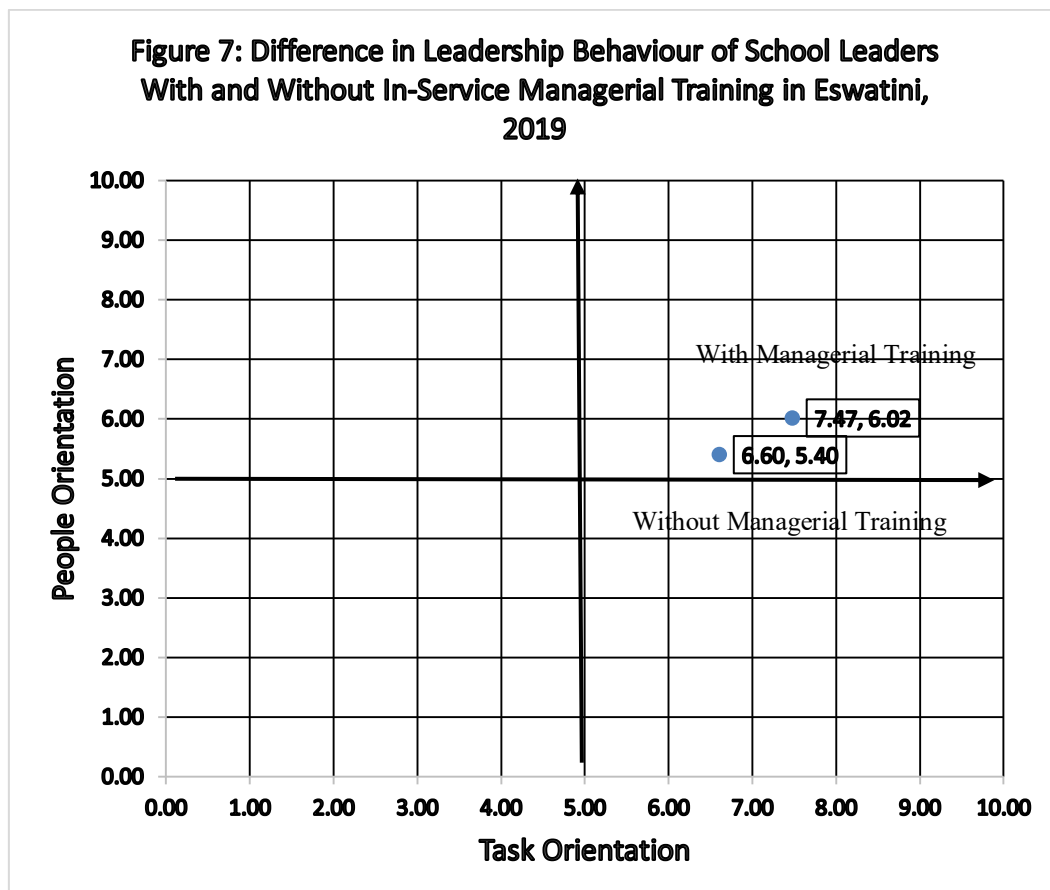


There is need to refer to skill theories so as to explain the finding that school leaders with bachelor's degree and those with master's degree do not differ in their leadership styles. The two primary skill theories are Katz's three-skill approach and Mumford's skills model of leadership (Burkus, 2010a). The Mumford's skills model outlined competencies, individual attributes, leadership outcomes, career experiences and environmental influences as the five components of effective leadership. The model argued that leadership skills can be learned through leadership development trainings. On the other hand, the Katz's three-skill approach argued that, depending on the management level (lower, middle or upper), effective leadership required technical skill (teaching proficiency), human skill (working with people) and conceptual skill (working with ideas). The three-skill theory argued that as leaders move from lower to upper level, skill importance moves from technical to human to conceptual. As supervisory leaders that school leaders are expected to be, they need to acquire learnable technical skills in general and human skills in particular for supervisory effectiveness. Except in few exceptional cases, school leaders, irrespective of their degrees, are usually unskilled in school supervisory management and leadership. This explains why school leaders with master's degree (heavy in concepts) remain the same in human relationship (5.94) as their counterparts with bachelor's degree (5.94) while those with master's degree display higher task oriented style (7.52) than their counterparts with bachelor's degree who display less Theory X style (7.32).

Research question 5:

To what degree do school leaders with and without managerial training differ in their emphasis on tasks and/or consideration for people when deciding how best to handle a school task?

Figure 7 shows that Eswatini's high school leaders with managerial training (7.5, 6.0) slightly differ from school leaders without managerial training (6.6, 5.4) as far as their leadership style is concerned. Principals and vice principals with managerial training are closer to the best leadership practices than those without training. For instance, while those with managerial training are 75% up the continuum of best instructional leadership, those without managerial training are 66% up the continuum. Moreover, while those with managerial training are 60% up the ladder of relationship and caring, school leaders without managerial training are 54% up the ladder of people-oriented leadership. Pricellas, Niez, Nierra and Tubis (2016) find a direct relationship between all-round school leaders' effectiveness and effective application of all school management and leadership skills. They argue that when the school administrators are highly effective in all areas of school management and leadership skills such as in communicating the school goals, supervision and evaluation of instruction, coordinating the curriculum, monitoring of student progress, protecting instructional time, maintaining high visibility, providing incentives for teachers, promoting professional development and providing incentives for learning; they are also highly effective in all areas of their responsibility such as setting instructional direction, teamwork, sensitivity, judgment, results orientation, oral communication, written communication, developing others, understanding own strengths and weaknesses.



Conclusion

The school leaders (principals and vice principals) in Eswatini exhibited the need for leadership improvement as evidenced by their (7, 6) predominant leadership style resulting in shortfalls of two levels (9-7) on the task achievement scale and three levels (9-6) on the relationship scale since the expected best leadership practice is the (9,9) style. Moreover, as evidenced by the shortfalls in their predominant leadership styles, female school leaders who are predominantly (7, 5) leaders, with shortfalls of two (9-7) on the task-management scale and four (9-5) on relationship scale, presented more need for management and leadership development than their male counterparts who were predominantly (8, 6) leaders. Furthermore, school leaders without school management training presented the need for management and leadership training as evidenced by their shortfalls in their leadership practice when compared against the leadership performance of their counterparts who are managerially skilled.

Recommendations

Based on the findings and the conclusion that followed, the paper offered the following recommendations: Regardless of the fact that all the school leaders in Eswatini were men and women of high qualifications such as bachelor's degree and master's degree, they would still need to pursue higher qualifications to develop their conceptual skills, school management and leadership education and training to sharpen their human relational skills and teacher professional development to enhance their technical capabilities. The Ministry of Education and Training, Eswatini might consider partnering with her University of Eswatini to mount a contemporary and holistic school management and leadership programme to accommodate all the needs of high school leaders for knowledge, skills and competence to be able to perform their tasks effectively in this rapidly changing world of work.

Further studies

Limited by resources, the study used a small sample size of 20 out of the 248 high schools in Eswatini. Thus, it became difficult to identify behavioural outliers that could skew the data and provide a small margin of error. The Department of Educational Foundations and Management might consider sourcing research grants to scale up the study so as to make the findings, conclusion and recommendations robust for possible national policy and practice on professional development of school leaders in Eswatini. Furthermore, the study adopted the Blake and Mouton's Assessment approach to rate the styles of school leaders in Eswatini. This approach is arguably flawed on the basis of its accuracy regarding what school leaders claim they do instead of what other people claim they do. Other researchers might therefore, consider the use of sub-ordinates' assessment in addition to self-assessment of the dominant leadership styles of principals and vice principals in Eswatini.

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Teacher trainees' perception of the challenges of teaching practice at an open and distance learning institution in Nigeria

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Abstract

This study sought to ascertain the experiences of teacher trainees and the challenges they faced during teaching practice. The population comprised all 300, 400 and 700 level education students of the Faculty of Education of the NOUN. The sample consisted of 125 education students taken from 300 (50 trainees), 400(50 trainees) and 700(25 trainees) levels of the Faculty of Education enrolled in various Bachelor of Education programmes and the Post Graduate Diploma in Education of the National Open University of Nigeria (NOUN). The survey research design was adopted. A researcher-designed questionnaire was the instruments used to gather data. The instrument was validated by lecturers in test and measurement and the reliability coefficient was ascertained through test-retest 2 weeks after first administration on 20 students who were not part of the sample. A reliability coefficient of 0.81 was obtained using Cronbach Alpha. Frequency count and percentages was used to analyse data. Findings indicated that teacher trainees experienced challenges such as improper supervision, inadequate mentoring, overloaded work schedules, haphazard vetting of lesson plans and timing. Based on these findings, it was recommended among others that trainees should start teaching practice during the first few weeks of resumption of each first semester/ first term. Committed supervisors should be engaged and proper mentoring carried out in the schools by both regular teachers and supervisors.

Keywords: Challenges. Open distance learning. Perception. Teacher Trainees. Teaching Practice.

Introduction

Teacher Education and training is one important way of achieving the Sustainable Development Goals (SDGs), national development and growth. Hanushek and Rivkin (2006) assert that students' high achievement is strongly linked to high quality training that teachers receive. Therefore, the teacher is a very important player in a nation's development because the country's education revolves around him/her. This emphasizes the necessity of top-notch quality teacher training. Quality and adequate teacher training will produce the right crop of teachers who in turn delivers quality education to the generality of Nigerians for personal and national development. This is very clearly documented in the National Policy on Education (FGN, 2004) which states that "no nation can rise above the quality of its teachers." This also undermines the need for well trained professional teachers. A professional trained teacher is one who has been exposed to the theory and practice of education. The theory include studying subjects such as Curriculum Studies, Principles of Education, History of Education, Sociology of Education and many more; while the practice is taking part in practical teaching.

Teaching practice (TP) is the activity where student teachers are placed in schools to gain teaching experience thereby offering the trainees the opportunity to learn and develop as professional teachers (Mokoena, 2017). At the Faculty of Education of the National Open University of Nigeria, teacher trainees are given a knowledge base in their theoretical courses as well as applied practical training through TP experience carried out for 6 weeks at the 300 and 400 level for undergraduate students and once for 6 weeks at the 700 level for Post Graduate Diploma in Education (PGDE) students. Teaching Practice is a requirement for graduation at the Faculty of Education of the National Open University of Nigeria, which is an open and distance learning institution

ODL opens up access to learning with the students and teachers separated by time and distance. The vision of the National Open University of Nigeria is to provide 'highly accessible and enhanced quality education anchored by social justice, equity, equality and national cohesion through a comprehensive reach that transcends all barriers. In reality, there seems to be a disparity between this vision statement and the production of quality, professional teachers based on the outcry about the incompetence and ineffectiveness of teachers. Teachers here are those who are undergoing or have undergone the TP exercise meant for professional development. Based on the outcry about teacher incompetence, the allusion would seem to be that the TP and the teacher education programme for some reasons is not producing professional and effective teachers. It is on this basis that this study seeks to ascertain the National Open University of Nigeria teacher trainees' teaching practice experiences, challenges and suggest possible way forward.

Literature

Open and Distance Learning (ODL) has grown into an important global strategy in resolving problems of access to education (UNESCO, 2004). However, ODL programmes, especially the teacher training programmes have their unique problems. Major benefits of ODL include flexibility, accessibility and life-long learning and a wider reach that transcends barriers such as age, location and time. There are very few single mode ODL universities in Africa. One of such is the NOUN. The NOUN is a single mode ODL institution. It has 8 faculties and the Faculty of Education is one of its oldest having been established in 2004. The Faculty of Education trains and produces teachers for all levels of education in Nigeria. These trainees are trained in all basic education and foundation courses, general studies and specialization courses depending on programme of study. However, TP is a prerequisite for graduation.

Teaching according to Smith (2016) is the process of attending to people's needs, experiences and feelings and making specific interventions to help them learn particular things. The term teaching practice has been used interchangeably with terms such as 'practice teaching', 'field studies', 'practical teaching experience', etc. ODL institutions prefer the term 'teaching practice' as it embraces all learning experiences of trainees (Mokoena, 2017). Taneja (2000) also posits that there are a number of concepts for defining TP. These are 'practice teaching', 'field studies', 'infield experience', 'school-based experience', and 'internship'. Again, Kiggundu and Nayimuli (2009) describe TP as the activity where student teachers gain experience in actual teaching and learning environment and is the crux of trainee's preparation for the teaching profession. No matter the definition, TP is an important part of

teacher education and professionalism. This is even more important in an ODL setting. It provides time for professional growth and offers prospective teachers the opportunity to explore concepts and practice techniques learnt in education courses (Lasley & Applegate, 1985).

According to Dicker and Schalkwyk (2014), TP is the preparation of student teachers for the teaching activities that they as professionals will have to do in the workplace. It enables student teachers become more professional and improves their teaching performances as well as makes them be more knowledgeable about their subjects. It is therefore an important component of becoming a teacher. The aims of the TP exercise according to Ogonor and Badmus (2006:6) include:

- Providing teacher trainee some kind of pre-service training which serves as an opportunity to be exposed to the realities of teaching and performance of professional activities.
- Providing opportunity for students to test theories and ideas learnt in the classroom as they come in contact for the first time with real life situations.
- Providing trainees the opportunity to utilize the various teaching methods in actual classroom/school conditions under the constant supervision of competent and experienced teachers.
- Exposing student teachers to professional activities which are part of the teacher's role in schools.
- Enabling students to be more familiar with the variety of instructional materials and resources; evaluate and select those materials appropriate for the objectives in a teaching unit or lesson.

In a related manner, Urevbu (2004) notes that during TP, the knowledge and skills acquired are demonstrated before examiners/supervisors who give feedback to trainees to improve their practice. Speaking on the importance of teaching practice, Nwanekezi, Okoli and Mezieobi (2011), assert that TP has 3 major connotations. These include the practice of teaching skills and acquisition of the role of a teacher, experiences in the school, and the practical aspects of the course different from the theory. Komba and Kira (2013) opine that TP affords trainees the opportunity to observe teachers and learn about teaching skills, strategies and routine as well as evaluate their own teaching experiences. Therefore, TP is the practical activity trainees must undergo to prepare themselves for the teaching profession.

Several studies on teacher training through distance education or ODL reveal that the organization of TP presents both logistical and educational challenges (Du Plessis, 2013; Sackey, Bentil & Asiedu, 2018). Some of the challenges include placing students at approved schools, mentoring and supervising students during school visits, assessment and feedback, overloading of trainees with work, inadequate mentoring haphazard vetting of lesson plans among others. Marais and Meier (2004) also opine that TP is a challenging but important part of teacher training especially in developing countries where the effectiveness of the TP can be diminished or eroded by a range of challenges such as geographical distance, low and uneven levels of teacher expertise, a wide ranging lack of resources as well as a lack of discipline among a wide cross section of learners and educators. These challenges, according to Quick and Sieborger (2005) if not addressed, may affect student teachers' performance during and after TP, and in the long run may also affect their perception of the teaching profession.

In a related manner, Mubika and Bukaliya (2013) are of the opinion that assessment of students' competencies during TP remains problematic and contentious. Coupled with the above is the fact that educational difficulties such as the task of supervising trainees and carrying out other duties makes it almost impossible for the teacher educator to spend the required time as an in-class observer who should note, correct and give feedback on the whole gamut of teaching and class management skills expected of a trainee during TP exercise. ODL institutions face challenges of population, supervision, manpower for supervision and mentoring, mode and nature of delivery, and unwieldy spread. Buttressing the above, Mokoena (2017) submits that due to challenges that some distance education institutions in countries like Nepal, Brazil and the UK are facing, they have abandoned TP supervision and put in place alternative strategies to mitigate the supervision needs of the training programme. In Nepal for example, peer teaching is now used while the Open University of the United Kingdom invites trainees to report on their classroom experiences of ideas and practical activities covered in the course.

In many TP situations, according to Davidson (2005), the trainees are perceived as persons who are only in the school to pass and no more. In reality, some trainees do have that mindset and attitude, i.e. undergoing TP to pass and graduate. Other challenges include what Okorie (1979) terms to be student teachers' show of little interest as a result of incompetence. In addition, Ngada (2001) posits that one of the challenges of TP is the fact that in many cases, lecturers/supervisors simply evaluate lesson notes/plans and assign grades. Again, some student Ngada added, look up to the TP period as one for relaxation after a busy term. In whatever form it is carried out, teaching practice is aimed at inducting teacher trainees fully into the professional work of teachers (Perry, 2004). To this effect, trainees are expected to fulfil all responsibilities of a teacher, which Perry claims is exciting but challenging. Perry further reiterates that on one hand, the trainees should experience the excitement of being a part of a real classroom setting, of getting to know the learners and planning and organizing the classroom tasks. On the other hand, trainees could have doubts about their ability to cope with unfamiliar situations, controlling and managing learners or establishing a working relationship with the mentor or supervisor. It is such mixed feelings that can contribute to making or breaking of a teacher trainee.

Justification for ODL in teacher education

Tahir (2016) posits that teacher education more than any other sub-sector of education has recognized and seized the advantage of deploying ODL in addressing key challenges within the sector. Tahir (2016) citing Moon and Robinson advanced 3 areas of advantage in using ODL in teacher education. These are resource efficiency, teacher demand and supply, and curriculum and training. Again, Tahir (2016:7) citing Umar advanced 4 reasons for using ODL in teacher education. They are:

- i. To promote access to education in the context of huge increase in social demand for secondary and tertiary education and the limited capacity of conventional face-to-face institutions.
- ii. To provide equal educational opportunities to all social groups irrespective of geographical location, gender, class, ethnicity and religion, particularly to marginalized groups who due to geographical isolation or personal commitments are unable to benefit from conventional provision.

- iii. To meet the continuing professional development needs of diverse groups who due to the exigencies of their full time job commitments cannot enrol in full-time studies in formal conventional face-to-face institutions and
- iv. To address existing and projected shortfalls in teacher supply following the launching of basic education scheme and upgrade unqualified teachers.

Based on these, Tahir (2016) asserts that ODL is a ready-made tool in the service of teacher education whether at pre or in service levels of education and training. This may be because of its flexibility, access and provision of lifelong learning.

Statement of the problem

The quality of teaching throughout the educational system in Nigeria has become an area of concern for many indicating an anomaly somewhere in teacher training. Teacher training institutions have the mandate to produce effective and competent teachers by exposing trainees to a wide range of courses focused on professional and subject area specialization courses. One of the most important of such courses is the TP which exposes trainees to actual teaching in real school setting for them to imbibe the tenets of the profession. In many cases however, the objective of TP is unrealized because most teachers after graduation still lack the required skills for effective teaching. Note that a qualified teacher is one who has the skills and competence and one who enjoys teaching. When these are lacking, they affect the teacher's performance, effectiveness, productivity and by extension, his perception of the teaching profession. This can be attributed to challenges bedevilling the TP exercise. This study therefore seeks to investigate challenges teacher trainees face during TP especially in an ODL institution.

Purpose of the study

The purpose of this study is to find out challenges teacher trainees face during TP. Specifically, the study intends to ascertain the classroom management and supervisory challenges trainees face.

Research questions

1. What classroom and school challenges do teacher trainees face during TP?
2. What are the supervisory challenges faced by trainees during TP exercise?
3. To what extent do these challenges negatively affect teaching effectiveness of trainees?

Methodology

The design adopted for the study is a survey design. The population of the study comprised all trainees eligible for teaching practice which comes up at the 300, 400 and 700 levels. The samples were 125 purposively selected students undergoing or have undergone the TP exercise during the 2018 second semester. The breakdown is as follows – 300 level=50, 400 level=50 and 700 level=25. A researcher-designed questionnaire was used to gather information from the respondents. The items on the questionnaire were on a 5 point Likert scale ranging from strongly agrees of 5 points to strongly disagree of 1 point. With the help of 5 research assistants, the questionnaire was administered to the respondents during visits to schools to supervise TP and during students' visits to the Faculty to see their project

supervisors. The instrument was validated by lecturers in test and measurement and the reliability coefficient was ascertained through test-retest 2 weeks after first administration on 20 students who were not part of the sample. A reliability coefficient of 0.81 was obtained using Cronbach Alpha. Data gathered was analysed using mean to determine the degree of agreement or otherwise and values assigned as follows:

Strongly agree = 5 points
 Agree = 4points
 Undecided = 3 points
 Disagree = 2points
 Strongly disagree=1 points
 This manifests as $\text{Mean} = \frac{5+4+3+2+1}{5} = 15/5 = 3.00$

An interval scale of 0.5 was added. Therefore, an item with a mean response of 3.5 and above was regarded as accepted while a mean below 3.5 was rejected.

Results

Research Question 1: What are the classroom and school challenges teacher trainees face during TP?

Table 1: Classroom and school challenges faced by trainees during TP.

S/N	Items	SA	A	U	D	SD	N	Mean	Remarks
1	Sustaining students' interest in teaching and learning	65	30	30	6	4	125	3.82	Accepted
2	Improvisation in teaching	58	38	20	3	6	125	3.86	Accepted
3	Writing on and using the chalkboard/whiteboard	54	26	12	18	15	125	3.20	Rejected
4	Lack of cooperation from regular teachers	81	19	5	11	9	125	3.67	Accepted
5	Non-involvement of trainees in extracurricular activities of school	40	34	6	25	20	125	2.14	Rejected
6	Overcrowded classrooms	60	36	20	5	4	125	3.81	Accepted
7	Lack of adequately equipped class and school libraries	62	41	13	5	4	125	4.91	Accepted
8	Absence of laboratories/poorly equipped laboratories	60	47	3	9	6	125	4.90	Accepted

Results on table 1 indicated that items 3 and 5 had mean ratings of 3.20 and 2.74 respectively. These are below 3.5 and were rejected. The other items – 1,2,4,6,7, and 8 had mean ratings above 3.5 and were therefore accepted as being classroom and school challenges teacher trainees face during teaching practice.

Research question 2: What kind of supervisory challenges do teacher trainees face during TP?

Table 2: Supervisory challenges faced by trainees during Teaching Practice

S/N	Items	SA	A	U	D	SD	N	Mean	Remarks
1	Supervisors spent only 20minutes for a class of 40 minutes	82	30	3	5	5	125	3.86	Accepted

2	Supervisor hurriedly went through students' lesson plan	24	20	12	40	39	125	1.66	Rejected
3	No cordial relationship between trainee and supervisor	10	7	10	32	66	125	1.68	Rejected
4	Lack of feedback from supervisor on trainee's performance	7	9	19	67	23	125	1.96	Rejected
5	Some supervisors only grade students lesson plan in the office	49	38	11	20	7	125	3.54	Accepted

Table 2 results revealed that items 2, 3, and 5 had mean rating of below 3.5 and were rejected while items 1, 4, and 6 had mean ratings higher than 3.50. These were accepted as challenges posed by supervisors and faced by trainees during teaching practice.

Research Question 3: To what extent do challenges faced during TP negatively affect teaching effectiveness?

Table 3: Effect of Teaching Practice challenges on teaching effectiveness of trainees

S/N	Items	SA	A	U	D	SD	N	Mean	Remarks
1	Lack of proper supervision adversely affects trainees' effectiveness to a large extent	80	30	4	4	8	125	3.84	Accepted
2	Challenges faced during TP negatively affect trainee's teaching effectiveness	49	38	11	20	7	125	3.54	Accepted

Table 3 results showed that items 1 and 2 had mean ratings higher than 3.50 and were all accepted. This indicates that challenges trainees face during the teaching practice exercises had adverse effect on their productivity and effectiveness.

Discussion of findings

Findings of this study have shown that teacher trainees face a lot of classroom and school management challenges. These include sustaining the interest of their students in teaching and learning, how to improvise, lack of cooperation from regular teachers, overcrowded classrooms, lack or total absence of adequately equipped libraries and laboratories. This finding corroborates du Plessis (2013) and Marais and Meier's (2014) submission which listed teaching practice challenges to include location, low level teacher expertise, lack of resources and discipline, overcrowded classrooms and so on. Trainees however, do not have problems with writing on the chalkboard, and being involved in the extra-curricular activities of the school.

Findings also indicated that most supervisors hardly spend the required 40 minutes for a lesson, they breeze in and out. Again, the finding revealed that there is overloading of trainees by mentors who leave their classroom work entirely to the trainees. Findings also showed that some supervisors only grade teacher trainees' lesson plans in their offices and some of the supervisors do not meticulously vet the lesson plans. This is in agreement with Sackey, Bentil and Asiedu's (2018) assertion that mentors leave their classroom work to the trainees and scarcely mentor them as they should resulting in an array of avoidable grammatical errors found in trainees'

notes and lesson plans. This, they assert is because mentors were not meticulous in vetting them.

Findings also revealed that lack of proper supervision and other challenges faced by teacher trainees during teaching practice has adverse effect on trainees' effectiveness and productivity. This corroborates Mubika and Bukaliya's (2018) submission that the task of supervising coupled with other duties makes it almost impossible for the teacher educator to spend the required time as an in-class observer resulting in not too thorough supervision and the production of incompetent teachers.

Conclusion

It is evident that teacher trainees face some challenges during teaching practice. These challenges include improper supervision, inadequate mentoring, overloaded work schedules, haphazard vetting of lesson plans and timing. The challenges trainees face has adverse effect on their productivity and effectiveness. Hope is not lost as these challenges can be overcome by concerted efforts on the part of teacher training institutions, the schools where teaching practice take place and the trainees themselves.

Recommendations

Competent and dedicated supervisors should be used to supervise TP while the Government, Parents' Teachers' Associations (PTAs) and proprietors should provide adequately equipped library and laboratory facilities. Regular teachers and mentors should assist trainees by mentoring, guiding and vetting properly the lesson notes and plans. They should not dump all their work schedules on trainees. The training institutions should endeavour to supply manpower in required number for proper supervision and teacher trainees should be sent out on teaching practice exercise in good time to avoid rush and haphazard supervision and vetting of lesson plans.

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Teachers' pedagogical content knowledge, curriculum designing, and student's comprehension of secondary school ordinary level physics in Lusaka, Zambia**Jacqueline Zulu & Innocent Mutale Mulenga**

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Abstract

The purpose of this study was to analyse teachers' pedagogical content knowledge and curriculum designing of secondary school ordinary level (O-level) physics in order to establish if they contributed to learners' poor comprehension of physics. The embedded mixed methods research design was used with more of qualitative data than quantitative data informing the study. 172 participants comprising of 158 Grade 12 learners, 10 teachers of physics and 4 physics educational specialists were sampled for the study. Data was collected using questionnaires for learners, semi-structured interview schedules for teachers and educational specialists and a lesson observation guide. Thematic analysis aided the understanding of qualitative data while descriptive statistics were used to analyse quantitative data. Findings revealed that O-level Physics for secondary school in Zambia had some areas that affected Learners' comprehension due to the way the programme was designed. However, the major hindrance to Learners' poor comprehension of the subject was teacher pedagogical content knowledge. Thus, it was concluded that teachers' poor physics pedagogical content knowledge and numerous skills acquisition demands that the subject put on learners contributed to Learners' difficulties in comprehending the subject. Therefore, researchers in this study recommended that the Ministry of General Education in Zambia should come up with a deliberate professional development programme to up skill teachers in the teaching of physics from both the theoretical and practical points of view.

Keywords:

Curriculum designing. Ordinary level Physics. Pedagogical content knowledge.

Introduction

In 2013, the Ministry of General Education in Zambia started the revision of the primary and secondary school curricula which was concluded in 2017 with the implementation of Grade four. The rationale behind the revision, as explained by the Ministry of General Education (MoGE), was to come up with competency or outcome-based curriculum that would help learners acquire knowledge, skills, values, and attitudes that would eventually make them face challenges in a rapidly changing world (MoGE, 2013). Today's societal rapid changes are influenced and biased towards technological innovations and thus to respond to these challenges, the education system should be tailored in such a way that it provides solutions to the challenges that are scientifically oriented. One of the aims of Zambia's education, as stated in the 1996 education policy document, is that science and technology have a significant impact on Zambia's economy and on the way of life of almost every citizen-state (MoE, 1996). It is further explained in the same document that the

scientific process was becoming a condition for human survival. Zhaoyao (2002) postulated that physics is an important base in science and technology since in it learners study the essence of natural phenomena and helps them understand the increasingly technological changes in society. In the 2013 revised Zambian curriculum (MoGE, 2013), science is compulsory in both the academic and vocational career pathways because it forms a basis for increasing advancement in technology which aims at improving the overall quality of life. However, there has been a general decrease in the quality of science learners' results obtained at grade twelve (12) school certificate leaving examinations as evidenced in the 2017 educational statistical bulletin, with the majority of the candidates obtaining just satisfactory or unsatisfactory grades. Good results in science are mostly obtained by candidates who sit for pure physics and pure chemistry but there has been a general decrease in the number of candidates taking pure physics since it is offered as an option (MoGE, 2017). Barmby and Deffty (2012) observed that the low marks in science are mostly attributed to the way physics is perceived by most learners in secondary school as a difficult subject. Pure physics and chemistry are offered to learners as optional subjects while physical science which is a combination of physics and chemistry is offered to the rest of the learners, who are the majority, as a compulsory subject (Examination Council of Zambia, ECZ, 2017). The performance of learners in two recent years according to the Examination Council of Zambia (ECZ) in sciences is summarised in Table 1. The 2018 results are not any better.

Table 1: Comparison of Performance by Subject in 2016 and 2017

Subject	Mean Raw Score (%)		% Change	Direction of Change
	2016	2017		
Physics	48.33	48.83	+0.05	Up
Chemistry	49.33	49.82	+0.70	Up
Physical Science	17.76	17.65	-0.11	Down

Source: ECZ (2017) examination performance review report

While physics and chemistry recorded a decline in candidature as shown in Table 1, the performance changed in the positive but physical science which is compulsory and a combination of physics and chemistry recorded a decrease in performance. The ECZ (2017) report on examination performance review confirmed that poor performance in physical science has consistently been attributed to physics and this has been noticed by physics having a lower percentage than chemistry. It is indeed likely that there is a poor perception among learners of science that physics is a difficult subject as can be seen from the lower marks for pure physics and as reported by Barmby and Deffty (2012) in the JICA/MoGE report on pupils' perception of physics in Zambian secondary schools. This paper will focus on physics which is a component of physical science (combination of physics and chemistry) as it is the one that is offered as a compulsory subject and taken by the majority of the learners.

As earlier mentioned, physics in secondary schools in Zambia is taught in two ways. It is taught as an optional subject to pupils who are purported to have a strong background in science as pure physics. It is this type of physics whose candidature has been declining over the years. Most pupils who sit for this examination are very

few but they perform well as indicated in Table 1 which is showing an upward trend in performance. The other type of physics is general physics which is taught separately and examined separately but the results are combined with chemistry and it is recorded as physical science on the learners' result transcript and school certificate. General physics is taken by learners who are purported not to have a strong science background and it is said to account for the poor performance of learners in physical science at school certificate leaving examination and this is the physics that this study focused on. Despite physics being one of the most important subjects in the Zambian education system as well as one of the oldest fields of study in the history of mankind, the performance of learners has been unsatisfactory for years (ECZ, 2017). This prompted the researchers to wonder why pupils find physics to be a difficult subject and if content was sequenced in a coherent manner. Moreover, scholars in this study questioned whether there was a problem in the way physics was taught in secondary schools in Zambia.

Statement of the problem

The research problem which was addressed in this study was that despite physics being a base subject in science and technology, it seems to have become unpopular among secondary school learners in Zambian secondary schools. This has been manifested by learners continued poor performance in general physics during the school leaving examinations. According to ECZ (2017) examination review report, despite physics being one of the most important subjects in Zambia's education system, the performance of learners had been unsatisfactory for years. The poor results that the country has continued to record in O-level physics are an indication that there was something wrong with physics education in secondary schools in Zambia. If the physics problem is not addressed, the knowledge base relevant for the advancement of science and technology will decline and that is likely to lead to stagnation in the technological and economic development of the country. Hence, the study focused on the curriculum designing and the pedagogical content knowledge (PCK) of the teachers of O-level physics.

Aim of the study

The aim of this study was to analyse the effect of the O-level physics curriculum designing on learners' comprehension and teachers' pedagogical content knowledge of the subject.

Objectives

1. To establish the effect of physics curriculum designing on learners' comprehension of the subject.
2. To analyse the effectiveness of teachers' pedagogical content knowledge on learners' comprehension of physics.

Research questions

1. How has the physics curriculum designing affected Learners' comprehension of the subject?
2. What effect does the teachers' pedagogical content knowledge have on Learners' comprehension of physics?

Significance of the study

It is hoped that the results of this study would bring out information that may contribute to the existing literature on efforts to improve learner comprehension of physics in secondary schools in Zambia. The findings may also be used by other researchers for further studies about secondary school teaching of science.

Theoretical framework

In order to understand the problem that surrounded physics as a subject in secondary schools in Zambia, reference was made to the schema theory. According to Hewson and Posner (1984), a schema is a set of coherent knowledge that is created in a set of similar context or situation. Human beings use schemata to organise, retrieve and encode chunks of important information. If teachers use teaching strategies that conceptualise learners' existing schema, new information will be easily integrated. McGovern (2017) explained that learners learn more effectively when they can relate new knowledge to previous knowledge by the use of schema. The problem at hand is that it seems learners are unable to acquire new knowledge of physics during the process of teaching and learning and hence the need to analyse the way it was packaged or designed in the curriculum and the teacher's knowledge of how they taught it (pedagogical content knowledge).

Literature review**The importance of physics in society**

Science is recognised widely as being of great importance both for the economic well-being of nations and for having a scientifically literate citizenry (Kyriakides, Christoforou & Charalambous, 2013). The knowledge of science and technology has been going through rapid evolution since the industrial revolution of the 17th Century. Building on the knowledge and skills of the fathers of modern physics such as Sir Isaac Newton, Galileo Galileo, and Albert Einstein, physics has claimed its space in the sciences to the extent that technology depends on its basic principles. It is through physics that new methodologies were developed that helped improve the quality of life in machines such as cars and aeroplanes which have made human mobility easy as well as modern construction which makes the earth a beautiful place to live in. For example, the smooth operations of a car will not be possible without depending on the mechanisms which are all made possible by physics principles. Topics like thermodynamics explain the functions of the engine and how the coolant helps in cooling the engine; electromagnetism explains how the car battery works, starter and headlamps. Vibrations and mechanical waves are also part of the content knowledge in physics (Serway & Faughan, 1999).

Orientation and focus of the 2013 Zambian revised curriculum

A curriculum, being a programme of education as Mulenga (2018) defined it, is a vital catalyst for the social and economic development of both developed and developing countries. The way a curriculum is conceptualised in theory and then designed, organised and developed for practical implementation depends on a country's particular philosophy of education. Delgado (2012) described a curriculum design as the structure or arrangement of the components or elements of the curriculum in a coherent manner. The O-level physics curriculum designing for Zambian secondary schools is arranged in such a way that it introduces learners to international standards of measurements known as SI units standing for System Internationale (Serway & Faughn, 1999). This knowledge enables learners to acquire the skill of measuring, accuracy and precision as well as the conversion of units. It contains other important topics which fall under mechanics, thermal physics, wave motion, static electricity, current electricity, basic electronics, and nuclear physics. According to MoGE (2013), the 2013 revised curriculum has adopted an outcome-based curriculum as one of its guiding principles. The guidelines in teaching this type of curriculum as given by the Ministry of General Education are that learners should be given practical experiences during the teaching and learning process that would help them acquire life skills.

In order to achieve the Ministry of General Education's desire, the teachers' content and pedagogical knowledge of the subject is critical. Every teacher needs to possess pedagogical content knowledge in order to manage the important task of achieving outcome-based education. The pedagogical content knowledge (PCK) helps the teacher to guide learning in ways which are appropriate as prescribed by the curriculum in order to achieve the aspirations for education of a nation. Shulman (1987) described pedagogical content knowledge (PCK) as an important aspect of teaching that allows teachers to effectively relay and make the subject matter and curricula knowledge comprehensible to the learners. Mulenga (2015) in his doctoral study contended that a teacher with PCK would know how to effectively sequence the teaching and learning materials and formulate very good questions that probe for alternative views.

The state of ordinary level physics in Zambia

Physics in Zambia has been taught since political independence in 1964. In the early 1980s, Physics was taught to only form IV and form V pupils as the curriculum demanded. By mid-1980s, the curriculum and education structure were changed from two years to three years in senior secondary school. This allowed for more time for learners to prepare for O-level examinations. In turn, the number of pupils sitting for O-level physics gradually increased. However, the number of pupils sitting for O-level pure physics examinations has not continued to increase (ECZ, 2017), and there has been a gradual decrease in the number of examination centres for it. In the meantime, learners that are doing general physics do not perform well in the school certificate leaving examinations that they write at the end of secondary school. The grades are mostly in the levels of lower credit, satisfactory and unsatisfactory. Buabeng and Ntow (2010) explained that in Zambia, ordinary level acceptable performance is a grade of higher credit or better. The situation is that most physics

candidates obtain grades lower than the O-level standard. According to Kafata and Mbetwa (2016), one of the perennial problems of the education system in Zambia is the high failure rate of learners at Grade twelve in science with physics being the major contributor.

Research design and approach

This study employed a mixed method embedded design approach which involved the use of qualitative and quantitative methods of collecting and analysing data. Qualitative data and quantitative data were collected simultaneously. Quantitative data was collected to play a supporting role to qualitative data.

Sample size

A total of 158 Grade twelve learners from ten secondary schools participated in this study. The schools were selected using stratified and simple random sampling. The learners were also selected using stratified and simple random sampling. The ten teachers of physics and four physics specialists two from the Examination Council of Zambia and two from the Curriculum Development Centre were selected using purposive sampling and this gave the study a total of 172 participants.

Data collection tools

According to Kombo and Tromp (2006) questionnaires, interview schedules, observation checklists and focus group discussion guides are the most commonly used research instruments. For this study, semi-structured interview schedules were used to conduct face to face interviews. Lesson observation checklists were also used as well as structured questionnaires. The three different instruments of data collection helped to triangulate in order to ensure the validity and reliability of the research findings.

Method of Data Collection

The questionnaire was used to collect information from learners. The Grade twelve learners were required to rate statements on a five-point Likert scale using strongly disagree, disagree, neutral, agree and strongly agree. This helped to generate quantitative data and qualitative data from open-ended questions of the questionnaire. The semi-structured interview schedules were used to collect information from the teachers of physics and the physics specialists in order to obtain qualitative data by having face to face interviews. The lesson observation checklist was used to collect information on the instructional process. All these procedures were carried out by the researchers themselves.

Reliability and validity

In this study, validity and reliability were achieved in various ways including seeking participant member checking of data. Triangulation of data collected through interviews and the questionnaire helped to validate most of the findings. Additionally, questionnaires were pilot tested so as to ensure that questions were understood by participants. Reliability of results was mainly done through factor analysis in which the Cronbach's alpha (α) values were used to check the reliability of the questionnaire items. With coefficients ranging from 0.00 to 1.00, the large indices indicated a higher degree of reliability. The researchers accepted Cronbach's alpha of 0.8 to 0.94. These values were accepted because they were more than 0.70 which is the threshold value of acceptability as advised by scholars such as Creswell (2003). During the coding process, qualitative and quantitative data was scrutinised to eliminate errors and omissions.

Findings and discussion

What was the effect of Physics Curriculum Designing on Learners' Comprehension of the subject?

Effect of curriculum design on learners' comprehension of physics

Physics specialists from the Examination Council of Zambia (ECZ) and the Curriculum Development Centre (CDC) were asked during the interviews to explain if the way O-level physics curriculum was designed had been negatively affecting Learners' comprehension of the subject. All the specialists held the view that the way the curriculum was designed had no negative effect on the comprehension of physics by learners. For instance, one of the specialists from the CDC commented that;

Care is taken in the way the content is selected and organised to the extent that the curriculum is appropriate for learners at secondary school level and that is the case with O-level physics in Zambia.

A physics specialist from ECZ also stated that;

From the assessment point of view, what we notice in students' answer scripts points to the fact that teachers seem not to be teaching the subject well. Some mistakes learners make are so basic that one does not expect a student at this level to have such deficiencies in the subject. Thus, the designing of the curriculum is not the issue but how teachers teach this subject.

However, teachers of physics had a different view from the specialists. For example, one teacher explained that;

The physics curriculum has content which is irrelevant to the learners, as a result, it poses challenges to the Learners' comprehension of physics. And some of the content is very high pitched to the extent that learners struggle to comprehend some of the concepts.

This view was shared by six other teachers who though express it in different ways. As one of them said that;

The skills that students are expected to learn in physics are so many. For instance, they will need to calculate, draw, measure and many others. And yet we do not have the appropriate and enough teaching and learning resources in our schools, private schools do well because they have the resources. Physics curriculum need to be redesigned with the help of teachers.

Learners were also asked to give their views about the effect of the number and nature of topics in the syllabus on their comprehension of physics. The views were given on a five point Likert scale by strongly disagreeing, disagreeing, neutral, agreeing or strongly agreeing to the statement that “*I do not perform well because physics has too many topics which are difficult to understand*”. Twenty-six (26) learners strongly disagreed, twelve (12) learners disagreed, twenty-one (21) learners were neutral, fifty (50) learners agreed and forty-nine (49) learners strongly agreed. Figure 1 shows percentage distribution of the Learners’ responses.

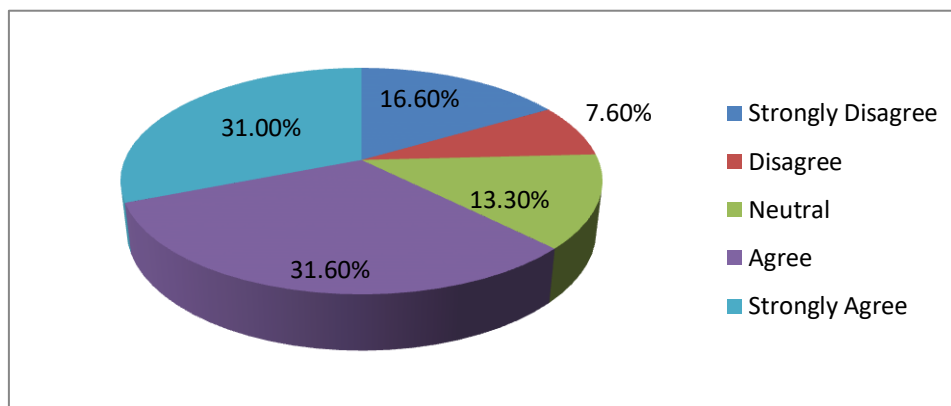


Figure 1.0.: Percentage distribution of learners views on the number and nature of physics topics

The learners also said that physics had too many topics which had different modes of learning and this posed a challenge to them. As can be seen from the findings, teachers and learners had a different view from those of physics specialists. While the physics specialists were insisting that the curriculum was well designed and all it needed was good teaching, those who taught it and the learners themselves had issues with the curriculum. These results showed that there was a blame game between the teachers of physics and the Curriculum Specialists. One specialist even claimed that;

Teachers were part of the curriculum designing process and he saw no reason why teachers should blame their failures on such a fine document.

Teachers and specialists held different views on this issue and like other studies; teachers have complained that they were not part of the curriculum development process in most cases. The teachers’ complaints have been confirmed in studies such as those by Mulenga and Mwanza (2019) who said that teachers were not well represented during the curriculum designing process.

What was the effectiveness of teacher's pedagogical content knowledge on learners' comprehension of physics?

Learners' comprehension of physics in relation to teachers teaching skills

As already noted from the previous section, physics specialists attributed learners' challenges in physics to the way teachers presented the subject to the learners. It should be realised that teachers knowing and understanding of physics, content knowledge, is one thing and having the skill to effectively make the learners acquire desirable knowledge and skills in it, pedagogical content knowledge, is yet another thing. A teacher with appropriate pedagogical content knowledge can effectively teach learners the knowledge and skills contained in physics in such a way that learners will be able to realise that physics was actually usable in real life.

In order to understand teacher's pedagogical content knowledge of physics, researchers presented a Likert scale in the learners' questionnaire which had several statements on which learners needed to express their views about how teachers taught them in relation to their comprehension of the subject. The results are given in Table 1.

Table 2.0.: Frequencies and percentage distribution of learners' views about why they found physics difficult

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Most of the time my teacher goes on teaching without me understanding	17(1.8%)	17(10.8%)	16(10.1%)	69(43.7%)	39(24%)
My teacher understands physics for himself only but fails to make me learn it as well	24(15.2%)	28(17.7%)	9(5.7%)	70(44.3%)	27(17.1%)
We do not do any experiments during Physics lessons and that makes it difficult to understand it	18(11.4%)	14(8.9%)	32(20.3%)	59(37.3%)	35(22.2%)
Since my secondary school days, I have not had a teacher who has made me understand Physics	28(17.7%)	14(8.9%)	13(8.2%)	54(34.2%)	49(31.6%)
If only we had a teacher who can teach us well Physics is not a difficult subject	40(25.3%)	12(7.6%)	7(4.4%)	52(32.9%)	47(29.7%)

The statements in Table 2.0 described aspects of teachers' pedagogy for physics in relation to learners' comprehension of the subject. The learners' responses gave the researcher very important feedback about what aspects of the teacher's pedagogy affected their comprehension and thus their performance in the subject. The results clearly indicated that according to learners, their lack of understanding of the subject had a lot to do with how they were taught. This indicated to the researchers that the teachers' way of teaching the subject greatly affected learners' comprehension. This

confirms what Bishop (1985) had rightly stated that the quality of a curriculum is as good as the quality of its teachers. In this case, learners' understanding of physics seemed to have been impeded by teachers' pedagogical skills. In order to give a deeper understanding of teachers challenges in relation to their pedagogical content knowledge, researchers asked learners how their teachers specifically handled some aspects of the lessons. The sections that follow give the details.

The pedagogical content knowledge of the teachers of physics

A five-point Likert scale presented statements that reflected teachers' pedagogical skills and learners were required to rate by strongly disagreeing, disagreeing, neutral, agreeing or strongly agreeing. The learners' responses were analysed using the mean and standard deviation. The results are presented in Table 2.

Table 3.0. Mean and Standard Deviations of Learners' Views of Teachers' Pedagogical Content Knowledge

Statement	N	Min	Maxi	Mean	Std. Deviation
Physics seems to be complicated even to my teacher	158	1.00	5.00	3.341	1.583
My teacher does not explain difficult scientific terms	158	1.00	5.0	3.6076	1.26610
My teacher does not connect what we learn to everyday aspects of our life	158	1.0	5.0	3.3038	1.35303
Physics is taught in a very theoretical manner without us doing experiments	158	1.0	5.0	3.5000	1.25048
My teacher's attitude towards our challenges in physics is very discouraging	158	1.0	5.0	3.5190	1.45734
My teacher makes us think that physics is not for everyone but for some very intelligent pupils only	158	1.0	5.0	3.4367	1.42513

The standard deviations of 1.58 and below showed that learners had difficulties with the pedagogical skills of their teachers and this is the case with the results in Table 3.0. It is worth noting that most of the learners indicated that physics was complicated even to their teachers. Learners probably arrived at this conclusion having experienced that teachers were unable to explain the concepts of the subject to them.

More information about the teachers' teaching skills was obtained through the lesson observation schedule, interviews, as well as open-ended questions from the Learners' questionnaires. Through observation of the lessons, the findings revealed that four of the lessons observed were mostly about teacher exposition. There was a lack of creativity and critical thinking and the chalkboard was the only available teaching and learning aid. No learner centred method was fully employed and time management was poor as reflected by the failure to engage the learners in a class activity such that two out of the four lessons, class activity was given as homework while the other two ignored it altogether. However, the teachers displayed appropriate knowledge of the subject matter but learners remained passive throughout the lesson hence the researchers could not tell if learners had learnt something by the end of the lessons.

The findings revealed that learners felt that their teachers of physics did not connect what they learnt to everyday activities. The same sentiments were expressed by the physics specialists who thought that there was probably a compromise in the quality of the teacher education programmes of science teachers being offered by colleges and universities. The physics lessons which were observed revealed that learners were mainly passive participants. The findings of this study actually confirm what Hewson and Posner (1984) explained about the schema theory. If teachers use teaching strategies that conceptualise learners existing schema, new information will be integrated and if they did not, new information was not to be integrated. Therefore, learners' difficulties with physics can be attributed mostly to the lack of effective teacher pedagogical content knowledge and not to curriculum designing.

Mulenga and Luangala (2015) explained that teachers play an important role in the facilitation of the learners' acquisition of desirable knowledge, skills, values, and attitudes. In this case, it is up to the teacher to make the learners aware of the rare knowledge, skills, and attitudes that they can acquire only from learning a certain topic in physics. In order to have a detailed understanding of teachers' PCK, the researchers isolated some outstanding areas in Table 3.0 as presented in the sections that follow.

Teacher's ability to explain scientific terms in physics

Most of the learners agreed to the statement that *the teacher had difficulties in explaining scientific terms in physics*. When the Likert scale for this statement was analysed in percentage, the results were as in Figure 2.0.

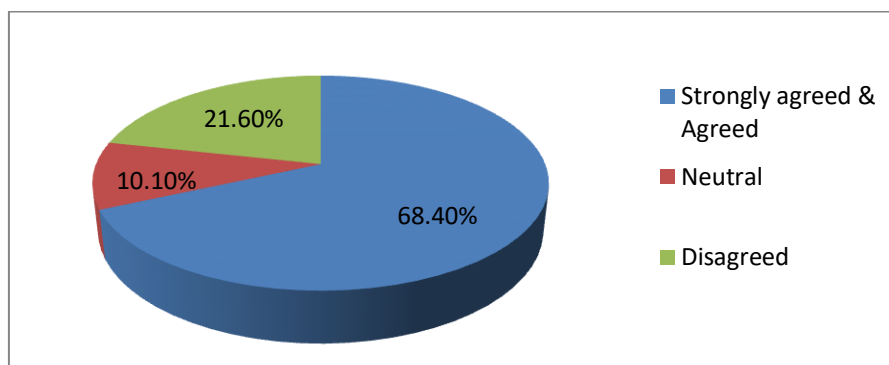


Figure 2.0.: Percentage distribution of teacher's inability to explain scientific terms of physics

Figure 2.0 indicates that teachers had challenges in the way they explained physics concepts. From the lesson observation, the researchers found out that some terms were being explained but not all of them. For example, during one lesson observation on current electricity, the teacher did not explain the difference between the potential difference (P.D) and electromotive force (E.M.F) but just referred to both as voltage. During interviews with teachers, one of the teachers explained that;

It is a waste of time to explain all the scientific terms we come across because to our learners, nothing makes sense. All we do is a formality. The government should think of excluding some schools like ours from taking science subjects like physics because in the end all they do is blame the learners' failures on the teacher.

Another teacher revealed that;

Even if you break your back to explain in the simplest terms, the learners further ask you to repeat the explanation in Nyanja, the local language, honestly, how can you achieve science education in Nyanja?

On the same theme, the specialists confidently said that the terms that are contained in the secondary school physics content are not difficult and can be adequately handled by any teacher of physics who has been trained. One specialist said that;

The teachers of physics have been trained adequately to handle all the scientific terms that are in the content and besides all textbooks are accompanied by teachers' handbooks where the teacher can be given further guidance about the terms.

The findings also revealed that learners strongly agreed to the statement that “*physics is complicated even to our teacher*”. A total of 99 learners (62%) agreed to the statement while those who disagreed were 32.9% and 4.4% chose to remain neutral. Findings of the interview with teachers revealed that it seemed teachers felt bothered to simplify some of the terms that learners did not understand. Park and Oliver (2008) explained PCK as what the teacher understands and the enactment of how to help a group of learners understand specific subject matter using multiple instructions. Therefore, if teachers of physics were failing to simplify physics content to their learners, then it can be attributed to their lack of pedagogical content knowledge for the subject.

Applicability of physics content to everyday life

Good and effective teaching helps learners link what they are learning to their everyday lives. “*My teacher does not connect what we learn to everyday life activities*” was one of the statements learners needed to respond to as shown in Table 3.0. Those that strongly agreed and agreed to the statement were 44.3% and 17.1% respectively and when combined it came to 61.4% of all those who agreed that the teacher did not connect what they learn to everyday life.

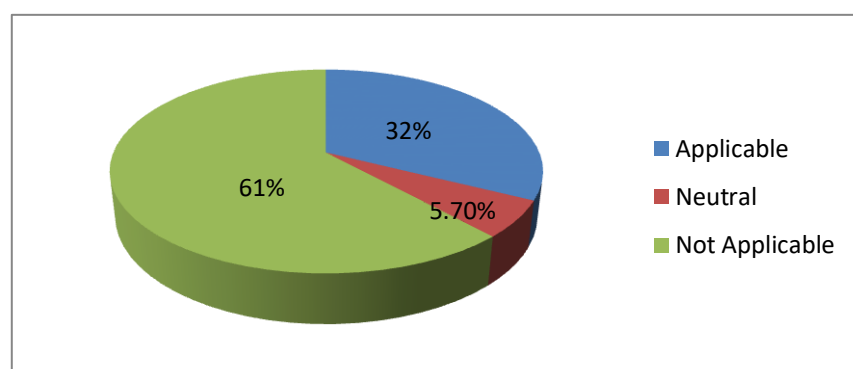


Figure 3.0.: Percentage distributions of learners' views about the applicability of physics

In a follow up open-ended question one of the learners wrote that;

The problem is that from Grade ten(10) to Grade eleven (11), we were given a very complicated teacher who complicated things for us, but the one we have now makes physics simpler but what are we going to do about our Grade ten (10) and eleven (11) topics.

The findings from one lesson observation on calculating the cost of electricity were that the teacher correctly applied the formula based on an example from the textbook about Singapore without making reference to the domestic calculations of electricity costs by the Zambia Electricity Supply Corporation (ZESCO) units. It was also noted that the learners did not inquire from their teacher if domestic electric energy was also calculated in the same way. Hence, when one of the teachers was asked whether they connected what they taught to everyday life activities, the teacher commented that,

The learners we teach think in a very shallow way. They have no ability to connect what we teach them to what they go through in everyday life. For example, explaining to them after the lesson to go and sensitise others about changing from using incandescent bulbs to energy savers in order to save energy, my learners refused to let go of the misconception that energy savers cause cancer, so what can you do with such learners.

Another teacher added that;

Our learners fail to function at the knowledge level, what more if you push them to higher levels such as application and analysis; nothing can come out of it.

This teacher went on to say that;

The problem is with the process of selection to Grade nine to Grade ten after the national examination. Schools like ours are left with low performers while the high performer learners are taken to grant-aided schools and technical schools but when it comes to Grade twelve (12) results they compare us using the same standards, we are not miracle workers you know.

However, different views were expressed by subject specialists who contended that;

There is a paradigm shift in the way teaching is done nowadays but teachers are still lagging behind in their teaching approaches. For instance, the rationale for each lesson should be explained in order for learners to know why they are learning a certain topic in a particular lesson session. But our teachers still adhere to the old lecture method even in science-based subjects. What do you expect?

In his explanation of how teachers fail to teach well, the specialist gave an example relating to the electromagnetic spectrum and how it works in radios and televisions which learners are familiar with other than just introducing the electromagnetic spectrum as it may seem theoretical to the learners. He further commented that;

Teachers lack the art of teaching these days. All they do is follow what has been prescribed by the book without contextualising the content into what learners can identify themselves with.

The specialist's response further exposed the blame game that was going on between the specialists and the teachers of physics and learners seem to have no advocate in this matter as the findings have revealed a self-defense pattern emerging from the teachers as well as the specialists.

The blame game

The participants in this study namely; learners, teachers, and subject specialists were holding different views on the same matter with the teachers of physics taking the larger share of the blame. Learners rated their teachers' pedagogical skills as being poor. This finding was significant since learners are the direct beneficiaries of the teaching process. Therefore, their views about the teachers' pedagogical skills and the curriculum design were genuine. On the other hand, the teachers' blame on the learners' attitude and ability to learn physics could be as a result of the teacher's inability to teach well. Referring to teachers as significant factors in curriculum implementation Mulenga and Lubasi (2019:64) explained that 'the problems that may arise during implementation can cause disparities in the intended curriculum, implemented curriculum and achieved curriculum'. In this case, the achieved curriculum is under threat of not being effectively achieved since teachers seem to have challenges with their pedagogical skills.

Conclusion

Scholars in this study concluded that learners in the selected secondary schools in Lusaka district faced difficulties in comprehending physics because the syllabus had too many topics in which learners had to master different skills such as note-taking, calculations, experiments as well as graphing techniques in one subject and this may be too much for the learners and thus made comprehension of the subject difficult. It was also concluded that the failure by the teacher of physics to explain scientific terms, relate physics content to everyday life and to simplify terms was a major contributor to the learners' failure to comprehend physics leading to learners' poor performance. The blame game between the curriculum developers and the curriculum implementers, teachers, which left the learners stranded needed to be corrected by ensuring that teachers take part in curriculum development and were provided with teaching and learning resources.

Recommendations

The Ministry of General Education in Zambia should pay particular attention to the teaching and learning of physics in secondary schools in order to realise the obvious importance of the knowledge of physics in today's technological world. Secondary schools should be regarded as nurseries where scientific ideas and innovations should be tried out and the desire for discovery inculcated in the learners. Schools should grow young scientists since secondary school learners are in their prime age where experimentation is done without fear. The researchers are particularly recommending that;

The rationale for teaching and learning a topic should be clear to the learners.

It is incumbent upon the teachers of physics to bring the learners to a point where they appreciate why they are learning a certain topic right at the beginning of the lesson. There should be a better reason why they are learning the topic beyond the experiment performed in the laboratory and the passing of an examination.

The experiments done during lessons should be related to everyday life activities.

In order for the learners to gain valuable skills, attitudes, and worthwhile knowledge, they need to know that what they learn in class can be used in society.

Learners should be left to do experiments and not just watching the teacher demonstrate.

Learning by doing is more effective and, therefore, teachers of physics should be preparing worksheets with instructions so that learners discover more information on their own rather than following procedures performed by the teacher.

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Deaf education in Zambia: Lessons from the 2013 revised curriculum**Kenneth Kapalu Muzata**Educational Psychology, Sociology and Special Education
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University of South Africa**Abstract**

This paper presents findings of a study of experiences of Education Standards' Officers (ESOs) and teachers for learners with deafness based on the 2013 revised curriculum implementation in Zambia. The study adopted a qualitative paradigm to study ESOs and teachers' experiences in implementing the 2013 revised curriculum. Twelve (12) ESOs and Twelve (12) teachers for learners with deafness were involved in the study. In depth face to face and telephone interviews were conducted. The findings revealed that ESOs and teachers for learners with deafness had varied experiences. For instance, while the curriculum was appreciated as a conduit for widening employment opportunities for learners with deafness, its implementation was characterised with various challenges such as limited sign language vocabulary and lack of adapted teaching and learning materials. The study concluded that the challenges of lack of adapted materials and limited sign language vocabulary, as well as teacher incompetency in sign language had serious effects on the implementation of the curriculum for learners with deafness in Zambia. The study recommends the development of sign language vocabulary to meet the changing demands of modern education and provide access to quality curriculum implementation for learners with deafness.

Keywords: Curriculum. Deafness. Implementation. Sign language.**Introduction**

Among the most contentious issues of debate in contemporary education is curriculum. A sound curriculum is a reflection of the practices, values and beliefs of any nation. It reflects the national goals, aims and objectives of an education system. In 2013, Zambia revised the education curriculum. The introduction of the 2013 curriculum framework provided hope especially for learners with special education needs. The old curriculum was revised mainly because it placed more emphasis on theoretical content than on skills (Ministry of Education, Science, Vocational Training and Early Education-(MESVTEE), 2013; Tuchili & Kalirani, 2014). The 2013 revised curriculum introduced early childhood education, instruction through a familiar local language at Grades 1-4, a two-career pathway system of academic and vocational subjects and an integrated subject arrangement (MESVTEE, 2013; Tuchili & Kalirani, 2014). With particular reference to learners with deafness, the revised curriculum introduced sign language as a subject to promote the literacy learning at primary school level. Further, the revised curriculum recognises that student teachers in teacher training institutions should be exposed to adequate knowledge and skills in Sign Language (MESVTEE, 2013).

In Zambia, there is no specific curriculum for learners with special education needs per se. All learners regardless of their abilities learn from the same curriculum, with a responsibility placed on specialist teachers to use their skills to tailor what they teach to meet the learning needs and abilities of learners with varying special needs (Ministry of Education-MoE, 2000). However, there has not been any critical benefit analysis of the revised curriculum to learners, especially, with deafness. What is clearly captured in the 2013 curriculum is the introduction of sign language as a subject at primary school level and as a compulsory course at teacher training level.

Statement of the problem

Since the introduction of the 2013 revised curriculum, it is not known how teachers teaching learners with deafness are experiencing the implementation process. Teachers' experiences are crucial in determining the effectiveness of the curriculum implementation process. What seems to be clear is that schools and teachers teaching learners with deafness do not have access to assistive devices and adaptive technologies to help effectively implement the curriculum but several experiences that involve pedagogy remain unknown.

Purpose and significance of the study

The purpose of this study was to derive lessons from the experiences of ESOs and teachers for learners with deafness in the implementation process of the revised curriculum to learners with deafness in Zambia. It was hoped that the findings of this study may help stakeholders to identify gaps within the revised curriculum and refine the approaches to effective implementation.

Objectives

The study was guided by the following objectives:

1. To establish teachers' experiences in implementing the revised curriculum to learners with deafness.
2. To establish ESOs' experiences in implementing the revised curriculum to learners with deafness.
3. To identify barriers to the effective implementation of the 2013 revised curriculum to learners with deafness.

Research questions

The study was guided by the following research questions:

1. What are the experiences of teachers for learners with deafness in implementing the revised curriculum?
2. What are the ESOs' experiences in implementing the revised curriculum to learners with deafness in Zambia?
3. What are the barriers to the effective implementation of the revised curriculum to learners with deafness in Zambia?

Theoretical background of the study

This study was informed by the Deliberative Curriculum Theory by Kridel (. Kridel (2010) says;

Curriculum development has a component that deals with issues of implementation and deliberation. Good implementation requires the main agents of the curriculum to be in general agreement with the normative tasks at hand and to have resources, time and the insight to complete their work while also understanding that their work is rooted in an ongoing evaluative effort to improve the school experience. (p.204)

Thus effective curriculum implementation must be heavily supported through provision of necessary resources and expertise. In the case of deaf education, specialised materials and teacher competence become critical to the implementation of the curriculum. Teacher competence becomes one of the most critical aspects for effective curriculum implementation because they are the ones directly involved in interpreting the curriculum to learners, parents and the wider community. It is therefore expected that the teacher is at the helm of understanding the content and skills, as well as how best the curriculum can be implemented. In school curriculum reform, Tyler (2013) notes:

unless the objectives are clearly understood by each teacher, unless he is familiar with the kinds of learning experiences that can be used to attain these objectives, and unless he is able to guide the activities of students so that they will get these experiences, the education program will not be an effective instrument for promoting the aims of the school. Hence every teacher needs to participate in curriculum planning at least to the extent of gaining an adequate understanding of these ends and means. (p.126)

In this study, teachers' and ESOs' experiences are critical in understanding how the curriculum is being implemented.

Methodology

This study was qualitative. It targeted Education Standards Officers (ESOs) for special education and teachers for learners with deafness. Twelve (12) ESOs and twelve (12) teachers were interviewed. ESOs were purposively targeted because they have a responsibility in the Zambian education system to oversee curriculum implementation in special education. ESOs supervise, among many things, teachers' ability to implement the curriculum, the resources available for curriculum implementation and the school environments' capacity to enhance effective curriculum implementation. Teachers for learners with deafness were targeted because they are the real implementers and interpreters of the curriculum in the classroom situation. Their actual experiences were considered cardinal for this study. All participants were selected from Lusaka, North Western, Western and Southern provinces. Face to face and telephone semi structured interviews were used to collect data. All data was recorded on Sony Mp3 audio recorder. Nvivo Qualitative Data Analysis tool was used to sort and categorise the data into themes that emerged from verbatim responses of the participants. For ethical reasons, the districts, schools and personal identities of the participants have been withheld.

Findings of the Study

From the interviews conducted, three key themes emerged:

1. Teachers' experiences in implementing the revised curriculum to learners with deafness;
2. ESOs' experiences in implementing the revised curriculum to learners with deafness; and,
3. Barriers to effective curriculum implementation for learners with deafness.

Findings

Research Question 1: Teachers' experiences in implementing the revised curriculum to learners with deafness

The implementation of the revised curriculum to learners with deafness was generally described as challenging. The findings reveal that the implementation process was marred with lack of key materials such as the teachers' guides and in some cases the syllabus. One of the teachers laments;

I have the syllabus but we don't have the teacher's guide and the learner's book. But from the content in the syllabus we are to make a lesson you can even make a....we are able to plan. (Teacher 2, Female, 19th January 2017, Lusaka province)

Learners' books were also not ready at the time the revised curriculum started to be implemented. One of the teachers said,

It becomes difficult to plan, although we are trying because we were only given the syllabus. They are still developing learners' books. So now the revised curriculum has come up with new concepts which are difficult to use sign language" (Teacher 3, Female, 19th January 2017, Lusaka province)

The lack of teacher's guides and learner's books, and sole reliance on the syllabuses was echoed by teacher 5, 7, 8, 10, 11 and teacher 12. For instance, one of the teachers reported as follows:

The books for the deaf are not yet adapted. What we have are those for learners who are not deaf. Those books are used by normal students also. (Male, 18th January 2017, Lusaka province)

Another teacher said,

The biggest problem is that the government printed books to suit the mainstream. For the hearing impaired, there was no provision such as books with some sign language (Teacher 7, deaf: 31st January 2017, Southern Province).

From the findings, it is clear that the revised curriculum was being implemented without key materials such as learner's books and teacher's handbooks. The books that were available were meant for the ordinary learners without disabilities and teachers were required to use their knowledge and skills to adapt the learning tasks to learners with deafness.

Research Question 2: ESOs' experiences of implementing the revised curriculum to learners with deafness

In describing the experiences of the revised curriculum, ESOs first described the revised curriculum as beneficial to learners with deafness. Findings suggest that the curriculum was appreciated as beneficial to learners with deafness. One of the benefits identified is the introduction of sign language as a subject. One participant narrated;

One of the benefits is that for the first time now, we have introduced new subjects for the learners; for example the hearing impaired, we now have sign language being taught as a subject, to the learners who are hearing impaired, it is supposed to be time tabled which never used to happen in the past, now the advantage is that, in Grade 7, Grade 9 and 12 we expect our learners in future to start writing exams in sign language, the way the hearing learners write, at Grade 7 they write Nyanja, they write Luvale, they write Lunda, you know in the past when, the hearing children were writing those subjects, the hearing impaired were not participating they could not write because that was not their language, but now we have introduced sign language so that they can also write it as a language (ESO 3, Male, 16th January 2017).

From this participant, the revised curriculum brings the benefit of assessing learners with deafness in sign language. The participant seems to notice the disadvantage that previous assessment by the Examination Council of Zambia (ECZ) had on learners with deafness. The participant seems to observe that since examinations are not in sign language, learners with deafness were disadvantaged. Further, the participant argues that sign language is a familiar language that can help learners with deafness to learn and be assessed effectively and fairly. In discussing the benefit of the revised curriculum on performance, ESO 3 further explains below:

Most of our learners with hearing impairments have been doing very poorly in information subject, but what we realised is they were doing very well in skills subjects, or practical subjects like art, woodwork, metal work, home economics, those are the courses the learners were doing very well but, it was a very big problem for them to do especially the sciences (ESO 3, Male, 16th January, 2017).

In line with the same thought, another ESO said;

It was very necessary because most of our students in the past would not go beyond Grade 7, you find most of them will just end at Grade 7 level, and after that they are in the village, so with this curriculum, it will be equipping them with skills. (ESO 12, Female, 14th July 2017).

In the above verbatim, the participant observes that learners with deafness have been performing poorly in information subjects but the introduction of vocational subjects in the revised curriculum provides an opportunity for learners with deafness to learn vocational skills for self and formal employment through the vocational pathway. This view came up from other ESOs who described the curriculum as a step in the right direction especially for learners with deafness. One ESO said;

The revision of the curriculum actually was in good faith because it was empowering learners with life skills which is alongside the 2030 vision because it is required of every Zambian by then to be self-sustainable because Zambia is going to become a middle income country. By revising the curriculum it entails that teachers now would exclusively look at the needs of each and every learner because it would require that teachers to actually screen, assess, and then there after they will identify specific measures and programmes that would be given to the children so that in the end there are going to acquire the necessary skills, value and that would enable them have survival skills. (ESO 10, Male on Thursday 13th July 2017)

Another ESO reiterated the strengths of the revised curriculum for learners with deafness as follows:

Ok like in computer studies we don't have much of a problem because we have the computers in most of our schools and our learners with deafness easily get attracted to using computers. Our learners are learning something although we have teacher who have done special education but they are not trained to teach computers to deaf learners. (ESO 1, Male, 13th December 2016)

Participants seemed to be happy with the introduction of computers as a subject for all learners but more specifically for learners with deafness. For instance, one participant said;

The introduction of computers under technology is good. I think I have seen some change, our children have acquired some skills on how to use the computer and they are becoming literate. I think it's a step ahead in these areas because we have already started seeing the benefits on our children with deafness. (ESO 12, Female, 14th July 2017).

On the whole, ESOs described the revised the curriculum as beneficial to learners with deafness. They emphasised the introduction of vocational subjects as a positive step towards widening the opportunities for formal and informal jobs for learners with deafness. For instance, ESOs 2, 6, 7, and 11 provided detail of the nature of vocational skills that the revised curriculum would benefit learners with deafness as carpentry, computers, bricklaying, cookery and many other skills in agriculture.

Research Question 3: Barriers to effective curriculum implementation for learners with deafness

Although sound on paper, findings reveal that the implementation of the curriculum was characterised with many barriers that hindered smooth implementation to learners with deafness. Both teachers and ESOs reported similar barriers to curriculum implementation for learners with deafness in Zambia. For instance, one of the barriers that came out loudly was the lack of teaching and learning materials such as teachers and learners books. Computers in schools were also scarce and even if some schools had, they had no electricity. While the curriculum introduced computers as a subject, learners with deafness did not have access to computers in the most schools according to participants. One ESO said this;

The school just has three computers they are using for our learners at different intervals so at least the children are exposed than those that were there those years. (ESO 12 Female, 14th July 2017)

Another ESO reported;

When it comes to other teaching materials we are hit actually, only schools with money have computers, I think they are able to offer computers as a subject because the government I think has not gone so much deep in providing computers for the learners. So the issue of computer studies they is still need to run. (ESO 8, Male, 10th July 2017).

Learner's' books based on the revised curriculum were not read at the time when the curriculum had already started to be implemented.

What has been happening is that the ministry produced a lot of books, in those areas at various levels of the education system, at Grade1, 5, 8, and Grade 10. So the production of books was going according to that the following year, they will produce the books for the next Grade whilst learners are in Grade 1, they will produce the books for Grade 2, then whilst these are in Grade 5 they will produce for Grade 6 like that. Unfortunately whilst that was being done for the hearing children, our children with special education needs the books were not ready up till today. That is the biggest cry our teachers have been giving us because according to them they needed these books just like the ordinary learners. (ESO 3, Male 16th January 2017).

The narration above agrees with the challenges that teachers used to describe their experiences of the revised curriculum in research question 1. From the participant, there seems to be more priority paid towards developing books for learners without disabilities in the mainstream school system than for learners with disabilities. This seems to be perceived as a negative attitude towards implementing the curriculum to learners with special education needs.

The other barrier to effective implementation of the revised curriculum was the newly introduced familiar language of instruction from grades 1-4. It appears this emerged as a challenge to some teachers. One of the teachers said;

In the first place, personally I am not very fluent in Tonga, secondly, the children that we are mentoring in English, Tonga is the language of instruction here, so we are told to say, whenever you use English, you should use local language that they speak, for us to help them get what we are teaching, for me, I am not Tonga so I use my friend to interpret what I teach in Tonga. (Teacher 9: Male, 2nd February, 2017).

Another teacher said,

Sir the revised curriculum has come with its own challenges because how can you call the mouse of a computer in the local language? There are many parts of the computer and since we are told to introduce computer basics to learners early, what words can we use? At one workshop we were told that we use the word 'mbeba', for the mouse but for learners with deafness, that is something else. Teacher 12: Male, 2nd February 2017).

The sentiments of familiar language of instructions were also echoed by one of the ESOs who said, the familiar language of instruction had a negative impact on the way teachers operated within classroom situation. She said;

The first Grade 7 wrote exams based on the revised curriculum. We had four pupils that sat for that exam and they passed though there is something I identified, for the hearing impaired, it's challenging to teach them in the familiar language. In terms of the signs I think, teachers struggle because when you look at the exam and the way it comes I think our children are just prepared for the exam, not that they learn and their pass performance in the exam cannot be compared to those without deafness. I know there will never be a communal sign language in terms of the local. (ESO 12, Female, 14th July, 2017).

Another participant explained that the policy affected deaf teachers who were posted in an area where the local language of instruction was not familiar to them.

We have four deaf teachers teaching learners who are deaf in this school, two ladies and two gentlemen but they don't know the local language in this area. So they have to depend on local teachers to translate some terms. (ESO 4, Female, 20th January 2017).

One of the main barriers that emerged was that sign language vocabulary was inadequate to be used as a language of instruction for learners with deafness. This challenge affected pedagogy. Some teachers explained the complexities of signing certain terms in some subjects. A Geography teacher recounted:

Like when teaching concepts that involve abstract thinking, it's a challenge because for a hearing impaired child to build an idea from abstract, it becomes very difficult. So to explain an abstract concept to the learner its challenging, he may get it in the different way. That's why these learners only perform well when it comes to practical subjects. Practical subjects, they are very excellent. (Teacher 11, Male, 8th February, Southern province).

The teacher explained that teaching learners with hearing impairment using concrete objects helps them to assimilate and understand the concepts very well. However, the teacher explained that teaching of abstract concepts is very challenging. For instance, certain concepts in Geography such as 'changes in states, changes in states of matter' are difficult to teach learners with deafness.

Some of them, more especially when you dealing with the volcanoes, the molten, when you are talking about the molten those aqueous states of rocks, but when for example you find the term aqueous states, how do you find a sign for that? (Teacher 11, Male, 8th February, Southern province).

The teacher further narrates the difficult encountered in trying to explain a lesson involving the concept of volcanoes:

So when you try to simplify the concept of the change in the states of matter saying that 'the rock turned into porridge'; So that one has no sign apart from writing on the board, again if you write on the board, you have to break it. This is the rock that has become porridge when there is too much heat. Quite alright, you may teach them this it will change from one state to another because of this and that but again give them an exercise based on the same thing, they will write different (Teacher 11, male, 8th February, Southern province).

From the above extract, we learn that if the teacher uses different terms to explain the concept, those are the terms the learners will pick but when an examination

question is given, it is not expected that the learners explain the concept as “porridge”.

The challenge of terminology in sign language was also experienced by teachers of mathematics. Some participants reported that words such as circumference, radius, diameter and factorise in Mathematics were difficult to sign. One of the teachers said;

Like circumference it's a new word, I have to consult from other teachers but if I fail I use finger spelling, 'spell circumference' but they do not understand then I leave it like that what can I do? Because you will never find the word which is signed 'circumference', we will never. (Teacher 10, Male, 18th January 2017, Lusaka).

The teacher further narrates;

Indeed there are certain concepts found in the revised curriculum books that are too difficult for us to sign. For example in maths, concepts like 'circumference', 'radius' and 'diameter', 'factorise' etc are difficult to sign. Science concepts such as 'antibiotic', 'drugs' and 'impetigo' a disease have no signs. We just struggle to arrive at how these concepts can be signed so we just involve ourselves in breaking these terms into smaller teachable units or telling the meaning only which is not helpful to our pupils. (Teacher 10, Male, 18th January 2017, Lusaka).

One other teacher with eighteen years teaching experience recounts the challenges of teaching integrated science to learners who are deaf. He says:

It is difficult to find a suitable sign for the word, 'bone marrow'. In such cases, the teacher now has to improvise. The teacher has to bring concrete objects and show the bone marrow to the learners. Another difficult word to sign for example is 'amphibian'. This word has no specific sign. (Teacher 6, Deaf teacher: Male, 6th February 2017, Southern province).

According to the teacher, it is very important that concrete objects are used when teaching learners with deafness.

In the above verbatim, the participant reported that teachers struggled with sign language and that affected the pass rate in mathematics.

Some ESOs also observed that since sign language was a local language for learners with deafness, lessons needed to be translated from English to Zambian Sign Language. But the participant observed that direct translation of terms from English to Zambian Sign Language was difficult and terms differed in meaning from one local language to another. She said;

Sign language has inadequate vocabulary. It is inadequate because there are certain signs that mean differently in different places and you know we have different learners from different parts of the country. So teachers have to struggle to explain some concepts because certain signs might mean something else to a learner from another area. (ESO 12 Female, 14th May, 2017).

ESO 4 explained the complexity of using sign language as a familiar language of instruction for learners with deafness as follows;

Especially for the hearing impaired they are using the same books, because like at lower level they have to use the familiar language I would say in that area, so in this

case it has to be in Luvale but now you will discover that there are no books specifically in Luvale for the hearing impaired which have sign language so now they have to use the same books and now they start translating meaning when they are in Luvale because the hearing impaired usually they do not learn the Zambian language. So, it would mean they have to rely on the other teachers to help them or interpret and then write the words in English and that's when they prepare their lesson plans, so that has quite been a challenge. (ESO 4, Female, 20th January 2017).

Although the example given by the participant relates to the familiar language of instruction, learners with deafness are naturally supposed to be taught in sign language as their mother tongue. However, it is acknowledged from the verbatim that there were no books developed in different Zambian Sign Languages to enable teachers use appropriate signs to teach learners with deafness.

From the findings, it appears that although the revised curriculum is appreciated by ESOs and teachers for learners with deafness, as key stakeholders, its implementation is characterised by various challenges. These included lack of teaching and learning materials adapted for learners with deafness and the problem of limited sign language vocabulary which affected teacher effectiveness in delivery and implementation of the revised curriculum.

Discussion of findings

From the findings, participants seemed to appreciate the revised 2013 curriculum. They reported the potential benefits of the curriculum to learners with deafness. First, participants observed that the revised curriculum brings in the vocational pathway that broadens career opportunities for learners with disabilities in general and those with deafness in particular. Second, participants noted that learners with deafness were not performing well in academic oriented subjects; hence the two career pathway provides an alternative for them.

However, this should not mean that the vocational pathway has come specifically for learners with deafness. If this were the thinking, the approach would be too restrictive to career options for learners with deafness. Such a perception would be contrary to the inclusive education agenda because the connotation is that learners with deafness cannot manage content but skills oriented curriculum. The aim of the two career pathway curriculum should not be used to perpetuate negative attitudes towards the disabled by shelving them into careers that are lowly perceived. There is need to properly assess factors that should determine a learner's career pathway.

The lack of adapted and other teaching and learning materials

The challenges of lack of adapted materials such as teachers' guides and learners' books seem to be the most obvious challenges affecting the mainstream school system as well. The revised curriculum 2013, as at the time of time study in 2016/2017 was being implemented without books adapted in sign language as the familiar language for the deaf. Further, this study established that schools did not have adequate computers that learners with deafness could use to learn the newly

introduced computer subject. In schools that reported having some computers, teachers did not have adequate knowledge and skills to teach computers because they were not trained. Similarly, Mambwe (2016) also found that the computer curriculum was not implemented in Mwanabombwe. Even then, the computer curriculum was introduced before teachers were not trained to teach computers, findings that Mulenga (2016) reported. In this paper, we would like to argue that computers and teachers' knowledge of using computers are critical to the provision of concrete and effective teaching and learning for learners with deafness. Thus, beyond computers as a subject, computers can be successfully used to teach deaf learners because they provide various modes of learning. By using a computer, deaf learners can access videos or pictures on different topics that can help them understand what a teacher may be teaching. Computers can help expose deaf learners to various career options in other disciplines such as Medicine, Engineering, and Computer Programming. With effective implementation of the 2013 curriculum, deaf learners can reach out for other advanced careers. A study by Abuzinadah, Malibari and Krause (2017) showed that deaf students were eager to learn computer science if provided with the needed tools. Computers act as compensatory tools for students with deficits in hearing, vision and other areas of personal functioning. We argue therefore that if there is a cost implication to provide computers on an equal ratio to learners in Zambia, it would be prudent to make sure that schools for learners with deafness should have computers and skilled teachers to teach the subject.

Sign language vocabulary related issues

On sign language vocabulary being inadequate for delivery of content in various subjects such as Science, Mathematics, Geography and other subjects as this study established, this challenge has been in research literature for some time now. For instance, Muzata (2010) found that teachers had difficulties signing certain terms when teaching HIV/AIDS prevention to learners with deafness. Further, Muzata (2017) found that special education teachers faced numerous difficulties in implementing the revised curriculum. Professional associations such as the Special Education Association of Zambia (SEAZ), have a responsibility to spearhead the development of sign language vocabulary by consistently calling on the Ministry of General Education (MoGE) and the Curriculum Development Centre (CDC) of Zambia to facilitate the process.

Teacher competence in sign language and learners' sign language abilities

It is worth noting that in a class of learners with deafness, there are different types of deafness. There are learners who have never been exposed to speech (pre-linguistic deafness) and those that may have learnt speech and later became deaf (post linguistic deafness). Some learners have mild and moderate hearing levels and may not solely depend on sign language to learn and interact with the teachers and peers. This means teachers need to be exposed to various strategies of communicating with the different categories of learners with deafness. Teachers need to be equipped with various strategies that help deaf learners to benefit from classroom interaction. For instance, lip reading as a strategy may not be beneficial when teaching deaf learners who have never learnt to use speech. Reliance on lip

reading even for learners with partial hearing loss cannot be encouraged solely because researchers have discovered that lip reading may also be confusing and it depends more on the level of intelligibility of the lip reader (Ortiz, 2008). Ortiz (2008) observed confusions in lip reading emanating from phonemes but concluded that proficient deaf readers were more intelligent and their oral speech was more comprehensible than others. Thus, the need for highly competent teachers to teach learners with deafness is a priority in this regard. . A competent teacher should be able to decide when to apply certain strategies and when not to. In discussing deaf culture, Goss (2003), discovered that not all deaf learners that were totally deaf developed unique and oftentimes compensatory methods of communication. Teachers for learners with deafness need to enmesh themselves into learning deaf culture to be able develop intrinsic cultural communicative strategies to be able to teach effectively. Thus, a specialised teacher in deaf education must have the intrinsic feeling of being deaf to be able to appreciate the teaching of the deaf.

However, several studies in Zambia indicate that teachers teaching learners with deafness are ill-trained. Mulonda (2013) established that most teachers of learners with deafness do not undergo comprehensive training which is needed to prepare them to adequately teach learners with deafness. According to Mulonda (2013), the lack of comprehensive training is attributed to training institutions that take a medical model which does not consider sign language as a fully-fledged language. The incompetence of teachers teaching the deaf in Zambia has been echoed by Muzata (2017), MoE (2014), and Ndhlovu (2008). In all these studies, Zambian teachers teaching sign language are said to be incompetent. The pedagogy related difficulties experienced and reported by teachers in this study may not be solely blamed on inadequacy of sign language vocabulary but also teacher incompetency in sign language in many cases. Teacher incompetency resulting from language and vocabulary deficiencies affects teaching to a greater extent. Muzata (2018) argues that deficit in language fluency affects lesson delivery. There is however hope at the end of the tunnel that Zambia will start producing competent teachers who can implement the curriculum to learners with deafness following the 2013 curriculum framework. The 2013 curriculum framework directs teacher training institutions to train all students in sign language while the University of Zambia (UNZA) and the Zambia Institute of Special Education (ZAMISE) train teachers to specialise in different categories such as intellectual disabilities, visual impairments, physical disabilities and hearing impairments. However, such an approach to teacher education appears to be against the principle of inclusive education which aims at training a teacher who would teach learners with different special education needs. The focus of these teacher institutions should be on preparing the students for special education competently by restructuring their training programmes towards competence based education in order to provide practical experience to trainee teachers in the different categories of disability. Muzata (2018) observed that special education student teachers on teaching practice did not exhibit adequate and expected skills for teaching learners with different disabilities including deafness. According to Muzata (2018), adoption of the practice based model would address the shortcoming.

The problem of sign language does not only affect teachers. It affects learners as well. Some studies show that learners equally lack adequate sign language vocabulary for learning and interaction. MoE (2014) says deaf children's vocabulary is limited compared to their peers while Ndhlovu (2018), in a study on teaching-learning experiences of Grades 8 and 9 learners with deafness, reports that deaf children did not exhibit competence in sign language during lessons. Further, literature indicates that learners, especially with pre-lingual deafness, experience language delays. MoE (2014) urges teachers for learners with deafness to prepare for effective teaching of such learners by preparing material, modifying or simplifying written texts and adapting methods that would work with each child. While what MoE (2014) advises should be taken seriously, the onus is on the MoGE to provide support to teachers in terms of upgrading pedagogical skills for teaching the deaf and providing adequate and specialised materials for teaching and learning.

The problem of sign language difficulties among children can be overcome by early identification and enrollment of such children into early childhood school so that they are exposed to sign language early. This still hinges on whether early childhood schools have qualified teachers and developed curriculum to enable smooth transition of early childhood learners into primary school. Further, parents of children with deafness need to be introduced to sign language early in their own homes. This calls for identification of families with deaf children and providing them with sign language lessons so that they are able to interact with their children and help in homework and other academic tasks. This means, the effective implementation of the 2013 curriculum depends on equipping teachers, learners with deafness and parents of such children with adequate sign language lessons. Such support will help improve the quality of teaching and learning for learners with deafness.

The familiar language of instruction

The 2013 curriculum introduced the familiar language of instruction from Grades 1-4 to enable learners learn easily in a language familiar to them or in their language of play. However, the policy has its own challenges and implications for deaf education in Zambia. At the time of the study, learners' and teachers' handbooks were not adapted or developed in familiar languages. This means teachers are using initiative to adapt the teaching materials. With the differences in local languages orthography, it is highly possible that teachers are not communicating the content and skills well in a sign language that can be universally understood by learners. This was revealed by ESOs and teacher participants in this study. The familiar language policy poses some challenges as reported in the findings. Certainly, the most familiar language for the learner with deafness is sign language. However, the child with inborn deafness, potential is supposed to be the mother tongue speech, that is, English, French, Portuguese, Luvale, Bemba, among others. But because of circumstances that inhibit the development of mother tongue speech, children with deafness have to be exposed to sign language early. This is because sign language becomes a new or additional language in a family that has never had a child with deafness. The implication is that the family needs to know sign language to be able to communicate with the child early in life and aid the child's development. Usually, parents do not discover early whether their child is deaf or not hence the child delays to learn to

communicate. Because the child with deafness is faced with difficulties to communicate using speech, it would be ideal to introduce the child to sign language early enough so that sign language becomes the child's mother tongue. This is possible when early identification of deafness is done. At school level, the child's familiar language is expected to be the mother sign language but as things stand, the child should use the familiar language related to the familiar local language of instruction for a particular school where the child receives education. This seems to pose further challenges for realising the concept of inclusive education. As things stand, and from the participants' perspectives, it seems there is an understanding that there are different sign languages in Zambia. For instance; Luvale Sign Language, Lunda Sign Language, Bemba Sign Language, Tonga Sign Language and so on and so forth. This is logical because there exist American Sign Language, British sign language, French sign language, Spanish sign language and so on. With respect to the revised curriculum, mixing learners with deafness from different sign language backgrounds is likely to confuse communication because each of the languages has its own signs or sign language orthography. Zambia has more than 73 languages and dialects. This means, there should be more than 73 sign languages. The implication is that there should be books in each Zambian sign language.

Further, teachers need to be competent in any particular Zambian sign language they would teach to a select group of learners with deafness. If difficulties are encountered in developing books for each Zambian sign language, the best suggestion would be that a standard Zambian sign language should be adopted or developed. This, however, has implications on the originality of each indigenous Zambian sign language and its preservation.

From the findings, it seems the familiar language policy in its current face calls for review to see whether it is inclusive to the teaching and learning of learners with deafness. A myriad of questions need to be answered. For instance, "*what is the most familiar language for a child with deafness in Zambia?*" The most impulsive answer to such a question would be; "*sign language*". But which sign language? From the findings of this study, the familiar language for a deaf child should be the local sign language. For instance, this is to think that there should Luvale Sign Language, Lunda Sign Language, Bemba Sign Language, Tonga Sign Language, Lozi Sign Language and Kaonde Sign Language. These are just the seven (7) main local languages recognised as official familiar languages of instruction in Zambia. Logically, it fits and equates to American Sign Language, British sign language, Spanish language and other sign languages around the world. However, some reflectional questions need to be answered. First, how realistic and applicable is it for Zambia? And second, have we developed the various local sign languages or do we have what may be called a Standard Zambian Sign Language? Even if a standard Zambian sign language were to exist, how standard would it be considering the highly multilingual nature of the country which has more than 73 languages and dialects? As a formerly colonised state, Zambia adopted English as a universal language for official use and instruction in education. But teachers for the deaf seem to use American Sign Language for un-researched reasons.

The difficulties teachers face to teach deaf learners can be further explained through an illustration below explaining the trail of challenges beginning from teacher training.

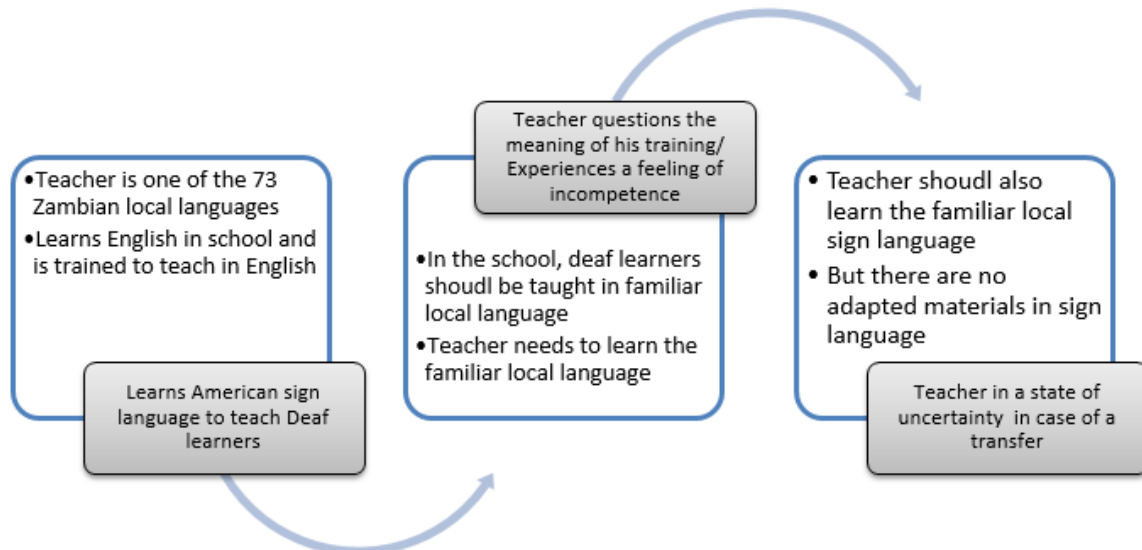


Figure 1: Illustrating of challenges of familiar language of instruction for deaf education in Zambia.

Figure 1 illustrates the extent to which policy and practice find themselves at variance. From figure 1, the teacher is not a reflection of the curriculum he or she is expected to implement. The teacher is expected to implement the curriculum in a language he or she is not prepared to implement it. As a result, the teacher is said to be incompetent. But overly, the learner with deafness receives poor quality education delivery whose source relates more to a policy he or she was not part of making.

Conclusion and recommendations

The findings of this study reveal that there were varied experiences by ESOs and teachers for learners with deafness in the implementation of the 2013 revised curriculum in Zambia. While the curriculum has been appreciated as broadening employment opportunities in the formal and informal sectors by the introduction of the vocational career path way, the implementation is beset with challenges of lack of adapted materials in sign language, inadequate sign language vocabulary and teachers' incompetence in sign language. The familiar language of instruction compounds the already existing challenges related to sign language vocabulary further complicating effective delivery of the curriculum to learners with deafness at lower primary school level. The 2013 curriculum, as sound as it appears, has a number of implications for deaf education in Zambia.

Lessons should be drawn from the 2013 curriculum implementation that it does not help to start implementing a curriculum before development of teaching and learning materials related to the education of learners with deafness. Such practices work

against the principles of whole schooling, denying a section of learners their right to quality education. It is such practices that continue to perpetuate exclusion instead of promoting inclusion. Learners with deafness do not feel the benefits of a revised curriculum as they are technically denied to learn certain subjects. In view of the findings, it would be prudent to address the critical areas affecting the implementation of the curriculum to learners with deafness in Zambia. For whole schooling to be realistic for learners with deafness in Zambia, there is a serious and urgent need for the MoGE through CDC to facilitate the development of sign language vocabulary and materials. The collaboration towards developing sign language vocabulary can be hastened when the MoGE works in collaboration with associations for special education and relevant bodies in deaf education to evolve standard Zambian sign language vocabulary for subjects such as Science, Mathematics and Geography. Deaf learners need to get to study for careers in the science and humanities in order for them to be scientists as well. The Special Education Association of Zambia (SEAZ) and other disability related organisations should play an active role in advocating for effective implementation of the curriculum.

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Investigating the exclusionary dynamics of girls with disabilities in primary schools in Akwa Ibom State, Nigeria**Louis Okon Akpan**

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Abstract

Article 26 of the Universal Declaration of Human Rights (UDHR) of 1948, and the Convention on the Rights of the Child (CRC) of 1989 in which Nigeria are signatories clearly stipulates that everyone has the right to education. Additionally, the Constitution of the Federal Republic of Nigeria 1999 (as amended) and National Policy on Education of 2013 clearly stipulates the provision of basic education for every Nigerian child irrespective of ethnicity, class, religious affiliation, gender or state of origin. Despite these provisions, it was observed that girls between the ages of six and eleven years living with disabilities are often prevented from having access to basic education. In light of the above, this study investigates the exclusionary dynamics of girls with disabilities in primary schools in Nigeria. Qualitative approach was adopted. In line with qualitative approach, interpretive paradigm and purposive sampling technique were employed. 12 young girls living with disabilities were selected from the three senatorial districts of the state. Narrative analysis was used to tease out the data. From the analysis, it was revealed that negative people's attitudes towards, stigmatisation, the physical geography of the schools and uncompromised curriculum were some of the exclusionary dynamics of girls living with disability from school. Based on the findings, it was recommended among others that ensuring the accessibility of school environment by girls living with disability is the first and most basic step towards school inclusiveness.

Keywords: Disability. Dynamics. Exclusionary. Girls. Primary school.

Introduction

In Nigeria, young girls with disability in many situations are labelled, discriminated against and excluded from all educational activities (Rhoades, 2016). Stough and Mayhorn (2013) look at disability as an impairment that may be physical, cognitive, intellectual, mental, sensory, developmental, or a combination of these that results in restrictions on an individual's ability to participate in what is considered to be normal in their everyday society. However, in this paper disability is seen as a consequence of learning impairment of a girl child. The model that explicates such discrimination demands that these girls should be taken away from the conventional primary school system and placed in special educational settings. During this period of exclusion, it is expected that the disabled girls should be treated for their disability until such a period their 'normality' be restored and be integrated into the larger society. In this paper, exclusion connote the lack or denial of resources, rights, goods and services and the inability to participate in the normal relationships and activities available to the majority of people in the society (Ullah, & Shah, 2015). Sanders (2016) argue that the treatment in the exclusive educational setting is engrossed on 'rectifying' the

'abnormalities' in an artificial environment, extricated from reality. However, within the educational setting, girls who have been labelled as 'disabled' are not likely to find an escape route to avoid this level of discrimination and exclusion from the conventional education system. They are often prevented to specialise educational institutions. This arises based on the popular belief in Nigeria that girls with disability do not have the potential to excel academically in the regular or conventional institutions. There is no gainsaying that girls with disability face the harsh realities of marginalisation and stereotyping. The potential these girls possess to contribute to the authenticity of education for real life is often ignored by the society. From all indications, though there are different thoughts when dealing with girls with severe disabilities, the concern remains with the overwhelming majority of cases that valuable human potential is lost forever due to the persisting perception, counter-productive treatment and continuous exclusion of so-called students with disability from the mainstream school system.

It has been observed that after 60 years of Nigeria's attainment of political independence, the country's educational sector have not been able to fully integrate girls with disability into mainstream institutions in spite of various Conventions and Acts such as the Convention on the Rights of the Child (CRC) of 1989, Nigerians with disability decree of 1993, Nigeria Constitution of 1999, Nigerian Child Rights Act of 2003, Laws of the Federation of 2004 and the Universal Basic Education (UBE) Act of 2004 which allow young girls with disability to have unlimited access to education of their choice. Similarly, the National Education Policy (2013) specifically calls for access of special needs girls with their varying abilities to education in conducive and less restrictive environments, as well as the education of such students to enable them to achieve self-fulfillment. In March 2009, the Nigerian Senate approved a Disability Bill. The bill prohibits all forms of discrimination against people with disabilities. In spite of this law, children especially girls living with disabilities in Nigeria are still excluded from participating in formal education (Adegboyega, Okesina & Jacob, 2017). However, it is pathetic to observe that young girls living with disability, who through sheer luck are opportune to be given a place in the conventional school setting, are faced with series of harsh learning environment (Simsek, 2016). In light of the above, this paper explores the dynamics that exclude young girls with living disability from participating in primary school.

Purpose of the study

In Nigeria, young girls with disabilities have been prevented from having access to any form of formal education (McKenzie & Ohajunwa, 2017). However, research has not established the reason for their exclusion. Therefore, the purpose of the paper is to explore the dynamics for the exclusion of young girls from attending primary education in Akwa Ibom State, Nigeria.

Objectives of the study

The objectives stated below guided the research reported in this paper.

1. To identify the dynamics that exclude young girls living with disabilities from primary school in Akwa Ibom State.

2. To examine ways in which young girls living with disabilities traverse these exclusionary dynamics.

Research questions

Based on the objectives stated above, two research questions were developed.

1. What are the dynamics that exclude young girls living with disabilities from primary school in Akwa Ibom State?
2. How do young girls living with disabilities traverse these exclusionary dynamics?

Literature review

Types of disabilities

The level to which a disability affects an individual's life ranges from slight to major. For example, an individual's disability may not be visible, such as in the case of some cognitive disabilities. While in some cases, the disability is very obvious, like in the case of some physical disabilities. A person may have more than one disability. This makes the formation of a list of types of disabilities a little bit difficult. In spite of this difficulty, Fasset (2008) lists the type of disability as including: blind, visual impairment, congenital disability, deaf and hard-of-hearing. Others are epilepsy, mental illness/mental disability, mental retardation/cognitive disability, motor disability, paralysis/spinal cord injury and speech Impairment.

Children living with disabilities in Nigeria

According to This Day Newspaper, 22nd April, 2017, there are about 20 million disabled people in Nigeria. From all indications, eleven million out of the 20 million are children between the ages of 3 and 16 years (Eleweke & Ebenso, 2016). It was stated that 52% of the eleven million disabled children are girls (Eleweke, 2016). In recent time, the Nigerian government pronounced that it had reached universal enrolment in primary education. Despite this pronouncement, the reality on ground is a far cry from that. According to World Health Organisation and World Bank (2011), about nine million disabled children have been excluded from the education system in Nigeria. It is pertinent to report that majority of the children excluded are girls living with disabilities (World Health Organisation & World Bank, 2011). The exclusion of these girls from education is a total violation of their right to education as stipulated in several international human rights instruments such as the Universal Declaration of Human Rights. It has been stated that the absoluteness and universality of this right has also been internationally accepted in the form of the 'Education for All' millennium development goal (Martinez, 2015). Countries such as Germany, Britain, United States of America and Japan have conferred on disabled children the right to free and compulsory education (Miller & Brow, 2015). Ironically, Nigeria was one of the countries to ratify the Convention on the Rights of Persons with Disabilities in 2007, which enable children with disabilities to have unrestricted access to education. This is in line with the 1999 Nigerian Constitution (as amended) which stipulates the right to education as a public entitlement and explicitly prohibits

discrimination on grounds of disability and the state is required to take proactive steps to prevent such discrimination.

Furthermore, Klasen (1999), Russell (2003) and Slee (2011) have revealed the systemic inadequacies that deprive children living with disability from realising their right to receive quality education and training on par with their non-disabled counterparts. However, the most common justifications for refusing to enroll disabled children into conventional schools are the risks of inorganic integration and the distractions posed to the trainers and other learners by such integration (Ferri & Connor, 2005). On the basis of this, parents who have children living with disabilities are often compelled to send their children to schools which are equipped to handle the special needs of differently-abled children (Martinez, 2015). From all indications, this is against policy of inclusiveness in which the Federal Ministry of Education emphasised.

Theoretical framework adopted for the study

In the study leading to this paper, Bronfenbrenner's ecological system theory is adopted. This theory has it that there may be various points of entry when trying to improve the life situation and developmental well-being of a child living with disability (Skelton & Rosenbaum, 2007; Lenski, 2015). The ecological system theory is compartmentalised into microsystem, mesosystem, exosystem, macrosystem and chronosystem (Lenski, 2015). Microsystem looked at the child's immediate relationships and activities which consist of child's immediate family, friends, teachers and the activities of play and school (Brown & Ward, 2017). It was argued that relationships existing in the microsystem are give-and-take. According to Ryan (2017), the child is seen not as a passive recipient of experiences in these settings, but as a person who helps in no small way to construct the settings.

In the case of mesosystem, this focuses on the relation between microsystems or connections between contexts. For example, the child's ability to excel well at school and in the community is dependent on the relationships that exist between the schools and other variables such as neighbours and peers. Exosystem focuses on the social settings that affect the child, even though the child is not a direct member of the systems (Davey, 2018). In other words, exosystem hypothesise that a child's development is significantly affected by events which occur in the settings in which he/she is not even present. According to Brown and Ward (2017), macrosystem is the larger society which consists of values, laws, conventions and traditions in which the child belong to. As Berns (2010) argued, the effects of larger principles defined by the macrosystem have a cascading impact throughout the interactions of all other layers. Therefore, at the macrosystem level, it influences what, how, when and where one carries out relations (O'Toole, 2016). Chronosystem entails of the dimension of time as it relates to a child's environment. It is pertinent to state that elements in this system may be either external, like the timing of a parent's demise, or internal, such as the physiological changes that happen during the aging of a child (Moalusi, 2016). Based on the discussion, this theory is appropriate for the paper because it afford effective lens in which to understand the dynamics that significantly influence the exclusion of young girls living with disabilities from attending primary school.

Research methodology

Researchers such as Avramidis and Norwich (2000), Singal, (2010), Serpell and Jere-Folotiya (2011), Srivastava, De Boer and Pijl (2015) who worked on children living with disabilities used either quantitative or mixed methods approach. In this paper, however, qualitative approach is adopted in order to obtain lived first-hand narrative of why they (young girls living with disabilities) are often excluded from formal basic education. In line with qualitative approach, the researcher adopted interpretive paradigm to tease the problem under investigation. Similarly, purposive sampling technique was adopted to select six primary schools from the three senatorial zones of Akwa Ibom State, Nigeria. In line with qualitative approach which emphasise the selection of small sample for in-depth information gathering (Cohen, Manion & Morrison, 2013; Crossley & Vulliamy, 2013), twelve young girls living with disabilities were purposively selected. Ethical issues were sought from the parents, school authority and Universal Basic Education Board (UBEB). To adhere with the ethical issue, the participants' names were replaced with pseudonyms such as Arit, Mfon, Adiaha-ubo, Nkoyo, Inim and Ekaette. Others are Uduak, Ime, Akon, Uwa, Iboro and Ikwo. Furthermore, the researcher assured the participants and their parents that the information they volunteered is for research only. Similarly, consent forms were given out to the parents for their willingness to allow the children to take part in the study. All the girls selected were between the ages of eight and fourteen.

In this study, semi structured interview was developed to obtain information from these girls. For clarity purpose, ten questions which bordered on the subject under investigation were developed and administered. During the actual field trip, audio recorder and field-note were used to record and take down important narratives from the participants. Immediately after the field trip, the data was manually transcribed. Reason for the manual transcription was to ensure full understanding of the narratives from the participants. The transcribed data was also subjected to open coding. From all indications, open coding allows the researcher to identify similar information, search and retrieve the data in terms of those items that bear the same code (Gibbs, 2008; Cohen, Manion & Morrison, 2013). Emergence of the themes from the open coding was analysed using narrative analysis. In Reissman (2008), Wang and Geale's (2015) perspective, narrative analysis is the way in which researchers use stories to interpret events in the world.

Findings and discussion

Research question: What are the dynamics that exclude young girls living with disabilities from primary school in Akwa Ibom State?

From the first research question, themes which emerged were as follows: negative attitude towards disabilities, geographical features of the school, stigmatisation and uncompromised curriculum.

Negative attitude towards disabilities

From the analysis, it was discovered that negative attitude towards young girls living with disabilities actually forced them to exclude themselves from school. For instance, Nkoyo said that in addition to the negative attitudes of her classmates

towards her in the classroom, educators' attitudes towards her make her feel that she is not wanted in the class. Nkoyo reported how she was looked down on by one of her educators. She declared:

My classmate's attitude towards me though is unfortunate. The most annoying part of it is the attitude of my class teacher. From their body language, I think that almost all my class teachers do not like me because of the way I look. In fact, their behaviour prompted me not to go to school regularly.

In a similar vein, Ime was of the view that the negative attitudes of most of her classmates were very disturbing. She explained that the majority of her peers refused to play with her because of her physical disability. Specifically Ime narrated thus:

Sir, I can tell you that the attitudes exhibited by the majority of my classmates are very disturbing and unacceptable. My classmates may be playing, once they notice my presence, they will quickly disperse. I feel very uncomfortable by this attitude. The worse of it was the attitude of my teachers who usually avoided me even in the classroom. My teachers do not even ask me questions on the lesson taught.

From the narrative above, it became clear that classmates and teachers alike did not feel fondly towards girls living with disabilities, nor do they treat them as such. Their prejudice and dislike is evident in the way in which they behave towards these girls. It is also clear that these negative attitudes and behaviours towards these girls' results in their exclusion from everyday social life in the school hence their self-exclusion from the school. From the narrative, it can be interpreted that the negative attitude of people towards girls living with disabilities implies the belief that they should rather be accommodated in a special primary school instead of conventional primary school.

The finding is supported by earlier research conducted by Sigelman, Adams, Meeks and Purcell (1986) who observed evidence of behavioural 'stiffness', where their participants moved around less frequently and engaged more in unusual self-manipulatory behaviour such as touching their face or playing with their hair when interacting or communicating with a physically disabled person. From their research findings, it was obvious that able-bodied people often feel uncomfortable and awkward around disabled people. In furtherance to the above, Antonak and Livneh (2000); Matziou, Galanis, Tsoumakas, Gymnopoulou, Perdikaris and Brokalaki (2009) argued that aside from the issue of negative attitudes towards people living with disabilities, people in the community display some degree of anxiety and negative prejudice in the presence of people with physical disfigurements and disabilities. Additionally, study by Olsson, Dag and Kullberg (2017) had shown that individuals with physical disabilities were at risk of social isolation.

Geographical features of the school

Another important theme that emerged from the narrative data was the issue of the geographical features of the school. The way in which the school was planned and built significantly affected the girls living with disabilities. Adiaha-Ubo was of the view that she cannot navigate the school environment because it is not disability-friendly.

Adiaha-Ubo reported:

The way in which this school was built is very complex. I cannot move to my class alone because of certain barriers. The designers of the classrooms ought to have taken blind people like me into consideration when they designed the school.

In addition, Inim recounted that she could not enter her class without the assistance of either a classmate or her teacher, because the entrance to the class was made up of steps in which anyone on wheelchair hardly entered. Ekaette equally said that the way in which this school was built did not help us at all. Disabled children in this school go through a lot of challenges to go either to the toilet or move around the classroom because of the way the environment was designed and constructed.

The above narrative excerpts indicated that the physical infrastructures in all the primary schools provided by Akwa Ibom State government were designed and erected in accordance with the needs of able-bodied children. Unlike what is obtainable in advanced countries where interests of the physically challenged children were paramount in the design and construction of schools. This creates physical barriers for girls living with disabilities as it denies them easy physical access to places around the schools. This denial of easy and independent access is experienced as exclusion by the girls with disabilities who are attending a conventional primary school. This finding is supported by Colver, Dickinson, Parkinson, Arnaud, Beckung, Fauconnier and Thyen (2011) who argued that poor accessibility to classrooms, playgrounds and toilets negatively impact the successful inclusion of children living with disabilities in the conventional school setting.

Stigmatisation

Stigmatisation of girls living with disabilities emerged as another key theme from the narrative data. All the participants stated that they are often stigmatised by their peers and teachers in the school. Uwa reported that whenever she moved nearer her peers in the classroom or anywhere else in the school premises, their negative reaction to her presence showed that she is not welcome in their company. Her peers looked at her as an 'Mbungho' which literally means crippled child and dispersed. Iboro also described how she is always stigmatised because of being a deaf child. She reported that she was always laughed at whenever the teacher asked questions and she asked the teacher to speak louder in order that she could hear. Iboro responded:

Sir, I am always referred to as deaf in the class. The reason is that when the teacher speaks I hardly hear because of my difficulty in hearing. I have reported this matter to the teacher but he failed to stop them from calling me such a name.

Ikwo added that she was nicknamed in her dialect (Ibibio) 'Afi' which literally means albino child by the whole school. She narrated that most times, her classmates refused to sit with her on the same table in the class because of the colour of her skin.

In the same manner, Uduak reported that her classmates stigmatised children living with disabilities by calling them various derogatory and unacceptable names. For instance, she is often referred to as *ndiok-iso* (bad luck) because of wild polio that crippled her from birth. Furthermore, she reported that she feel like committing suicide when her class teacher who supposed to caution her mates also give her

names which does not befit her as human. Notwithstanding the views expressed by Iboro, Ikwo and Uduak, Arit stated:

It is very sad to give me a name which is ordinarily supposed to be given to pigs or fox simply because one is challenged physically. This is unacceptable. The annoying part of it is that, there is no one to report the matter to. One is forced to live with this.

From the narrative excerpts, it is apparent that girls living with disabilities are often stigmatised by their peers and sometimes even by the educators in the school. Being subjected to such a high level of stigmatization, it is no wonder that these young girls with disabilities suffer from low self-esteem and loss of self-confidence, and it is further no wonder that this negatively effects their academic performance, and could even cause them to drop out of school, which is suggested by the findings of UNICEF (2012) research which established that the stigmatisation of children living with disabilities acts as a barrier to school attendance.

Uncompromised curriculum

From the narrative data, uncompromised curriculum was another issue which emerged. Girls living with disabilities reported that there are subjects taught in the school which did not have meaning to them. Similarly, they said that the teaching strategy adopted by some educators excludes them completely from the lesson. Akon said:

Sir, look at subject like physical education, I see no reason why I should be made to study such subject. When I could not stand up, how will I play football or dance? In fact, it is disheartening when I am told to study creative and visual arts or physical education, it is meaningless to me because I am a blind child who cannot see. Therefore, this subject instead of being a blessing to me turns to be a curse.

Mfon and Ikwo added that teaching them how to draw in a subject 'drawing' or 'introduction to computer education' is a useless exercise. This is because as they put it 'they would not be able to practically embark on any work which incorporated these skills because of their challenges. This is how Mfon narrated her experiences and feelings:

Teaching me how to draw is nonsense. How do I practice it when I cannot see? In fact, I cannot see myself succeeding in such profession in the future because it is meant for 'able' people.

Inim also said that she felt disturbed when subject like mathematics is taught. She went on to say that in mathematics one needs to follow the formula. She therefore asked, how you will follow the formula when one does not see it.

From the findings it has been established that some areas of the curriculum do not accommodate girls living with disabilities. Subjects such as physical education, introduction to computer education, among others are irrelevant to girls living with disabilities because they cannot engage meaningfully bearing in mind their challenges. This finding supports the position held by Slee (2010), who reported that the nature of the subject, style of teaching and learning, the way the classroom is

organised and administered, as well as instructional resources that are used in the learning and teaching process can negatively affect children living with disabilities.

Research question: How do young girls living with disabilities traverse these exclusionary dynamics?

The major themes that emerged from this research question include: assistance from classmate and provision of counseling services.

Assistance from classmate

From the analysis and interpretation of the narrative data, it has been established that girls living with disabilities sought the assistance of their friends in order to overcome the exclusionary dynamics in the school. For instance, Uwa reported that she often sought assistance from her friends to do certain things for her, making particular mention of accessing the toilet. Uwa responded:

Sir, it is difficult to go to toilet alone because of my situation, but I have lovely class mates who are my friends, they normally direct my way to and from the toilet.

Uduak's narrative was not very different from Uwa. Uduak said that she had serious difficulty entering her classrooms and moving around her classrooms because of numerous barriers erected in the school, but that she was assisted by some of her friends who are very friendly with her. She said:

Initially, I had difficulty entering my classroom or move around the school compound. But this situation appears now to have improved because of the assistance of my close friends who move me to wherever I wish to go.

In addition to Uduak's view, Ikwo explained that going to school was a nightmare because of either entering the classrooms or going to the library. Ikwo declared:

Sincerely speaking, going to school every morning is a nightmare considering the obstacles placed on my way. First, my friends have to help me into the taxi. Friends have to assist me to move around with my wheelchair.

Furthermore, Inim declared:

The fact is that some of us living with disabilities try to overcome barriers erected in school on our own. For instance, arrangement of tables and chairs prevents us from moving from one point to another. In fact, to submit class assignment to the teacher is a whole lot of problem, but we are often assisted by our friends.

The various physical barriers such as stones in the school compound, the location of the toilets and library, and the arrangement of tables and chairs directly affect the girls living with disabilities from moving around easily or accessing certain facilities, and serve as ways which exclude these young girls from the everyday normal life and activity of the school. The young girls in my sample navigated their way around these barriers and potential exclusions, by utilising the assistance of friends to help

them access the various places and spaces in and around the school that are necessary parts of school life. Drawing on the help of friends enabled these girls living with disabilities to navigate the potentially exclusive and inaccessible geography and physical structure of the school.

This finding is in line with the position held by Matson (2007) that inclusive education assists in the development of friendships between peers and prepares children for adult life in the community. It is heart-warming from the data that able-bodied learners are befriending and assisting these young girls with disabilities. The fact that the participants called them 'friends' indicates that friendships are being made and bonds being forged and cemented between learners who have physical abilities.

Provision of counseling services

All the participants were unanimous in their response to the provision of counseling services by the school. They responded that the provision of the counseling unit in the school impacted positively on their participation in the school, and that the school counselor advised them to adjust to their present situations instead of lamenting and feeling as if they were powerless victims. For instance, Nkoyo responded:

I like so much the services rendered to some of us (girls living with disability) by the school authority. They provided us with counseling unit; in this unit the counselor is always ready to assist us to overcome our challenges.

Similarly, Akon recounted:

This school does a fantastic job by providing us (girls living with disability) with the counselling service. I nearly dropped out of this school, but I was counseled by the school counselor to accept my situation as it is.

In the same vein, Mfon added:

I want to tell you that the school counselor is doing a marvelous job by making us adjust to the conventional life of mainstream school and we are happy with it.

From the analysis and the interpretation of the narrative data, it was discovered that these young girls living with disabilities navigate these dynamics of exclusion through the provision of the school counselor for support and guidance which significantly impacted the attitudes of the girls living with disabilities in the school. It is good to hear that support is being offered to these young girls living with physical disabilities, and that they are being encouraged to be pro-active about their situations of potential exclusion - that they are being encouraged and supported to have a positive attitude and try by all means to overcome the barriers that they encounter as physically disabled girls in the school which does not necessarily prioritise catering to their specific needs.

Conclusion

Despite the Constitution of the Federal Republic of Nigeria 1999 (as amended) and National Policy on Education (2013) clearly stipulate the provision of basic education for every Nigerian child irrespective of ethnicity, class, gender or state of origin. It

was established that girls living with disabilities were prevented from having access to basic formal education. In furtherance to the above, negative attitude towards girls living with disabilities, certain geographical features that hindered their movement, stigmatisation and uncompromised curriculum were some of the dynamics that positively influenced their exclusion.

Recommendations

From the findings, the following recommendations were reached.

Making a physical environment welcoming and accessible to learners with disabilities has to be the first and most basic step any school can take to embrace inclusion. If doorways and entrances to classrooms and toilet access are not adjusted to suit the needs of learners with physical disabilities, then it goes without saying that the vision of educational policies and movements such as Education for All and Inclusive Education will be very difficult to achieve.

Educators should not adopt the same method(s) in teaching the whole class. He/she should take into consideration the specific needs of disabled girls in an inclusive classroom.

On issue of stigmatisation of young girls living with disabilities, school authority should educate other learners and teachers alike on the need to extend love and care towards these girls instead of branding them with all kinds of names. It is believed that when this is done, the high rate of dropout experienced among these girls will be eradicated.

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An appraisal of the nexus between education and national development strategies in Nigeria**Ihuoma Chinwe Patience**

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Abstract

Education is the bedrock of development worldwide. The quality of education naturally determines the quality of development. Education appears to be a mystical wand that wields answers to many of the challenges in the world today. The relationship between education and National Development has been established, such that education is now internationally accepted as a key development index. This explains why contemporary world attention has focused on education as an instrument of launching nations into the path of sustainable development. It is in recognition of the importance of education that governments at all levels in Nigeria have made commitments in the country's educational policies for the citizens to have access to education. This paper which adopts qualitative research approach also examines the thrusts of Nigeria's educational policy frameworks and its implications for national development strategies.

Keywords: Education. National development. Policy strategies. The nexus.

Introduction

The importance of education to the general well-being of mankind cannot be over-emphasized. Education is a fundamental human right. The relationship between education and development has been established, such that education is now internationally accepted as a key development index. It is in recognition of this importance that the international community and governments all over the world have made commitments for its citizens to have access to education. The primary aim of any educational sector is to impart knowledge that can produce recipients with high quality skills, knowledge and competencies. It thus means that education is a powerful instrument for social progress without which no individual can attain any professional proficiency.

The main purpose of education in Nigeria as identified by the Federal Government of Nigeria (2004) in her National Policy on Education is to help the whole man develop physically, mentally, morally and technologically, to enable him function effectively in any environment that he may find himself so as to become more productive, self-fulfilling and attain self-actualization. Conceptualizing Education in Nigeria, the National Policy on Education (2004) defines tertiary education to include the universities, polytechnics and colleges of education. The goals of tertiary education, as specified in the National Policy on Education (2004), are:

- i. to contribute to national development through high-level relevant manpower training;
- ii. to develop and inculcate proper values for the survival of society;

- iii. to develop the intellectual capability of individuals to understand and appreciate their local and external environments;
- iv. to acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society;
- v. to promote and encourage scholarship and community services;
- vi. to forge and cement national unity; and,
- vii. to promote national and international understanding and institutions

The potential of education system to act as an agent of growth and development in Nigeria is being challenged by the long-standing problems of limited access, inadequate financing, declining quality and relevance. Nigeria's education policy has suffered a lot of setbacks since independence in 1960. This is alongside under-investment over the same period. This is not to say that Nigeria's education sector has not progressed during this period. Nigeria has witnessed a tremendous growth in the number of educational institutions, both public and private; a number of acts and decrees have been enacted to ensure that every Nigerian child has the opportunity to acquire quality education in an environment conducive to learning. In addition to the various legislations, Vision 20:2020 places education at the heart of Nigeria's future growth and success. Furthermore, there has been government commitment to achieve the Millennium and Sustainable Development Goals (MDGs and SDGs) aiming to deliver universal basic education for all children, and promote gender equity in educational services (Dambazau, 2015).

Many perceive education as an instrument for self-reliance, social reconstruction and economic development. The increasing demand for education and the resultant expansion in enrolments have quite serious impact on the future development of education in Nigeria. There are a lot of challenges facing Nigerian educational system and making it difficult for good quality education that is empowering and capable of bringing about sustainable development to be provided. Okemakinde (2010) asserts that among the greatest challenges facing higher education in Nigeria is inadequate funding. There is also the problem of access which has attracted a lot of attention in recent years, and the problem of poor infrastructures and lack of teaching and learning materials. The higher education system in Nigeria is fraught with malpractice in administration of examinations, as well as growing rate of patronage either by way of extortion, seduction and social deviance and joining of secret cult activities. Examinations that determine access to the next level of education are fraught with cheating. The introduction of special tribunals has not stopped a practice that is deeply engraved in the system. Admission malpractice also abound which includes bribery, corruption, and nepotism in favor of less qualified candidates resulting to growing mediocrity as politics began to play a leading role instead of high quality academic standards. It is an attempt to examine these problems and proffer solutions to them that this academic work was undertaken.

National development involves the total transformation of society, making humanity the focus of the development drive and seeking to develop man's potentialities in a total sense. It includes reduction of poverty, wealth creation, equitable distribution of wealth, ensuring nutrition and health, housing and ancillary services, social security and welfare. The National development goals of Nigeria formed the foundation upon which the national policy on education is built. It was formed with the belief that

education would serve as an instrument for national transformation. Education in this regard is to foster the development of manpower to man the various sectors or institutions of society. Education is meant to formulate ideas for national development and promote a progressive and united Nigeria (Udeala, 2017).

Philologically, development is multi-dimensional in its meaning. It has economic, social, political, cultural, human or personal dimensions. Development involves increase in the quality and quantity of life of a people. It includes gradual removal of poverty, unemployment, social inequalities, bad leadership, monopolization of opinion by the government, and of the negative practices which unfortunately have become the major characteristics of human society. This view presents development as being both qualitative and quantitative (Abiogu, 2014). Meaningful development serves as a means of self-realization which implies the use of the resources of geophysical, imagination and unprecedented ingenuity to achieve overall societal objectives. In a way it might be inadequate to conceive development purely as an economic affair. It is to be considered as an overall social process which is dependent upon the outcome of man's endeavour to manipulate his natural environment. The target of the developmental process is the human person himself. He is to be equipped with the necessary skills, knowledge and attitudes to enhance his creative potentials, for his participation in the improvement of his physical environment. Accordingly, this paper examined the nexus between education and national development strategies in Nigeria.

Conceptual framework

Education

Etymologically, the word education is derived from two Latin words "educare" and "educere" (Amaele *et al.*, 2011:6). Accordingly, "educare", means to train, to form or to mould. In other words, it means that the society trains, forms or moulds the individual to achieve the social needs and aspirations. "Educere", on the other hand means to build, to lead, or to develop. This is mostly favoured by the humanists who argue that the function of education is to develop the natural potentialities in the child to enable him function in the society according to his abilities, interests and needs.

Ordinarily, education is exclusively used for the development of human beings in the cognitive, affective, psychomotor and psycho productive domains. It also involves a desirable approach in human behaviour through the process of teaching and learning. Fafunwa (1974) defines education as what each generation gives to its younger ones which makes them develop attitudes, abilities, skills and other behaviours which are the positive values to the society in which they live.

From the above, education, according to Amaele *et al* (2011:7) is seen as the total development of the individual child through acceptable methods and techniques according to his abilities and interests to meet up the needs of the society and for the individual to take his rightful place and contribute equally to the enhancement of the society. According to UNESCO (2000), "education refers to the total process of developing human ability and behaviours". It is an organized and sustained instruction designed to communicate a combination of knowledge, skills and understanding value for all activities of life. Education refers to what can be used by man to solve his problems to improve his life and make it comfortable. It is one of the several ways that man employs to bring change in to his all-round development.

Education demands efforts and discipline. It is also a formidable tool for man's survival.

Education has been recognized globally as a veritable and strategic venture pivotal to economic transformation of any nation (Odeleye, 2012). The significance of education is not only in the area of providing the much needed human capital or resources but it also acts as an agent in developing the necessary technological tools and know-how for economic take-off. Education is regarded as the best legacy any parent can give to his children because it brings out the innate ability and skills in the child to apply in solving any problem in every human endeavour. It is therefore seen as an investment. This shows that for any nation to maximize the benefits of education for sustainable development, it must invest heavily in education. This is one of the reasons the importance of education will continue to receive the attention of all stakeholders both at the local, state and federal levels in Nigeria (Abubakar, 2014)

National Development

The term "development" is an elusive concept with several meanings, lending itself to a contextual definition. That is to say, researchers define development in the actual context in which they use the term. Some researchers use the terms "development" and "growth" interchangeably,. Others use words such as social change, evolution progress, advancement, and modernization as synonyms of development and others use the term "development" to mean fundamental changes in social attitudes and institutions (Edgar, 1972). Development may be classified or measured in stages or strata depending on the set goals whether rural or urban, metropolitan or cosmopolitan, unilateral, bilateral or multi-lateral. The framework of National Development is to conceptualize the goal, actions and activities needed to build and expand social and human progression within the available resources and potentials of the nation-state. National Development in summary is the embodiment of different stages of planned coordinated and calculated advancement and expansion of the organized human society with the aim to attain progression of an independent sovereignty (Edgar, 1972). Lichman (1972: 57) and Markovitz (1977) stress that a developed society is the one that has succeeded in providing a source of living for the majority of its inhabitants and that in such society, premium is attached to elimination of poverty, provision of food, shelter and clothing to its members. This argument agrees with the definition of development by Todaro and Smith (2006:20-21) from the modernization paradigm which sees development as a multidimensional process which involves the sustained elevation of the entire society and social system towards a better or humane life.

Nigeria is still trapped in a vicious cycle of underdevelopment, political and religious upheavals that threaten national unity. Most Nigeria citizens are still engulfed in ignorance, disease and poverty. The precarious situation the country is presently undergoing can mainly be resolved, and the national development goals achieved through effective and functional education for it has the tendency of reducing illiteracy, ignorance, alleviate poverty and create wealth. This type of education is made possible through effective teaching and learning which is facilitated by professional teachers. The teacher is therefore imperative in this enterprise (Udeala 2009; Adewuyi, 2012).

Theoretical Framework

A plethora of approaches and theories have thrived within the academic and political parameters to explain the impact or role of education in National Development in Nigeria. Nonetheless, this research adopted the Human Capital Theory. The Human Capital Theory was adopted because it captures the essence of this paper, and would provide valuable insights into the importance of education and national development in Nigeria. Human capital theory contends that because an educated population is a productive population, education contributes directly to the growth of the national income of societies by enhancing the skills and productive abilities of employees (Schultz, 1961; Denison, 1962). Human capital theorists assume that improved technology leads to greater production and that employees acquire the skills for the use of technology through formal education. Thus, when societies invest in education, they invest to increase the productivity of the population. In the 1960's, social scientists became interested in studies related to the economic value of investment in education. This interest was generated by the human capital theorists' notion that the most productive course to national development of any society lies in the advancement of its population, that is its human capital (Becker, 1964).

The Nigerian National Policies on Education

The Nigerian policy on education has gone through many stages. There is no doubt that lack of policy coherence was a matter of great concern. In 1981, Nigeria launched the National Policy on Education. Its main focus was on self-realization, individual and national efficiency, national unity with the objective of achieving social, cultural, economic, political, scientific and technological development. It was structured into three stages as follows:

- i. Stage one was 6 years of primary school education;
- ii. Stage two was 5 to 7 years of post-primary school education for secondary, teacher training College and sixth form ; and,
- iii. Stage three was 4 to 6 years of tertiary education in college of education or polytechnic or university.

In response to the various criticisms, the objectives of the policy were broadened in 1985, to include free primary education among others. The 6-3-3-4 system which broke the period of education into four stages emerged. It comprised; the first 6 years of primary school education for children of ages 6 to 11, the second stage of 3 years of Junior Secondary School, the third stage of 3 years of senior secondary school education and the fourth stage of a minimum of 4 years of tertiary education.

In 2004, Nigerian education policy was redefined to adopt education as an instrument par excellence for effecting national development. Education goals were then defined in terms of its relevance to the need of the individual as well as in terms of the kind of society desired in relation to the environment, realities of the modern world and rapid social changes. Emphasis was placed on skill acquisition. The Nigeria's education reform of 2006 shifted focus to entrepreneurship and skill training and realignment of curricula to meet emerging need of a global economy and knowledge society. The reform introduced the 9-3-4 system of education which was referred to as the Universal Basic Education (UBE). The four stages were compressed to three, with the first two stages of the former policy merged to one during which education was made compulsory. The first 9 years was referred to as basic and compulsory education (primary and junior secondary), the next 3 years

was for the senior secondary school and the last was the four years in the tertiary institutions. Its curricula were drawn up to address Education for all (EFA) programmes of the Millennium Development Goals (MDGs). The scheme targeted total eradication of illiteracy by the year 2010 and increase in adult literacy rate from 57% to 70% by 2003 (NPE, 2004).

DEVELOPMENT STRATEGIES IN NIGERIA

The following are the various development strategies that have been adopted at one time or the other. These are: community boards of 1954, the farm settlement scheme of 1959, The First National Development Plan Period (1962-68); The Second National Development Plan Period (1974-1980); The Third National Development Plan Period (1975-80); The Fourth National Development Plan Period (1980-85); and the Post Fourth Plan Period (1985 to 1990). Others are: The agricultural development project, operation feed the nation, national directorate for employment, green revolution, mass mobilization for self-reliance and economic recovery, river basin development authority, national accelerated food production Programme, the national livestock development Programme, the Directorate of Food, Roads and Rural Infrastructures, the Integrated Rural Development Programs, the National Economic Empowerment and Development Strategy, the Vision 2010, the vision 2020, and the Seven Point agenda.

Brief overviews of a few developmental strategies in Nigeria

Nwanegbo and Odigbo (2013) assert that development could be seen as the process of empowering people to maximize their potentials and the ability to exploit nature to meet daily human needs. Development is not just a matter of getting more money into the hands of the poor, but ensuring that increased production, and its resulting increased income, leads to an improved standard of living. Every meaningful, concrete and lasting development begins and ends in the focus on human resources. Human resources refers to all economic resources that are wholly and directly supplied by human beings, this includes the suppliers of labour services and entrepreneurial function (Onyeka, 2010). The size of the human resources depends largely on the population size while the quality is a product of educational, health services and environmental factors.

The First National Development Plan (1962-1968): The plan made no clear statement on rural infrastructural and human development, as agriculture was still an important exchange earner. The plan's objectives were to encourage the assemblage of agricultural produce for export purposes.

The Second National Development Plan (1970-1974): The Second plan, launched shortly after the end of the civil war attempted to rehabilitate economic activities in the war-affected areas. The plan spelt out five principal national objectives meant to achieve a united, just, strong and self-reliant nation. But just as in the first plan; government did not make any clear statement on rural infrastructural or human development. However, it was stated in the plan that government was committed to village regrouping. This was perhaps to reduce the cost of providing economic and social infrastructure such as health, electricity, water and educational facilities for the

rural areas. The sum allocated to rural development was too paltry, and, like the previous one, the plan failed.

The Third National Development Plan (1975-1980): Serious concern for rural development at the national level was first highlighted in the third national development plan. The plan emphasized the need to reduce regional disparities in order to foster national unity through the adoption of integrated rural development. The plan provided for rural electrification scheme, the establishment of River Basin Development Authorities (RBDAs), The construction of small dams and boreholes for rural water supply and the clearing of feeder roads for the evacuation of agricultural produce and the supply of electricity to rural areas from large irrigation Dams. At the State Level, some governments, like Oyo State, showed their intention to transform the rural areas through the provision of basic infrastructural facilities.

The Fourth National Development Plan (1981-85): The Fourth National Development Plan exhibits several distinguishing features. First, it was formulated by a civilian government under a new constitution based on the presidential system of government. Second, it was the first plan in which the local government tier was allowed to participate fully in its own right. The plan emphasized among other things the need for balanced development of the different sectors of the economy and of the various geographic areas of the country. It emphasized on the importance of rural infrastructural development as a vehicle for enhancing the quality of rural life.

The local government in the country planned for the provision of intercity/village bus services, for the construction of motor parks, and for petrol filling stations during the fourth plan period (1981-85). In order to increase the access of rural dwellers to safe drinking water, rural water supply schemes were planned apart from the huge boreholes drilling programme. At the state level, the various state governments spelt out different policy issues in the fourth development plan. For instance, in Oyo State, the government identified four cardinal programs for itself. These include- (a) Free education at all levels (b) Free medical services (c) Integrated rural development and (d) Gainful employment (Joseph, 2014).

The Post Fourth Plan Period (1985 to 1990): The post fourth plan period witnessed the establishment of the Directorate for Food, Roads and Rural Infrastructure (DFRRI) in 1985 for the purpose of providing rural infrastructure in the country side. The laws establishing the Directorate was promulgated under Decree number four of 1987. The core of the Directorate's Programme is the promotion of productive activities. Besides, the directorate recognized the provision of rural infrastructure such as feeder roads, water, electricity and housing as essential for the enhancement of the quality of life in the rural areas.

In Nigeria, several other attempts were made to effect both rural and national development from independence. They include the agricultural development project (ADP), green revolution, operation feed the nation, and others.

The Agricultural Development Project (ADP): This initiative was on the advice of the World Bank in 1970. The objective is to improve the living conditions of the low income earners resident in rural areas through the supply of farm inputs like fertilizers, fungicides, pesticides, and high yielding variety seeds, credit facilities in cash and kind, land clearing services, the development of feeder roads and

extension services. This brought about significant growth recorded in the agricultural sector in the late 1980's to early 1990's but the main challenge was the withdrawal of fund by world Bank(Ogundele,2008 & Ohagwu, 2010).

Operation Feed the Nation: Operation feed the Nation was introduced just at the time the National Accelerated Food Projection Programme (NAFPP) was introduced by the Federal Military Government in 1976, with the objective of creating awareness about the importance of agriculture in National development. The Programme was designed to involve all the segments who were engaged during the long vacation, it was for a cross breeding of ideas from school and traditional knowledge. The Programme phased out at the expiration of the regime that introduced it. The problem with the Programme was that its birth was spontaneous without specific and measurable objectives (Alanana, 2005, Ndukwe, 2005, Ohagwu, 2010)

The following were the development Programme in the wake of the return to democratic government, National Economic Empowerment and Development Strategy (NEEDS), the seven point agenda. The President of Botswana Mr. Festus Mogae, during his presentation had a wise thought for our policy makers. According to him, "Nigeria could grow its economy through focused, honest leadership, with well-defined and coordinated national priorities"(Peterside, 2003).

National Economic Empowerment and Development Strategy (NEEDS)

President Obasanjo after his re –election in 2003, embarked on comprehensive economic reform programme encapsulated under the National Economic Empowerment Development Strategy (NEEDS) and focused on four main areas – improving the microeconomic environment, pursuing structural reforms, strengthening the public expenditure management and implementing institution and governance reform. The aim of the policy includes poverty reduction, wealth creation, employment generation and value reorientation. The adoption of the State Economic Empowerment Development Strategy (SEEDS) at the state level and Local Economic Empowerment Development Strategy (LEEDS) at the local government level is basically to complement the efforts of the federal government. NEEDS in collaboration with SEEDS and LEEDS, constitutes the reasoned response to the challenges of underdevelopment.

The economic reform encapsulated in NEEDS formulated by the Federal Government to rescue the country from morass of poverty and underdevelopment has actually exacerbated mass poverty and increased the rate of unemployment. There is evidence of much more poverty in the land, education at all level is in shambles, women empowerment is still an unrealized dream, child mortality and maternal morbidity are on the rise, HIV/AIDS, malaria and other disease are ravaging the land ; environmental degradation especially in Niger Delta region is yet to be realistically addressed. The United Nations Development Programme (UNDP) human development reports on Nigeria over several years had chronicled the symptoms of the country's underdevelopment (Udeala 2009).

Nigeria Vision 20:2020

Nigeria's Vision 20:2020 is Nigeria's second attempt at driving the attainment of her national aspirations using long term perspective plan. (National planning Commission <http://wikipediaencyclopedia>) The Vision 20: 2020 is a perspective plan;

an economic business plan intended to make Nigeria one of the top 20 economies by 2020, with a growth target of not less than \$900 billion in GDP and a per capita of not less than \$4,000 per annum. The three Pillars of the Vision 20:2020 are i) guaranteeing the well-being and productivity of the people, ii) optimizing the key sources of economic growth and iii) fostering sustainable social and economic development. These policies and vision appear to be all embracing and if faithfully implemented, the nation would at least move towards the path of development. However, most of these development strategies have been the same, with slight differences in their objectives. They are just mere nomenclature, and that is why the problem of development had persisted (Adetula, Owolabi & Ojeka, 2014). Nigeria still wallows in abject poverty, high level of unemployment and starvation. This has greatly affected her quest to improved quality of life of her citizens (Lawal & Oluwatoyin, 2011).

Revisiting the Nexus

This paper attempted to demonstrate that education is relevant to national development. It avers that the aims and objectives of education are to bring about a civilized human being and societies of men and women. For education to achieve its intended aims and objectives, it needs well fashioned development strategies. Arguably, if education is to be relevant in the development of any form, it should take into great consideration its relevance to men and the practice of education, since men and education are central elements of development. Education is believed to be the bedrock of any country's development. It is considered as the cornerstone for meaningful and sustainable growth development and achievement in art, science and technology. Worldwide, education has been recognized as a catalyst for achieving socio-economic, scientific and technological development. For instance, the Federal Government of Nigeria (2004) declared in its National Policy on Education that education is an instrument par excellence for achieving national development. In other words, any meaningful growth and development of any country must be preceded by a sound educational planning. Since education constituted an indispensable aspect of social realities of a nation, it is of cardinal importance to any society.

The quality of education naturally determines the quality of development. Education appears to be a mystical wand that yields answers to many of the challenges in the world today. Education is a crucial sector in any nation. Being a major investment in human capital development, it plays a critical role in long-term productivity and growth at both micro and macro levels. This explains why the state of education in Nigeria continues to be our national discourse at all levels. Consequently, the implication of the declining quality of education at all levels has far reaching negative impact on a nation's moral, civic, cultural and economic sustainability. The curriculum is the grand plan of national education. By extension, the curriculum is the blueprint of national development. Just as the strength and durability of every building is primarily determined by the building plan, the quality and robustness of the curriculum determine the quality of personal, institutional and national development. It has been postulated that philosophical ideas have been responsible for shaping the development of societies through the channels of education (Udeala, 2017).

Adebule (2014) asserts that quality educational system should be the fulcrum of the way a society's system is set up and managed. Consequently, he maintains that future national education reforms and policies must articulate the various parameters needed for genuine nation building. According to him, the trend today is integrative curriculum or inter-disciplinary teaching, which implies that learners must be provided with opportunity to explore knowledge from various areas related to their subject area within a curriculum guide. Education supplies the needed manpower for national development. Afolabi and Loto (2012:330) support this argument by stating that a developed or educated polity is the one that has enough manpower and each person occupies his or her rightful position to enhance the growth of the society. Therefore, it should be clear that without education, a nation cannot get the needed manpower for material advancement and enlightenment of the citizenry. The trained engineers, teachers, medical doctors, are all the products of education. This explains why it is argued also that the quality of a nation's education determines the level of its national development (Orji, 2013).

Education also promotes the culture of productivity by enabling individuals to discover the creative potentials in them and apply same to the improvement of the existing skill and technique of performing specific tasks, thereby increasing the efficiency of their personal societal efforts. Education teaches or trains people to be useful to themselves and the society they live in. By this, they have to be productive and discover their creative abilities and use this to perform specific tasks to attain self-actualisation. Education also develops in individuals those values which make for good citizenship, such as honesty, selflessness, tolerance, dedication, hard-work and personal integrity, all of which provide the rich soil from which good leadership potential is groomed. The importance of education to the general well-being of mankind cannot be over-emphasized. Education is a fundamental human right . The relationship between education and development has been established, such that education is now internationally accepted as a key development index. The importance and linkage of education to the development of any society is well documented.

The main purpose of education in Nigeria as identified by the Federal Government of Nigeria (2004) in her National Policy on Education is to help the whole man develop physically, mentally, morally and technologically, to enable him/her function effectively in any environment that he/she may find himself so as to become more productive, self- fulfilling and attain self-actualization. Over the years, Nigeria has expressed a commitment to education, in the belief that overcoming illiteracy and ignorance will form a basis for accelerated national development. It is in recognition of this importance that the international community and governments all over the world have made commitments for citizens to have access to education. However, regardless of the incontrovertible evidence that education is crucial to the development of the community and the nation, there remain inequalities in access to education.

Every informed person is conscious of the contributions of higher education to every area of human endeavor. Its acquisition is a significant determinant of the development status of a country. The ability to acquire and utilize knowledge and skills effectively is the key to the growth and development that will propel Nigeria to become one of the 20 largest economies by the year 2020. A modern and vibrant

education system entails wide-ranging activities that would ensure functional and qualitative education of the highest possible standards. The primary goals to achieve this include providing access to quality education at all levels, improved learning and teaching infrastructure, according greater importance to science, information technology, technical, vocational education and training. Thus, if education will be used to achieve the acquisition of knowledge, then its contents and delivery processes should be reformed in the context of improving the quality of life and facilitating the peaceful co-existence of the people of Nigeria and the world at large. Education system in Nigeria based on the National Policy on Education (NPE) document addressed issues of imbalance in the provision of education in different parts of the country with regard to access, quality of resources and girls' education. Education was re-organized into 6 years of primary education, 3 years of junior secondary school, 3 years of senior secondary education and 4 years of university/polytechnic/ college education.

The Nigeria's "National Policy on Education," published in 1977 and revised in 1981 and 1990 was a policy document designed to ensure that government role and interventions in the public policy process is directed at addressing educational needs of the people so that the education sector can support various government development goals. National Policy on Education therefore anticipates that the entire education system would advance and benefit from coherent national reforms in the stages of policy development.

Specific provisions of Chapter I1 (Fundamental Objectives And Directive Principles Of State Policy) of the 1999 Constitution of the Federal Republic (as amended) highlighted the citizens' aspirations for access to educational opportunities and in addition access to a subsidized (free) University Education (*Higher and tertiary education*) when it reiterated the educational objectives of the Nigerian State as presented below:

- i. Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels;
- ii. Government shall promote science and technology;
- iii. Government shall strive to eradicate illiteracy; and to this end Government shall as and when practicable provide –
- iv. free, compulsory and universal primary education;
- v. Free secondary education;
- vi. free university education; and,
- vii. Free adult literacy programme.

For all intent and purposes, the constitutional provisions despite its non-justifiable clauses are political statement of great national importance. It is an ideological commitment and a social contract designed to guide public policies towards promoting and enhancing citizens' access to public education for the pursuit of common good and good life. The contributions of extant literature on the sub theme are examined and reviewed below.

Education has been at the top of the priority lists of some previous Nigerian governments yet the education system is still far from being ready for the challenges of the new century. Nigeria is not the only country whose education system is

unprepared. A closer examination of many systems, especially in a developing context, indicate that most of the educational systems in developing countries are not yet ready to prepare students for the contemporary global world.

Nigeria's "National Policy on Education," has been revised to ensure that the policies address the perceived needs of the government in power and to try to ensure that the education sector is supportive of government development goals. Following recent political changes, which saw the reintroduction of democracy in the country, the government acknowledged the need to revise and update the National Policy on Education once more to ensure that the education system meets the needs of a new democracy (Moja, 2000).

Conclusion

This paper examined the nexus between the contributions of education to national development and different development strategies in Nigeria. It stresses the fact that a nation develops in relation to its achievement in education. This explains why contemporary world attention has focused on education as an instrument of launching nations into the world of science and technology and with consequential hope of human advancement in terms of living conditions and development of the environment. This is because, education, in the life of a nation, is the live wire of its industries and also the foundation of moral regeneration and revival of its people. It is also the force and bulwark of any nation's defence and it has been observed that no nation rises above the level of its education. The various strategies adopted had been just a change in the nomenclature, the formulations and the process of implementation is the same, it is believed that we cannot continue doing the same thing repeatedly and expect different result .therefore, for development to thrive in Nigeria, the attitude and orientation of the implementers of the various strategies must change. Commitment and honesty on the part of the policy makers and implementers remains the only antidote to developmental challenges and the ineffectiveness of the strategies for development. Suffice it to say that development by strategy formulation is never enough but faithful and religious implementation of the strategy portends the beauty of development. No matter how laudable the strategy might sound they are not sacrosanct in their totality, lack of discipline, dishonesty, lack of interest, the absence of willingness and dedication will nullify it irrespective of the preparations and methodical approach. Therefore, this work advocates total commitment on the part of the leadership, discipline and honesty spacing he part of project implementers in order to chat a new course for the nation. .The enviable growth and development patterns of several Asian countries are well known. East Asia is the only region in the world that has been able to maintain strong, consistent growth patterns over several decades, led first by Japan and the newly industrializing economies of Hong Kong, South Korea, Singapore and Taiwan, and the likes, Apart from the homogenous nature of these societies, other several factors were responsible for their development. These were: development of agricultural sector, a system of mass education, development of indigenous industries, export-oriented strategy, the Spartan discipline of their leadership, existence of efficient bureaucracy, these therefore suggest taking a clue from these close peasant culture if we intend to develop better and to sustain it.

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Exploiting the dividends of Nigeria's cultural and ethnic diversities in National Development

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Abstract

The paper provides insights on exploiting the dividends of Nigeria's cultural and ethnic divisiveness in national development. The paper reveals that amalgamation led to the multi-ethnic and multi-cultural nature of Nigeria. In Nigeria, it has been noted that the 527 languages which also serve as an aspect of culture also bring about cultural and ethnic diversities. Thus, globalisation in the context revealed that the world has become a single village; and with increase in the growth of cultural information, ethnic diversities would be well resolved with huge benefits. It is, therefore, recommended among others, that we must be ready to appreciate with better understanding about other cultures through social interaction with people outside our own culture which will assist to create a meaningful relationship in society.

Keywords: Cultural and ethnic diversities. Dividends. Exploiting. National development.

Introduction

In Africa, Nigeria has the biggest share of cultural diversity. The root of the cultural diversity in Nigeria is a coercive birth by colonial enterprise which resulted in mergers and in some cases creation of multiple, culturally incongruent and artificial boundaries through amalgamation of 1914 (Nnoli, 2008; Folarin, Olanrewaju & Ajayi, 2014). In most African countries, the tools of colonial coercion, subterfuge and penetration did not result in nation-building, or in the crystallization of a sense of nationhood. It is now apparent that the introduction of educational institutions, the provision of infrastructure such as roads and railways, and the missionary activities were principally aimed at serving the material interests of colonial powers (Attafuah, 2009) who brought about amalgamation. Amalgamation led to the multi-ethnic and multi-cultural nature of Nigeria. According to Lewis, Gary and Charles (2013), Nigeria has 527 languages including English and French which serve as the first and second official languages respectively. In the analysis of languages in Nigeria, Kolawole (2016) notes that 520 languages are living while 07 are extinct. In addition 20 of the living languages are institutional, 77 are developing, 353 are vigorous, and 27 are in trouble while 43 are dying. It should equally be noted that out of the very many languages in Nigeria, three languages, Igbo, Hausa and

Yoruba are the major Nigerian languages (NPE, 2008). It should be noted that Nigeria is not just a country of many languages but it is also rich in cultures.

Ayandele (2005) sees culture as what man interposes between himself and his environment in order to ensure his security and survival while Edo (2005) defines culture as

the total way of life of a people in a given society. This total way of life includes the type of food they eat, the way they get the food and how they eat it, the type of dress they wear, their belief about how the world came into being, how they worship their creator, their views about other people, their marital and child rearing practices, their language and political system etc (p.1)

Edo's definition of culture is in agreement with the classic definition given by an English Anthropologist named E. B. Taylor in his book titled *Primitive Culture* which was published in 1887 (cited in Raifu, 2005) that "culture is that complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by the man as a member of a society" (p.91).

Ukeje (1992) also sees culture as the totality of a people's way of life as deduced from material and non-material aspects of their life such as clothing, values, beliefs, thoughts, feelings and customs. From this definition, culture includes traits imbibed by all healthy individuals in the course of growing in a specific society. Agbaje (1996) too presents a more embracing definition as he states that culture embraces all the material and non-material expressions of a people as well as the processes in which the expressions are communicated. From Agbaje's definition, culture has to do with the social, ethical, intellectual, scientific, artistic and technological expressions and processes of a people usually ethical and or nationally or supra-nationally related and usually living in a geographical location, what they pass on to their succeeding generations and how these are passed on.

Culture is the lens with which members of a society evaluates everything around them. The society evaluates what is proper or improper, normal or abnormal through their culture. If the people in a given society are immersed in a culture that is unlike theirs, they may experience culture shock and become disoriented when they come into contact with a fundamentally different culture. Ethnocentric people naturally use their own culture as the standard to judge other cultures. However, passing judgment could reach a level where people begin to discriminate against others whose "ways of being" are different from their own. Essentially, people tend to fear that which they do not understand (Belfield, 2018). Thus it is clear that there are issues in cultural diversity.

Globalisation and cultural values

Akinpelu (2005) reminds that there is need to discuss cultural values and such related topic seems to put the average person off. He explains further that at educational gatherings and in the classrooms there are complaints about the decline in personal and public cultural values especially the moral decadence of youth as a result of influence of westernization cum modernization on cultural identity. Thus, in

Nigeria, culture is manifested in language, dressing, music dance, food and occupation in every given society. Good (1964) maintains that culture encompasses the ethical, intellectual, artistic, governmental and industrial attainment of a group, state or nation by which it can be distinguished from and compared with others. The submission of Good, therefore, shows that every society has a culture, which makes it distinct from others. Similarly, Millers (1967) explains that culture consist of a set of patterned and functionally interrelated customs common to specifiable individual human beings. This, however, implies that culture is specifiable individual human beings. This, however, implies that culture is an instrument that makes the society dynamic which includes both material (aspects of culture such as product of industry, technology, art, modes of habitation, transportation and dressing) and non-material culture (includes knowledge, philosophy, language, attitudes, morals, beliefs, interests) as well as rules for appropriate behavior (Otite & Ogionwo, 1979; Omokhodion, 1999; Omokhodion & Dosumu, 2002; Henry, 2002; Edo, 2005).

Michael (2005) posits that one's culture provide the organizing and legitimizing principles of one's relations and links an individual to have various customs and a particular history or language. To expand upon the role that culture plays, Parekh (2000) maintains thus:

our cultures give coherence to our lives, gives us the resources to make sense of the world, and stabilise our personality, and so on. Its values and ideas inspire us, act as our moral compass and guide us through life, its arts, ritual, songs, stories and literature fill us with joy and colour and beauty to our lives; and its oral, spiritual wisdom comforts and helps us with the inevitable tragedies of life (p. 159).

Ebimgbo and Okoye (2017) see cultural diversity as entailing the harmonious co-existence and interaction of different cultures. Cultural diversity is also seen as multiculturalism and it implies ethnic diversity within a society and the peaceful co-existence and relationship among different cultures. Cultural diversity, cultural pluralism and multiculturalism refer to those societies that are characterized by ethnic or cultural heterogeneity. Cultural diversity is also used to refer to an ideal of equality and mutual respect among a population's ethnic or cultural groups. Sometimes it can become a political term as well. According to Olagunju and Alaverdyan (2016), living in cultural diversity means respecting our differences, as diversity is a common characteristic of many territories and that the terms, "multiculturalism" and "diversity", have been used interchangeably to include aspects of identity stemming from gender, disability, socioeconomic status, or age. Multiculturalism or cultural diversity in an absolute sense recognises the broad scope of dimensions of race, ethnicity, language, gender, age, disability, class status, education, religious/spiritual orientation, and other cultural dimensions.

Citing Dr. Caleb Rosado (a Sociologist), Belfield (2018) who specialises in diversity and multiculturalism, presents seven important actions involved in the definition of multiculturalism:

recognition of the abundant diversity of cultures; respect for the differences; acknowledging the validity of different cultural expressions and contributions; valuing what other cultures offer;

encouraging the contribution of diverse groups; empowering people to strengthen themselves and others to achieve their maximum potential by being critical of their own biases; and celebrating rather than just tolerating the differences in order to bring about unity through diversity.

As earlier indicated, the perception of cultural diversity is to accept and respect other people's cultures which entail the total understanding and recognition of similarities and differences of others (Erbas, 2013). Respecting and promoting cultural diversity facilitates intercultural dialogue, prevents conflicts and protects the rights of marginalized groups within and between nations, thus creating optimal conditions for achieving development goals (Nwiibari & Job, 2015). Cultural diversity should be defined as the capacity to maintain the dynamic of change in all of us, whether individuals or groups (UNESCO World Report, 2009). In other words it entails the existence of diverse human cultures and it is characterized by the wealth of languages, ideas, beliefs, kinship systems, customs, tools, artistic works, rituals and other expressions they collectively embody.

In the report, cultural diversity is viewed as a major social concern, linked to the growing variety of social codes within and between societies. Diversity could be seen in the different lifestyles, social representations, value systems, codes of conduct, social relations, the linguistic forms and registers within a particular language, cognitive processes, artistic expressions, notions of public and private space (town-planning practices), forms of learning and expression, modes of communication and even systems of thought. Not only that, the emergence of different political ideologies, governance among the local communities, indigenous peoples, deprived or vulnerable groups and those excluded on grounds of ethnic origin, social affiliation, age or gender, has led to the discovery, within societies, of new forms of diversity in most countries of the world. Ethnic diversity or ethnicity could be said to be the offshoot of cultural diversity.

Ethnic diversity

Ethnicity, according to Kate, Vxpilot and Nikehilesh (2018), refers to population groups whose members identify with each other on the basis of common nationality or shared cultural traditions. In other words, it is the state of belonging to a social group that has a common national or cultural tradition. Ethnicity, indeed, refers to cultural factors, including nationality, regional culture, ancestry, and language. The language of ethnicity is the language of kinship (Eller, 1997). Ethnicity is also seen as shared cultural practices, perspectives, and distinctions that set apart one group of people from another. That is, ethnicity is a shared cultural heritage and the most common characteristics distinguishing various ethnic groups are ancestry, a sense of history, language, religion, and forms of dress. Ethnic differences are not inherited; they are learned (Cliff-Notes, 2016). The National Youth Council of Ireland defines ethnicity to be shared characteristics such as culture, language, religion, and traditions, which contribute to a person or group's identity and that ethnicity could be described as residing in:

the belief by members of a social group that they are culturally distinctive and different to outsiders; their willingness to find symbolic

markers of that difference (food habits, religion, forms of dress, language) and to emphasize their significance; and, their willingness to organize relationships with outsiders so that a kind of 'group boundary' is preserved and reproduced.

Ethnic feelings result from the interaction of various ethnic groups. In the view of Seol (2008), ethnicity is considered a phenomenon that mediates between diverse human relations and between different values and norms expressed and utilized differently at both the individual and collective levels and can influence the life processes of ethnic groups either positively or negatively. This could account for the reason why ethnicity has been considered an aspect of the social relationship between agents (social, political and economic) who see themselves as being traditionally unique – in culture, language, beliefs etc. – and different from members of other ethnic groups with whom they have regular socio-political and economic relations. This informs us about why ethnicity has been described as a frame within which certain socio-political and economic disputes are conducted. Participation in such disputes can at the end of the day reproduce ethnic understanding and cooperation. For example, ethnicity can be championed in pursuit of perceived ethnic interests such as a demand for fair play, justice, equity in the distribution of socio-economic and political goods and equal representation in governance (Adetiba & Rahim, 2012).

It could be seen from our discussion so far that ethnicity is associated with a plural society. The term, 'plural society,' refers to multi-ethnic states and culturally varied populations. Examples of plural societies include United States of America, Indonesia, South Africa, Mexico, India, Jamaica, Nigeria and so on. There are many ethnic groups in the United States, due, in large part, to its immigrant population; each of these groups contributes to America's cultural heritage. From African Americans to Russian Americans, the United States is one of the most diverse nations in terms of culture (Belfield, 2018). Kibui, Mwaniki, Gichuhi, Nyaga, Kahiga, and Ngesu (2015) opine that since the world has become a global village, the need for better understanding and communication among peoples from different cultures is crucial. Common markets, resource shortages, ethnic conflicts, nuclear proliferations, natural disasters, environmental problems, terrorism, epidemics and religious intolerance need the intervention of all nations in the world. Globally, culture is one of the most conspicuous differences that exist among people. Culture defines personal, interpersonal, and social development of relationships. Various entities like education could be used to promote cultural diversity for peaceful co-existence in a country like Nigeria.

The Nigerian Nation

The arbitrary and haphazard territorial boundaries imposed by the colonial masters in the last two centuries or so did not take cognizance of the people's diversities before differentiating Nigeria and other sub-Saharan African states. As a result, the geo-political enclave now known as a country encompasses people with varying

linguo-cultural identities. This has continued to have far reaching effects on the socio-economic potentials of the nation (Ogunwale, 2013).

Historically, Nigeria is a product of British colonial power. She became a geopolitical entity in 1914 when the Northern and Southern protectorates were amalgamated (Nnoli, 2008; Amali & Jekayinfa, 2013; Folarin, Olanrewaju & Ajayi, 2014). According to historians, from inception, Nigeria was heavily divided along ethnic lines. The Hausa-Fulani, being a dominant group in the North, the Yoruba ethnic group dominated the West and the Igbos dominated the Eastern part of Nigeria. Tribal loyalties, Islamic and Christian religious faiths have had great impacts on the social life of various ethnic groups in the amalgamation that brought together numerous linguistic, ethnic and cultural groups, as well as autonomous communities, sovereign kingdoms and caliphates, which hitherto had attained different levels of social, economic and political development (Folarin, Olanrewaju & Ajayi, 2014). According to them, these entities with different, unrelated, cultural, traditional and historical backgrounds were conjoined to form a multi-cultural, multi-ethnic and multi-national society. This amalgamation of the northern and southern protectorates was used to satisfy imperialistic desires, which primarily, was for colonial administrative convenience as the Nigerian structure was not meant to lay foundation for national cohesion (Ifeanacho & Nwagwu, 2009). This fact was corroborated by Shively (2003) who argued that Nigeria was not constructed for integration but for the administrative convenience of the British. This fact has brought about various challenges.

Benefits of cultural and ethnic diversity in multicultural societies

Cultural and ethnic diversity is important because our country, workplaces, and schools increasingly consist of various cultural, racial, and ethnic groups. Ethnic groups can learn from one another and have a level of understanding about each other in order to facilitate collaboration and cooperation. Learning about other cultures helps us understand different perspectives within the world in which we live, and helps dispel negative stereotypes and personal biases about different groups (Belfield, 2018). In addition, Belfield notes that cultural diversity helps us recognize and respect “ways of being” that are not necessarily our own, so that as we interact with others we can build bridges to trust, respect, and understanding across cultures and this diversity makes our country a more interesting place to live, as people from diverse cultures contribute language skills, new ways of thinking, new knowledge, and different experiences. Hult International Business School (2017) identifies some benefits and disadvantages of working in a culturally diverse organization. Some of the benefits are discussed here:

Diverse cultural perspectives can inspire creativity and drive innovation

Culture influences the way in which a society views the world. Diverse viewpoints along with the wide-ranging personal and professional experiences of an international team can offer new perspectives that inspire creativity and innovative ideas that could help team members to see their jobs and the world in a new dimension.

Local market knowledge and insight makes a business more competitive and profitable

An organization with a multicultural workforce can have a significant edge over other competitors when expanding into new markets. Where the need arises for a product to be adapted to the needs of new location (national or international) knowledge of local laws, regulations, and customs, as well as the competitive landscape, can help a business to thrive thereby increasing turnover. In addition, identifying with the people in the community, effective communication in the language of wider-communication in the area as well cultural understanding can enhance business development exponentially at the local, national and international levels.

Cultural sensitivity, insight, and indigenous knowledge means higher quality, targeted marketing

Cross-cultural understanding, along with local market knowledge, lends itself the production of very effective marketing strategies. The involvement of native speakers could lead to high quality and culturally sensitive translations of websites, brochures, and other assets. A serious marketing blunder can cause irreparable damage to a brand or business abroad, and that can be mitigated by employing a diverse workforce with local marketing judgement.

Drawing from a culturally diverse talent pool allows an organization to attract and retain the best talent

Most job seekers are quite aware of the fact that diversity is important to them when evaluating companies and job offers. In a competitive global job market, an organization that demonstrates that its business is invested in fostering a multicultural and inclusive environment can stand out to attracting the right candidates. The principle of diversity should indeed be an important part of the recruiting process as this will broaden the organizational talent pool of prospective employees. Hiring from a more diverse talent pool does not only make your business attractive to ambitious, globally minded candidates, it also helps you to keep them on board. Diversity, according to Hult International Business School (2017) including diversity of gender, religion, and ethnicity, has been identified as factor in retaining reducing the costs associated with employee turnover. A student of Hult International Business School is quoted as saying this:

One of the main reasons I chose Hult was the incredible diversity of students and the international element we possess here. Studying and sharing a campus with students from different nationalities has been an awe-inspiring experience. Diversity and international exposure have always been important to the decisions I have made in my career (Vishnu Subramanian, Hult MIB Class of 2017).

Diverse skills based allows an organization to offer a broader and more adaptable range of products and services

An organization that draws from a culturally diverse talent pool will benefit from hiring professionals that are highly skillful and talented. Whenever the officials of our Sports Councils raise teams based on expertise and skillfulness, such teams always win laurels for the nation. It doesn't matter where the sportsman or sportswoman comes from. Such teams have the support of every Nigerian whenever they engage in international competitions.

Diverse teams are more productive and perform better

The range of experience, expertise, and working methods that a diverse workplace offers can boost problem-solving capacity and lead to greater productivity. Diversity in an organization with a culture of inclusion could create an atmosphere of healthy competition thereby leading to greater efficiency.

Greater opportunity for personal and professional growth

Definitely, an organization that is inclusive and culturally diverse in the composition of its workforce will attract talented, skillful, ambitious, and globally minded professionals who will appreciate the opportunity for personal and professional growth as they have their experience enriched by learning about perspectives and traditions from all over the world.

Other benefits include:

Feeling valued improves the morale of each worker and promotes positivity in the workplace.

Workforces that are culturally diverse can help companies expand their business in worldwide markets

Community relation is enhanced as communities and customers prefer to engage with companies that employ people who are similar to them.

Government can tap from the wealth of knowledge of various ethnic groups based on the culture.

For individuals, tolerance and various skills of life can be learned and used positively.

Variety they say is the spice of life. Through the diverse ethnic groups in Nigeria, individuals can also benefit from the various foods and dishes by way of people learning from the diverse cultures which help to spice up our choices of food with various health benefits.

In the area of dressing, individuals can also learn and copy from the various beautiful ways of dressing of the different ethnic groups which will help to spice up the sense or style of dressing and help get rid of monotonous style of a particular ethnic group, that is, the Yoruba people can copy and sew Igbo, Hausa or the Itshekiri style of dressing and vice versa.

Challenges of contemporary Nigerian society

In today's contemporary society, a nation's greatness is not measured by the mere possession of nuclear weapons or the wealth and opulence of its rulers but the industriousness and creativity of its citizens. In other words, skills, industriousness, productivity, and competitiveness are the determinant factors of national greatness (Gambari, 2008). Nigeria is a great nation that is blessed with enormous human and

natural resources. However there seems little or nothing to show for it. Why has the task of nation-building been so hard in Nigeria after about sixty years of national independence? Gambari (2008) identified five main nation-building challenges being faced by Nigeria:

The challenge from our history

Owing to the historical legacy of amalgamation of the southern and the northern regions, Nigeria's existence has continued to suffer threats of disintegration. The founding fathers of our nation tried to deal with this challenge by adopting federalism and advocating a policy of unity-in-diversity. Unfortunately, the lack of consolidation of Nigerian federalism around commonly shared values and positions means that this challenge of divisive historical legacy continues to undermine our efforts at nation-building.

The challenge of socio-economic inequalities

In Nigeria, many of the citizens are denied basic rights such as the right to education, job opportunities, housing, good road networks, health services and other amenities; there is also serious variation in the enjoyment of these rights across the country. As a result, the citizen is not encouraged to give their loyalty to the state and society, because he or she does not feel that the society is adequately concerned about their welfare.

The challenges of an appropriate constitutional settlement

The incessant call for restructuring of the nation from the geo-political zones is indicative of the political instability of the nation. The 1999 constitution bequeathed by the military is defective in many important respects. Attempts to correct these defects through the National Political Reform Conference (NPRC) of 2005 and the Constitutional Reform Bill of 2006 and others which was debated and rejected by the National Assembly, have so far failed. I would argue, therefore, that the key values of federalism, democracy, and inclusive government have not been sufficiently consolidated as core values for our nation. Some important questions regarding each of these three key values remain unanswered. And in many instances, there is a discrepancy between what is written on paper and what people do in practice. Building consensus around these three key values remains a constitutional challenge for nation-building.

The challenges of building institutions for democracy and development

Nigeria needs to create or strengthen institutions that would help achieve the national goals of democratic governance and sustainable development. These include: Institutions that will foster public integrity (ICPC, EFCC, and CCB); institutions for public service delivery (strengthening the civil service system); re-invigorating the judicial system for transparent and autonomous operations ensure that the institutions inspire public confidence; and, institutions for economic governance. The functioning and effectiveness of a market based economy such as Nigeria relies on several institutions to function in the following areas:

- i. To regulate the supply and flow of money and the financial system (Central Bank);
- ii. To allocate capital to firms and individuals (Banks and Stock Exchange);

- iii. To insure against commercial risks (insurance firms);
- iv. To insure individual bank deposits against loss of up to certain amount (deposit insurance);
- v. Enforcement of contractual obligations (courts); and,
- vi. To collect revenue for the government (fiscal authorities).

The challenge of leadership

According to Chinua Achebe, the trouble with Nigeria is the failure of leadership. Leadership is a critical factor in nation-building and it should be understood in two important but related ways. Firstly, there are the *personal* qualities of integrity, honesty, commitment, and competence of *individual* leaders at the top. Secondly, there are the *collective* qualities of common vision, focus, and desire for development of the elites as a whole. Unless we have leaders with ability, integrity, commitment, and vision, we cannot succeed at nation-building.

Challenges of cultural and ethnic diverse societies

In addition to the challenges identified above, culturally and diverse societies like Nigeria might experience certain challenges that characterize such multi-cultural and multiethnic communities especially where measures are not taken to promote unity in diversity. Some of the challenges are given below:

- i. Colleagues from some cultures may be less likely to let their voices be heard;
- ii. Integration across multicultural teams can be difficult in the face of prejudice or negative cultural stereotypes;
- iii. Professional communication can be misinterpreted or difficult to understand across languages and cultures;
- iv. Navigating visa requirements, employment laws, and the cost of accommodating workplace requirements can be difficult;
- v. Different understandings of professional etiquette, attitudes, values and behaviours; and,
- vi. Conflicting working styles, reflecting cultural values across teams can hamper productivity.

Conclusion

Cultural diversity supports the idea that every person can make a unique and positive contribution to the larger society because of, rather than in spite of, their differences. Imagine a place where diversity is recognized and respected; various cultural ideas are acknowledged and valued; contributions from all groups are encouraged; people are empowered to achieve their full potential; and differences are celebrated.

Recommendations

The greatest challenge confronting Nigeria these days is the threat to national unity, as there are increased hues and cries as well as tensions concerning resource control and self-determination, ethnicity based politics and religious cleavages have

engulfed national consciousness. Since 1960 when Nigeria gained her independence, national integration has been a top priority of governments in Nigeria. Certain programmes and institutions were set up or established like the National Youth Service Corps (NYSC) Scheme, the Unity Schools, the Federal Character Principle, and State Creation for the purpose of achieving this goal (Ibaba, 2009). To support cultural and ethnic diversity in Nigeria the following could be applicable:

- i. We must increase our level of understanding about other cultures by interacting with people outside of our own culture in order to develop meaningful relationships as we appreciate each other's uniqueness, thereby fostering tolerance and peaceful coexistence;
- ii. Imposing our values on others, which may conflict or be inconsistent with their cultures, must be avoided;
- iii. When interacting with others who may not be proficient in English or a major language, we need to realize that their limitations in proficiency in such language does not in any way reflect their level of intellectual functioning;
- iv. We need to know that peaceful co-existence enables cultural groups to maintain their identity and this gives rise to having societies that are free of discrimination and conflicts;
- v. Within the workplace, educational setting, and/or clinical setting, advocate for the use of materials that are representative of the various cultural groups within the local community and the society at large;
- vi. There must be immediate and prompt intervention in an appropriate manner when a cultural group is observed to be engaging in behaviours that show cultural insensitivity, bias, or prejudice;
- vii. We all must learn to be proactive in listening, accepting, and welcoming people and ideas that are different from our own; and,
- viii. When we encourage cultural groups to maintain their identities, this helps the nation to be culturally rich and such uniqueness like works of arts, music, natural phenomena can be harnessed and promoted to become tourist attractions to other cultural groups from far and near.

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Barriers to implementation of research findings in mathematics education among secondary school mathematics teachers

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Abstract

Research and implementation of the findings is vital to teaching and learning. The application of research findings is bedevilled with some barriers which may inhibit the successful application of research findings teaching. The teacher factors (attitude and belief about research applications) and organisational barriers were explored in this study. The study is a descriptive survey comprising of 124 Mathematics teachers purposively selected from twenty randomly selected secondary public and private schools from two Local Government Areas of Ibadan. TBIRF was an adapted barrier scale used for data collection. TBIRF has four sections; A – bio data, B- Teachers' attitude, C- Teachers' belief as barriers to research finding application and section D- the organisational barrier. TBIRF was validated using 30 Mathematics teachers, Each of sections B, C and D had a reliability coefficient $r = 0.9$. Two research questions and two hypotheses guided the study. The findings showed that teachers' attitude, teachers' belief system and organisational barriers do not constitute barrier to application of research findings. There is no significant difference between school type and teachers' attitude ($t = -.297$; $p = .762$), teachers' belief ($t = .468$; $p = .642$). There is a significant difference between school type and organisational barriers ($t = 2.138$; $p = .035$). There is no significant difference between male and female teachers' attitude ($t = -.729$; $p = .468$), teachers' belief ($t = .142$; $p = .889$) and organisational barriers ($t = .091$; $p = .928$). Teachers' belief does not constitute a barrier to implementation of research findings in Mathematics Education. The study recommended that Mathematics teachers should be given opportunity to explore research reports and give them free hand to apply these findings.

Keywords: Barriers. Implementation. Mathematics education. Mathematics teachers. Secondary education.

Introduction

The studies on the application of research findings in education seem to be at a low level. However, the studies on implementation of research findings and barriers to the implementation are a common phenomenon in nursing education. Many online publications revealed a long standing research reports on the areas of application of research findings in nursing education and medicine. These include the works of McAlearney, Walker, Toman, Parides and Bickell (2016), Davis and Andrzejewski (2009), Ay, Gençtürk and Turan (2014) and Funk, Champagne, Wiese, Tornquist (1991). McAlearney, Walker, Toman, Parides and Bickell (2016) in reporting barriers to implementing research findings explicated that several barriers to implementing

proven intervention and innovation contribute to the gap between actual and expected findings. Among such challenges they identified are; time constraint, competing priorities with organisation, unsupportive information technology, misaligned incentives, organisational and cultural factors. A descriptive study by Ay, Gencturk and Turan (2014) investigated the barriers to research findings as perceived by nurses in nursing practices in Turkish. Their result showed that there was not enough time for the nurses to read about research findings in addition with organisational barriers in implementing research findings.

The barrier scale by Kajermo (2010) was found to be a reliable barrier scale for measuring barriers to research implementation. It was nonspecific but could be adapted to measuring barriers to research utilization in any field. This was adapted by Ay, Gencturk and Turan-Miral (2014) to study the barriers that prevent implementation of research findings in nursing education research hospitals. The scale used by Ay et al (2014) had subscales that measured characteristics of the user and the barriers to applications of research findings. The subscales had reliability indices that were high enough to generalise their study. The scales could be adapted generally in research for measuring barriers. This has been adapted in this study. The users' characteristics include his values, beliefs and attitude. The third subscale of Ay *et al.* (2014) also included organisational barriers. This consists of management induced barriers such as motivational and demotivation disposition of the establishment in favour of research or otherwise. The adapter/usher of the research findings in this study is the teachers. The teachers' beliefs refer to their orientation about research and its application to further their effectiveness. Idea about belief system is that whatever one holds influences his thinking and his actions (Xu, 2012). According to Heritage and Wylie (2018), individual teachers have their own beliefs about their work, their students and their roles and responsibilities (Pajares 1992). Heritage and Wylie (2018) also alluded to Davis and Andrzejewski (2009) that these beliefs guide teachers' decision-making, their behaviour and their interactions with students. The belief system also determines the attitudinal disposition.

Statement of the problem

In Nigeria, our Mathematics classroom pedagogical practices are not research driven. For this reason the teachers do not teach with the knowledge of what research findings have reported. In such situation, there could be little or no improvement in learning outcomes. Knowledge of the importance of application of research findings in Mathematics Education to teaching is essential for the teachers if they would have to implement research findings in their classroom practices. There is no doubt that there are some inhibiting factors that are limiting the implementation of research findings in teaching. Hence this study considered the barriers to implementation of research findings in Mathematics teaching in secondary school.

Research questions

- i. To what extent do teachers' characteristics (teachers' attitude and teachers' belief) constitute barriers to their implementation of research findings in Mathematics Education?
- ii. To what extent do organisational factors constitute barriers to their implementation of research findings in Mathematics Education?

Hypotheses

H01: There is no significant difference between school types and barriers to implementation of research findings.

H02: There is no significant difference between male and female teachers' barriers to implementation of research findings.

Methodology

Research design: The study adopted a descriptive survey design. Hence, none of the variable was manipulated.

Population, sample and sampling technique

The population comprise all teachers in secondary schools in Ibadan metropolis, which are quite above one thousand. Two Local Government Areas were randomly selected from the existing eleven Local Government Areas in Ibadan on the basis of one from the metropolis and one from the suburb. Ten schools were randomly selected from each of the Local Government Area. The schools comprised public and private schools. The Mathematics teachers were purposively selected from each of the schools. A total of 124 Mathematics teachers took part in the study. The researcher employed the service of a research assistant in the data collection.

Instrumentation

A questionnaire called Teachers' Barriers to the Implementation of Research Findings (TBIRF) was adapted from Ay *et al.* (2014). The instrument was on a 4-point rating scale measuring the extent to which the items constituted barrier to the implementation of research findings. TBIRF has 3 sections; section A with 4 items measured extent to which the attitudinal disposition of the teachers can constitute a barrier to the implementation of research findings. Section B with 5 items measured the belief system of the teacher, and the extent to which his belief can be a barrier to the implementation of research findings. Section C had 9 items which measured the contribution of organisational characteristics of the school. TBIRF was pilot tested on 30 Mathematics teachers of secondary schools. Cronbach Alpha was used in each section to find the reliability indices. The reliability index (r) of each section was 0.9. The data was collected over three weeks. Thereafter it was analysed with the aid of descriptive statistical tool and inferential statistics.

Findings

Research question 1: To what extent do teachers' characteristics (teachers' attitude and teachers' belief) constitute barriers to their implementation of research findings in Mathematics Education?

The teachers were asked to indicate the extent to which these items (on their attitude and their beliefs) constitute barriers to implementation of research findings in their classroom practices. Their responses are shown in table 1 below.

Table 1: Teachers' characteristics as barriers to implementation of research findings by mathematics teachers

S/N	TEACHERS' CHARACTERISTICS (Items)	To no Extent (1)	To little Extent (2)	To Moderate Extent (3)	Great Extent (4)	Mean	Std.	Remark
A	TEACHERS' ATTITUDE							
A1	I am not always informed about implementing research findings	35 (26.5)	36 (27.3)	12 (9.1)	12 (9.1)	2.23	.977	Reject
A2	I have no one to guide me on how to implement it	39 (29.5)	37 (28.0)	32 (24.2)	14 (10.6)	2.17	1.010	Reject
A3	I do not have time to read about research	38 (28.8)	38 (28.8)	30 (22.7)	14 (10.6)	2.18	1.017	Reject
A4	I am isolated from knowledgeable colleagues with whom to discuss the research findings and implementations	42 (31.8)	32 (24.2)	33 (25.0)	13 (9.8)	2.17	1.052	Reject
B	TEACHERS' BELIEF							
B5	It is not easy to try new ideas	44 (33.3)	33 (25.0)	32 (24.2)	11 (8.3)	2.08	1.001	Reject
B6	I can see just little benefit of it for my classroom practices	41 (31.1)	32 (24.2)	27 (20.5)	20 (15.2)	2.22	1.094	Reject
B7	There is not a documented need to change practice	38 (28.8)	30 (22.7)	38 (28.8)	14 (10.6)	2.23	1.027	Reject
B8	I do not see the value of research for my classroom practice	45 (34.2)	36 (27.3)	33 (25.0)	8 (6.1)	2.03	0.953	Reject
B9	I feel that the results are not generalizable to my own setting and classroom practices	36 (27.3)	35 (26.5)	35 (26.5)	14 (10.6)	2.23	1.008	Reject

There could be many barriers to the implementation of research findings in teaching. Ay *et al* (2014) identified characteristics of the adopter (user of research findings in Mathematics Education) such as their values, beliefs, skills and awareness and the organisational characteristics. In this study, the adopters of the research reports are the Mathematics teachers. Three types of barriers considered in this study are teachers' attitude, teachers' belief and organisational barriers.

The result on teachers' attitude and teachers' belief are presented in table 1 above. The values show the extent to which each item constitute barrier to the implementation of research findings. A bench mark mean of 2.5 has been set here, so that a mean response value above 2.5 is taken as in favour of the item as stated and the mean below 2.5 is not in favour of the item. Items A1-A4 measured the attitude of the teachers as to how it constitutes a barrier to implementing research findings. The mean measures are all less than 2.5. It is an indication that the aggregate response of the teachers is not in favour of the items (noting that they are all negatively worded). The implication of this is that the teachers are always informed about research findings, they have guidance for the implementation of research findings, they have time to read about research findings and that they are not isolated from knowledgeable colleagues.

The five items (B5 to B9) measured the belief system of the teachers and how it constitute a barrier to implementation of research findings. The degree to which the items on belief constitute a barrier is summarised by the means. The magnitude of each mean is less than 2.5 in every case. Within the set limit, these items do not constitute much barrier to the teachers' implementation of research findings. The responses to the items followed a reverse order of the statements of the items. It can be concluded that; trying new ideas is not a big deal to the teachers, i.e. it is easy for the teachers to try out a new idea. The teachers can see much of the benefits of research findings on their classroom practices and that there are documented need to change practices. The teachers' belief system is that they have seen the value of research for their classroom practices They also see that the research findings are generalizable to their classroom setting and practices. Thus, the barrier of implementation of research findings cannot be traced to the teachers' belief system.

Research question 2: To what extent do organisational factors constitute barriers to their implementation of research findings in Mathematics Education?

Table 2: Organisational barriers and research findings implementation by the mathematics teachers

S/N	Items	To no Extent (1)	To little Extent (2)	To Moderate Extent (3)	Great Extent (4)	Mean	Std.	Remark
C10	There is insufficient time on the job to implement new ideas	31 (23.5)	28 (21.2)	40 (30.3)	21 (15.9)	2.43	1.058	Reject
C11	I do not feel that I have enough authority to change from common practice and procedure	30 (22.7)	34 (25.8)	39 (29.5)	16 (12.1)	2.34	1.004	Reject
C12	The facilities are inadequate for	27 (20.5)	39 (29.5)	35 (26.5)	19 (14.4)	2.38	1.006	Reject

	implementation							
C13	Other staff are not supportive of implementation	42 (31.8)	34 (25.8)	27 (20.5)	16 (12.1)	2.14	1.052	Reject
C14	My superior will not cooperate with implementation	42 (31.8)	32 (24.2)	27 (20.5)	17 (12.9)	2.16	1.070	Reject
C15	Administration will not allow implementation	40 (30.3)	35 (26.5)	23 (17.4)	20 (15.2)	2.19	1.088	Reject
C16	Implications for practice are not made clear	34 (25.8)	38 (28.8)	28 (21.2)	19 (14.4)	2.27	1.047	Reject
C17	The research is not reported clearly and readably	37 (28.0)	38 (28.8)	25 (18.9)	19 (14.4)	2.22	1.059	Reject
C18	There is no enough publicity about it	34 (25.8)	39 (29.5)	27 (20.5)	19 (14.4)	2.26	1.045	Reject

Organisational barrier is the third possible barrier considered. The management system of an establishment may or may not be in support of teachers' exploit in research especially in private institutions where the school head may see such as personal development of a teacher who can thereafter quit his service for a greener pasture. Nine items (C10-C18) were used to measure the extent of organisational barriers to research finding implementation by the Mathematics teachers. All the items also measured below a mean response of 2.5, indicating that these items do not constitute strong barriers to implementing research findings in teaching.

These hypotheses become necessary because organisational system in schools differ from school to school. Between public and private schools, there are differences. Among public schools there are differences. These differences are borne out of the personality of the school administrators (principals) and their leadership styles. The leadership styles dictate the organisational atmosphere. This in turn has effects on the attitude and belief system of the teachers.

H01: There is no significant difference between school type and barriers to implementation of research findings.

Table 3: School types and teachers' barriers

BARRIER CATEGORIES	School Type	N	Mean	Std. Dev.	Std. Error of mean	T	Df	Sig
Teachers Attitude	Public	81	8.72	3.658	.406	-.297	118	.767
	Private	39	3.92	3.392	.544			
Teachers' Beliefs	Public	77	11.03	4.658	.530	.469	89.014	.640
	Private	39	10.64	3.917	.627			
Organisational Barriers	Public	77	21.51	7.565	.862	2.138	111	.035
	Private	36	18.28	7.296	1.216			

The two categories of school are public schools, owned by the government while the private schools belong to individuals, associations or group of individuals. The school types are dichotomously government schools and non-government schools. In most cases, the number of Mathematics teachers in a public school may be four times as much as that in a private school. This is due to the population sizes of public schools. Three areas of barriers in the study are teachers' attitude, teachers' belief and organisational barriers. Independent t-test was used to test the significance between school types and each of the barriers. The results (table 3) showed that in every case, each of the variables constituted barriers to public school teachers more than to the private school teachers as indicated by their means. The test of significance of mean differences showed that:

1) There is no significant difference between school type and teachers' attitude as a barrier to implementing research findings in Mathematics Education ($t = -.297$; $p = .767$). This implies that attitude towards implementation of research findings has constituted barrier to public and private school teachers in the same way.

2) There is no significant difference between school type and teachers' beliefs on the implementation of research findings in Mathematics Education ($t = .469$; $p = .640$). This implies that teachers' beliefs constitute barrier just the same way, irrespective of their school type. Based on the assumption that when Levene's test of equality of variance is significant ($p = .036$) then the values under equal variance not assumed are chosen. Hence, we have $t = -.469$, $df = 89.014$ and $p = .640$. This explains the reason for the decimal fraction existing in the degree of freedom under teachers' belief.

3) There is significant difference between school type and organisational characteristics as a barrier to implementation of research findings in Mathematics Education ($t = 2.138$; $p = .035 < .05$). This hypothesis is not rejected. This is an indication that organisational system constitutes barriers to teachers differently according to school types. Private schools are out to explore and apply new

innovations unlike the public schools that depend so much on what happens in their state under the control of the government. Deviation from the norm or general practice laid down in their unified plan may be difficult.

H02: There is no significant difference between male and female teachers' barriers to implementation of research findings.

Table 4: Mathematics Teachers' Gender and Teachers' Characteristics

BARRIER CATEGORIES	School Type	N	Mean	Std. Dev.	Std. Error of mean	T	df	Sig
Teachers Attitude	Male	56	8.59	3.335	.446	-.729	117	.468
	Female	63	9.05	3.744	.472			
Teachers' Belief	Male	52	10.88	3.944	.547	-.142	112.996	.887
	Female	6.3	11.00	4.759	.600			
Organisational Barriers	Male	53	20.62	7.304	1.003	.091	110	.928
	Female	59	20.49	7.901	1.029			

Table 4 shows t-test analysis of mean differences between Mathematics teachers' gender (male and female) and barriers to research finding implementations. Female teachers' attitude (mean=9.05) constitute a barrier to research finding implementation more than the males (mean=8.59). The mean difference is not significant; $t=-.729$, $p=.467$. Hence, we uphold the null hypothesis and conclude that there is no significant difference between teachers' gender and their attitude. This implies that there is no significant difference between gender and the barriers posed by their attitude in implementing research findings. There is no significant difference between gender and teachers' belief ($t=-.142$; $p=.887$). Male and female teachers have a belief system which posed barriers to research finding implementation in the same way. There is no significant difference between teachers' gender and organisational barriers ($t=.091$, $p=.928$). This implies that these attributes constitute barriers to male and female teachers the same way.

Further discussions

This is contrary to the attitude of teachers' in nursing education as reported by Ay, Gencturk and Turan (2014). This is evidently a positive attitude of teachers to implementing research findings. Teachers' attitude is not a barrier to their implementation of research findings. With these findings, one can conclude that the Mathematics teachers' in Ibadan have a positive attitude towards implementation of research findings in the teaching of Mathematics. The ideas and rapport of Mathematics teachers with knowledgeable colleagues is actually a reality through

attendance in annual conferences of the Mathematical Association of Nigeria and Science Teachers' Association of Nigeria. These two associations have conferences at state and national levels on annual basis. The participants in these associations include educationist from the Ministries of Education, lecturers from tertiary institutions (Colleges of Education, Polytechnics and Universities). There is always time scheduled for workshops. At the workshops, lecturers, teachers and other educators demonstrate special teaching skills and methods. Novel ideas on teaching methods, newly discovered methods are shared.

Exposure to research findings could probably have been because of their high educational qualifications. 8%, 19.7% and 65.9% are Ph.D, Masters and Bachelor Degree holders respectively. More importantly is that 70.4% of the teachers had above 8 years of teaching experience. The process of higher studies could avail the respondents an exposure to research findings. In-service training of teachers through the Millennium Development Goals (MDGs) of past years and some other related trainings and workshops could have been sources of their exposure to research findings in Mathematics Education.

The seemingly high among them is item C10 with mean response value of 2.43. This states that there is insufficient time on the job to implement new ideas. With this value, issue of time to implement new ideas was not a strong barrier. Unlike the findings of Ay *et al* (2014) in which their findings revealed that, there is not enough time to read about research at work whereas in this study their administrators or colleagues at work are no barriers to their implementation. The teachers are not in doubt of enough publicity on research findings. They feel confident that they have enough authority to change from common practice and procedure.

Conclusion

The teachers' belief system does not constitute a barrier to use of research findings by the Mathematics teachers. Other barriers outside those studied here could have caused the poor performances. Some other factors outside research report implementation are responsible for their performance. Organisational barriers impact on public and private school differently.

Recommendations

There are many factors that could be responsible for students' performance in Mathematics. Research in this area should be intensified. School leadership and organisation should give free hand to their Mathematics teachers to explore the role that research can play in their classroom practices. The teachers should be motivated and encouraged.

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Enhancing students' learning experiences and development through facilitation approach in open and distance learning**Maryrose C. Mbanefo**

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Abstract

This study examines the relationship between effective facilitation and students' learning experiences and development in Open and Distance Learning (ODL), with a view to determine the extent the ODL institution management, learner support services and facilitator (lecturer) effectiveness can enhance the quality of students' learning experiences and development. The descriptive research design was used for the study. It was carried out in National Open University of Nigeria study centres in Lagos with a population of 2368 students in faculty of education. A sample of 150 students was randomly selected from three out of the study centers in Lagos. Three research questions guided the study. A 9-item questionnaire and oral interview were used for data collection. The questionnaire was validated and trial tested to determine the reliability coefficient, which was 0.81. Mean, standard deviation and thematic analyses were used to answer the research questions. The findings revealed that ODL institution management can enhance the quality of students learning experiences and development to a very high extent; depending on the ODL management's provision of quality facilities, equipment and environment for learning; monitoring and evaluation potentials; availability of learning resource materials and proper students support services. It was also revealed that the facilitators (lecturers) effectiveness can enhance students learning experiences to a very high extent: depending on the lecturers' competencies and skills, use of appropriate ODL pedagogy in facilitation; and creating opportunity for individual and cooperative learning; giving assignment and assessing students regularly. It was revealed that the study centres also render learners support services and facilitation to the students to enhance their learning experiences in ODL. It was recommended that ODL institutions management should improve the quality of their instructional delivery and students learning experiences and development through effective facilitation approach and social interaction.

Keywords: Effective facilitation. Lecturer effectiveness. Learning experiences and development. ODL Institution management.

Introduction

Education at all levels provides series of learning experiences to impart knowledge, values, attitudes to students and develop their skills, in order to make them useful members of society. The learning experiences are imparted through instructions that purposefully direct the learning process. Effective instruction is the instruction that brings about changes in students: the changes that occur as a result of instruction given. These effects or changes could be achievement scores in courses/subjects, established at the end of a fixed program. The Open and Distance Learning (ODL) institutions in Nigeria are instituted to provide access and opportunity for people

seeking admission for higher education. Many universities in Nigeria offer open and distance learning opportunities to students. The philosophy of ODL is based on accessibility, flexibility and life-long learning. The National Open University of Nigeria (NOUN) and National Teachers Institute (NTI) are solely for ODL. Consequently, the National Open University of Nigeria has the largest number of registered students in the country and it offers many of the courses/programmes offered in conventional universities in such areas as management sciences, education, law, sciences, arts, social science, health and agricultural sciences. The institution awards Bachelor, Masters and PhD degrees to students that successfully complete the courses/programmes. Consequently, ODL means that students do not attend classes like the conventional institution, but they can have online classes and come together only during examinations, facilitation or any other.

Facilitation in this context is the process of making learning easier for the students, and the facilitator is the lecturer/tutor that have validated Open and Distance Learning (ODL) qualifications to enables the process of learning take place by guiding, interacting and encouraging the students to find their own solutions to problems or tasks. He/she organizes lectures, seminars or tutorials for students. The channel of communication should be diverse to cater for individual student's need, such as: email, phone, surface mail. Facilitators work mainly in supervision of projects, practicum, teaching practice and examinations. The theory of experiential learning developed by David Kolb in 1984 recognized that people learn from experience and describe learning as a cycle of experiential stages that move from experience; to observation and reflection; to conceptualization; to testing of concepts. Facilitation technique is experiential and it is about creating and providing space for learners to try out something new, reflect on their experiences, arrive at new conclusions and apply it in their works and life. The role of the facilitator in learning is to encourage learners to address the various stages of the learning cycle (Mbanefo, 2017).

Effective facilitation refers to the level and quality of goal attainment of an institution through the facilitation procedure: the facilitation effectiveness is not only interested in the average academic achievement levels, but rather on the distribution of inputs (learning opportunities), processes and outcomes (Scheerens, 2013). The effectiveness is of quality perspective and focuses on the value of input and process indicators to maximize outcome. The extra value these facilitation approaches create in students are in terms of students learning experiences and development. Learning experiences and development are the results or effects of instructional delivery (teaching/learning process). They refer to the product (output) of schooling (learning process), this includes students' achievement, performance, competencies, acquisition of skills and behavioral changes. They could also be adjustment from previous achievement (intellectual, emotional, social and behavioral) to create new knowledge, academic success and development into healthy and responsible adults (i.e. behavioral attributes). Learning experiences and development are used together in this study.

Facilitation effectiveness takes place at the study centres and can be associated with student learning experiences and outcomes. It depends on the institution's management and its organization; instructional conditions (teaching and learning environment); activities of facilitator (the lecturers' characteristics and effectiveness),

and educational system (ODL) effectiveness on policy conditions at the national level. All these can be termed educational effectiveness. The results of effective facilitation provide context for the students' learning experiences and development. The ODL institution management and leadership has important role to play on the outputs (the products) for improvement. Hallinger and Heck (2010) stated that improved educational program is the result of school leadership efforts and approach to staff, students and provision of instructional resources. Another change agent is the lecturer characteristics. The lecturer/facilitator characteristics and effectiveness involve all the attributes of the facilitator and his/her preparation for instruction. These include: structured/planned instruction; use of effective pedagogy for facilitation; moderation of students work and monitoring of students' progress (records and report on students); tutor-students' relationship; Lecturer's mastery of the subject/competency; Lecturers' professional development (knowledge, skill and ability) to capture students' interest; Lecturers' aspiration and passion for teaching (concern for students).

The ODL institution management involves all the services and support (both academic moral and social) given by the institution at the study centres, to improve instructional procedures. ODL institution management provides infrastructures, advice and guidance (IAG), facilities and services for students. Mbanefo (2018) stated that school management and organisation can foster education for national competitiveness by: creating orderly atmosphere in school environment for teaching and learning; evaluating and assessing teaching and learning; providing instructional materials resources and supporting students' well-being; their degree of achievement-oriented policy in the school and high academic focus or emphasis. Consequently, ODL instructional delivery is based on a pedagogy that is led by resources and not reliant on face-to-face instruction. The students register to study in any of the study centres in Nigeria, all the academic programmes are taught by ODL and interactive texts that are supplemented with other resources, such as CD-ROMs, DVD, e-books, simulations and assessment. Therefore, the students need effective facilitation to enhance their learning experiences and development for national competitiveness.

The problem

ODL education is the process of developing knowledge abilities in a learner and a tool for achieving national goal for development. The delivery of instruction is being affected by the challenges of human resources, distribution of services and continuing support for infrastructures (Rena 2008, Rashid and Rashid (2012). For this study the problems are in providing facilitation and support services to students. For instance, the quality of education at the ODL today is getting worse every day (according to Daniel et al, 2010) because some of the students produced do not have the right mind set, values, skill and ability to be creative and innovative enough to create job out of their chosen career, due to poor learning experiences and development. There is no opportunity for the students to explore rather they depend only on what they read. They lack the social and contextual approach to learning, where learning is a shared process that takes place through observing and working together in a group.

Consequently, learner support is the backbone of every distance education delivery and should be properly built into ODL education programmes by the ODL institutions. The impact and value of learner support initiatives and system for ODL cannot be over emphasized because of self-directed learning. Onyemaechi (2013) stated that the six major variables that determine the effectiveness of ODL models are: management and administration; curriculum design; course materials development and production; quality assurance; learner support services; and, the use of information technology. The learners' academic support in ODL needs to improve the students' performance in the non-examinable courses that tests ability and skill acquisition e.g. project work and seminar writing.

Purpose of the study

The purpose of the study is to determine the extent effective facilitation can enhance students' learning experience and development in ODL. Specifically the study assesses the extent ODL institution management and facilitators' characteristics/ effectiveness can enhance students' learning experiences in ODL and also investigates the Learners Support Services (LSS) given at the study centres to enhance students learning experiences and skill development.

Research questions

- i. To what extent can ODL institution management enhance students' learning experiences and development?
- ii. To what extent can the facilitators' effectiveness enhance students' learning experiences?
- iii. What are the Learners Support Services given at the study centres to enhance students learning experiences?

Literature Review

Management is the co-ordination of all the resources of an organisation through the process of planning, organising, and controlling in order to attain organisational objectives; It can also be seen as the supervision, controlling and co-ordination of activities to attain optimum result with an organisation's resource. The fundamental aim of assessing facilitation effectiveness is to provide empirical data concerning the performance of ODL institution management and the facilitators' practices in relation to established standards that will lead to improvement of students learning experiences and ensure realization of the educational objectives. Institutional management is an act that combines the work of the lecturers with the resources necessary for instructional delivery. It enforces orderly atmosphere for learning by sustaining students' well-being in a safe and healthy environment. Institutional monitoring of instruction involves using expert knowledge and experience to oversee, evaluate and cooperatively improve the conditions and methods of implementing teaching-learning in the institution. The ODL institution management designed course materials (self-learning materials) collaboratively with the lecturers, to meet the learning goals. Students' facilitation helps learners to discover approaches of learning that will work for them; and self-assessment skills are used to monitor, improve and communicate their learning, within the context of the course curriculum. The ODL management builds connections among the course curriculum,

facilitation and assessment to address the diverse learning needs of students. They equip students for success and establish a culture of high expectations for students' engagement, learning, achievement and experiences. In the course materials, multiple and varied opportunities are provided for students to demonstrate learning and gain experiences; but without facilitation students will not be guided. Hence, Mbanefo (2017) stated that the curriculum is orderly and demands for intelligence, which leads students to study only for examination success and good grade, with little of disorderliness of creative freedom that leads to innovation and creativity.

National Open University of Nigeria (NOUN) provides education for all and lifelong education that promotes vocational and lifelong learning for poverty eradication. NOUN has eight Faculties and almost all the faculties run undergraduate and postgraduate programs in education, sciences, law, arts, postgraduate diploma and others. The university has up to 400,000 registered students; including the active and inactive ones (Nduba and Sule, 2017). NOUN has up to 78 study centres in the country, to meet the needs of distance education students through: face-to-face facilitation, contacts and counseling. The study centres are managed by Centre director with faculty heads officers. The instructional mode at the National Open University of Nigeria is by the distance learning strategies applicable to an open learning environment. The instructional mode has been designed to provide opportunity for Nigerian working people to acquire knowledge, skills and techniques relevant to their jobs and their future career prospects. The institution does not give lectures to students as in the conventional system. Instead, the university delivers instructions through specialized study materials based on self-learning. The instructional delivery is, at present through the use of Printed materials and CD-ROMs. The planned future delivery modes include: Audiotapes and Videotapes; Radio and Television Broadcasts; and, Computer-mediated Learning.

The learner support services are designed to help learners study at home, their workplaces, and at their convenience. The university offers a range of support services. One of such support service is the tutor-marked assignments (TMAs), the grades of which are expected to be returned to learners with useful comments to guide student learning objectives. Other important support services are facilitation on the examinable and non-examinable courses to assist the students (like project, seminar, practicum and teaching practice). The provision of instructional resources and facilities in the study centres, such as: modern classrooms (well ventilated with seats, tables, projectors); science laboratories and technical workshops; libraries; ICT complex, halls and toilets. Lorton and Walley (2012) stated that learning experience that can improve academic performance is richest when the environment (physical facilities) around are adequate and utilized to meet their needs. It is also believed that providing distance learners with appropriate support services will increase the quality of their learning (Simpson, 2002).

The students Learning Support Services (LSS) are to provide intellectual support: to facilitate learning processes and ensure that learners needs are meet. They aim at enhancing students' learning experiences and develop their skills through different strategies, such as: confidential advice, counseling, tailored courses and referrals. These services affect students' total experiences in ODL. Thus, through learning support and development services the learners develop their abilities to think for

themselves develop their knowledge, understanding and self-awareness, of the programme (Amaeshi & Nwajiuba, 2018). The learning development goes in three stages: pre-entry into the institution, in the institution and post- school guidance support, to provide opportunities for up skilling while on the job. Students with any form of job are taken care of, even those in the prisons. The students need efficient learning support system that will provide them support for academic activities and stimulation, social and cognitive development. Even the introduction of communication technologies in distance education imposes an additional demand on staff and students. For example, there is a need to shift from the old paradigm of lecturer being a teacher to becoming a facilitator or manager of student learning. Consequently, there is the need for capacity building in the use of ICT in ODL.

ODL institutional management leadership should have a collaborative instructional leadership that builds capacity, to strengthen and enhance students learning experiences. Although, the processes and practices in the institution are designed to deepen understanding of the curriculum and use facilitation to improve students' learning experiences and development: there should be cooperation among staff (in terms of planning); some degree of achievement-oriented policy in the institution; high academic focus or emphasis and staff motivation to provide learners support (Mbanefo, 2018). Davies et al (2010) has called on Quality assurance initiation in Open University to establish acceptable best practices and develop standards of quality for objective judgment of distance education. Mbanefo also found in her study on school effectiveness: that school organisation can foster education for national competitiveness, depending on the school environment and management; and that classroom organisation can also enhance students learning outcomes for national competitiveness depending on the teachers' competencies.

The lecturer's character and personality is one of the factors that affect students' learning experience. These include his/her personal traits/characteristics, emotional status, appearance, intelligence, physique and communication skills that engage the students; the lecturers' pedagogy (in self-learning material); management and leadership skills. Apart from facilitation, the lecturer has to manage the students' problems; he/she is also to ascertain how much the students have learnt through the assessment of their academic achievement. His/her presentation and questioning skill should be able to bring out the learning experiences the students are to imbibe: he should have the ability to measure other affective qualities such as integrity and other human behaviors, using methods other than tests and projects. Facilitators need to have test construction skills to construct a valid and reliable test that will yield accurate feedback of students' achievement, experiences and progress (Mbanefo, 2017). He/she should be flexible and innovative in their instruction.

The theories of learning proposed to describe and explain the learning process are grouped into five broad categories: behaviorism; cognitivism; constructivism; experientialism; and social and contextual approach. The theory of experiential learning developed by David Kolb in 1984 recognized that people learn from experience and describe learning as a cycle of experiential stages that move from experience; to observation and reflection; to conceptualization; to testing of concept. Experiential learning draws on the learner's personal experience. It is just like constructivism approach: where the learner constructs his own understanding rather than receiving it from someone who knows (Reeve, 2012). Experiential learning is

more sophisticated than behaviorism or constructivism because it represents a more holistic view of the learner. Facilitation technique is experiential and it is about creating and providing space for learners to try out something new, reflect on their experiences, arrive at new conclusions and apply it in their works and life. The facilitator guide, interact with and encourage the learners at the various stages of the learning cycle. Thus students learn for themselves with a bit of help and assistance, rather than have it done for them. Another Distance Education theory that support good practices are: Holmbergs' theory of interaction and communication; it articulates the importance of teacher- learner dialogue (Peters, 2003). Facilitation affords the students opportunity to interact and communicate with the lecturers. Moore and Kearsley (2012) stressed that despite the increasing importance of on-line delivery and services, face-to-face (F2F) interaction is still some times most efficient for some services.

Effective facilitation could be a net growth/development in intellectual aptitude and skills as measured by students' achievements or the degree to which specific instructional objectives are achieved by the students under the guidance of a given lecturer or teacher. Afe (2003) defined effective teaching as the type of teaching characterized by the display or demonstration of intellectual, social and emotional stability, love for children and ability to inspire good qualities in students. Evans (2006) identified three components of teacher effectiveness to be: teachers' personalities; teacher-students interactions and teachers' impact on student's behavior. Consequently, the possession of knowledge and skills is what makes a teacher competent, but the appropriate use of the knowledge and skills in a classroom setting is the actual measure of the teacher's performance and effectiveness. Hence, Postlethwaite (2007) insisted that teacher effectiveness is a strong determining factor in assessing differences in students' learning experiences. Therefore, for effective facilitation to take place, the facilitator must have good personality, in character and competencies; the ability to interact with the students and impact on their behavior.

Methodology

The descriptive survey research design was adopted for the study. The design is appropriate for eliciting information from students on effective facilitation and the Centre directors or faculty heads on learner support services. The study was carried out in three NOUN study centres in Lagos. The population of Faculty of Education students in the study centres is 2368 students and three directors or faculty heads in the three study centres. A total of 150 students were purposefully sampled from three centres (Mushin, Apapa and McCarthy centres). The students were used because they are directly concerned in the ODL instructions delivery; and the directors or the faculty heads in centres are in-charge of the learners support services. Two instruments were used for data collection: A questionnaire titled: Questionnaire on Enhancing Students' Learning Experience and Development in ODL (QESLEDODL) was administered to the students; and semi-structured Interview: which consist of open ended questions was administered directly by the researcher to the directors or faculty heads: to understand and learn about the way the centres are working to achieve high-quality innovative distance education in the centres. The questionnaire was validated by two experts in the field and pilot tested to obtain the reliability coefficient: The Cronbach's Alpha (α) coefficient was 0.81. The data collected from the respondents were analyzed using mean and standard

deviation to answer the research questions. The questionnaire has four responses options with weight of 1-4 for positive responses; to measure the extent the items can enhance students learning experiences: Very High Extent (VHE), High Extent (HE), Low Extent (LE), and Very Low Extent (VLE) for the two research questions. The boundaries of the responses were calculated by dividing the serial width (4) by the number of responses (5) and were found to be 0.8. This was used to interpret the mean values. The acceptable boundaries for each response is $0 = 0.0 + 0.8 = 0.8$ (Not applicable), $1 = 0.8 + 0.8 = 1.6$ (VLE), $2 = 1.6 + 0.8 = 2.4$ (LE), $3 = 2.4 + 0.8 = 3.2$ (HE), $4 = 3.2 + 0.8 = 4.0$ (VHE). The data collected from interview was analyzed by thematic grouping of related concepts from the interview on LSS.

Results

Research question one: To what extent can ODL institution management enhance students' learning experiences and development?

The data presented in Table 1 below showed the mean ratings and standard deviation (SD) of the responses of the participants on the extent ODL institution management can enhance students' learning experiences and development. The analysis indicated that the students rated the items 1– 4 to a very high extent and items 5 to a high extent. The cluster's mean (\bar{x}) average is 3.25 and they are accepted as being very high extent. The cluster standard Deviation (SD) is 0.677 which indicates that the degree of variance from the mean is not much. It is deduced from the analysis that the different aspects of ODL institution management can enhance students' learning experiences and development to a very high extent in ODL.

Table 1: Mean ratings and Standard deviation analysis of the participant's responses to the extent ODL institution management can enhance students' learning experiences N= 150

S/N	The extent ODL institution management enhance students' learning experiences and development	Frequency of the Response scores					\bar{x}	SD	Decision
		0	1	2	3	4			
1	Provision of quality facilities (structures), equipment and environment for effective learning	-	1	22	62	65	3.27	.739	VHE
2	Availability of appropriate learning materials resources	-	3	8	79	60	3.31	.665	VHE
3	Provision of adequate students learning development services and facilitation.	-	-	34	48	68	3.23	.796	VHE
4	Monitoring and evaluation potentials of facilitation and learning	-	-	13	65	72	3.39	.644	VHE
5	Degree of achievement- oriented policy in ODL institution	-	-	16	10	27	3.05	.541	HE
Cluster							3,25	.677	VHE

Research question 2: To what extent can facilitators' effectiveness enhance students' learning experiences?

The data presented in Table 2 below showed the mean ratings and standard deviation (SD) of the responses of the participants on the extent the different aspects of facilitators' effectiveness can enhance students' learning experiences. The analysis indicated that the students rated the items 6- 9 to a very high extent: the cluster's mean (\bar{x}) average is 3.32 and they are accepted as being very high extent. The SD is 0.666 which indicates that the degree of variance from the mean is not much. It is deduced from the analysis that the different aspects of facilitators' effectiveness can enhance/improve students' learning experience in ODL.

Table 2: Mean ratings and Standard deviation analysis of the participant's responses to the extent facilitator's effectiveness can enhance students' learning experiences.
N=150

S/N	The extent facilitators' effectiveness can enhance students' learning experiences	Frequency of the Response scores					\bar{x}	SD	Decision
		0	1	2	3	4			
6	Exhibiting proper competencies and skills during facilitation	-	-	5	77	68	3.41	.557	VHE
7	Use of active ODL pedagogy in facilitation	-	-	23	49	78	3.37	.737	VHE
8	Creating opportunity for individual and cooperative learning	-	-	26	63	61	3.23	.727	VHE
9	Giving assignment and assessing students regularly for effective learning	-	-	16	78	56	3.27	.642	VHE
Cluster							3.32	.666	VHE

Research question 3: What are the Learners Support Services given at the study centres to enhance students learning experiences and development?

Table 3: The thematic analysis of the semi-structured Interview of the Centres on the Learners Support Services given to the students

S/N	Interview items	Responses of the Director/Faculty heads in the centres
1	What are the learners support services you render to students?	1. Guidance and counseling services on the programmes (both academic, emotional and social counseling) 2. Orientation of new students; 3. Facilitation on some of the courses
2	To what extent is the G & C services given?	It is to a low extent because of the large number of students that register for courses.
3	To what extent is the facilitation given to the students in instructional delivery?	All the students are not given facilitation due to the cost implication. Students in 100 and 200 levels are given facilitation in all courses. It can also be organized for other levels courses where the number of registered students is up to 50, especially for Research Methods.
4	To what extent do you organize the facilitation for student?	It is not regular because all the students cannot gather at the same time. The centres organize facilitation or tutorials every semester for students, except the ones that does not have space.
5	What are the effect of facilitation on the students learning experience and development?	It is very good for the students because they testify that it helps them to understand the courses better, and their performance is improved.
6	Who are the facilitators you use for the facilitation?	Facilitators approved and appointed by the institution that are PhD holders only.

7	Are the facilitators trained on ODL pedagogy?	One of the centres organizes seminar for the facilitators at the beginning of every session to train them.
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The Tables 3 above showed the thematic analysis of the responses from the semi-structured interview on the learners support services and facilitation given to students. The summary revealed that the study centres render learners support services to student, such as Guidance and counseling services on the programmes, Orientation of new students; They also give facilitation but not in all courses due to the cost implication. One centre does not have the space for facilitation. They use facilitators approved by the institution and the facilitation help the improve students' performance.

Discussion of findings

Research question one sought to find out the extent ODL institution management can enhance students' experiences and development in ODL education. The results revealed that over 80% the students indicated that: Provision of quality facilities (structures), equipment and environment for effective learning; Availability of appropriate learning materials resources; Provision of adequate students learning development services and facilitation; their monitoring and evaluation potentials of facilitation and learning can enhance students' learning experiences in ODL education to a very high extent. This is in line with Lorton and Walley (2012), who stated that the learning experience acquired when the environment (physical facilities) around are adequate and utilized can improve academic performance to the richest. Hallinger and Heck (2010) also stated that improved educational program is the result of school leadership efforts and approach to staff, students and provision of instructional resources. These are also in line with the findings of Mbanefo (2018) that school management and organisation can foster education for national competitiveness by: creating orderly atmosphere in school environment for teaching and learning, monitoring and regular evaluation/assessment of learning. The students' responses also indicated that the degree of achievement-oriented policy in ODL institution can enhance students' learning experiences and development.

The second research question sought to determine the extent facilitator's effectiveness can enhance students learning experience. Over 84% of the students expressed in their responses that: the facilitators exhibiting proper competencies and skills during facilitation; Use of ODL pedagogy in facilitation; Creating opportunity for individual and cooperative learning; and Giving assignment and assessing students regularly for effective learning can enhance the quality of students learning experience to a very high extent. This is in line with Postlethwaite (2007) who stated that teacher effectiveness is a determining factor in assessing students' learning experiences. It is also in line with Peters (2003) and Moore and Kearsley (2012) who stressed that despite the increasing importance of on-line delivery and services, face-to-face (F2F) interaction between the teacher and learner is still most efficient for some services.

Research question three sought to investigate the Learners Support Services given at the study centres to enhance students learning experiences and development. All the directors or faculty heads at the centres expressed in their responses that they

give guidance and counseling services (academic, emotional and social); orientation and facilitation to the students. This is in line with Simpson (2002) who stated that providing distance learners with appropriate support services will increase the quality of their learning. The G & C service is given to a low extent because of the large number of students that register for programmes in the institution. All the students are not given facilitation due to the cost implication: the 100 and 200 level students are given facilitation in all courses but it can also be organized for courses where the number of registered students is up to 50, especially for Research Methods. It is not all the centres that organize regular facilitation for students, due to lack of space. This is not in line with Amaeshi and Nwajiuba (2018) that states through learning support and development services the learners develop their abilities to think for themselves; develop their knowledge; understanding and self-awareness of the programme. Their responses revealed that facilitation is very good for the students because the students testify that it helps them to understand the course to perform better. The centres use facilitators approved and appointed by the institution that are PhD holders only.

Conclusion

Effective facilitation and learners support services can enhance the quality of students learning experiences. Instructional effects are estimated across students' learning outcomes with achievements, experiences and development as indicators. This study has proved that effective facilitation: carried out by competent and skilled facilitator can enhance students learning experiences and development in ODL to a very high extent.

Recommendation

- i. ODL institution management should improve the quality of their instructional delivery and students learning experiences and development through facilitation and social interaction.
- ii. The facilitators need to be trained on facilitation pedagogy and use of ICT.
- iii. ODL institution management and the staff should be achievement focused and strive to enhance the quality of students' learning experiences in the institution.

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Effect of two cooperative learning strategies on secondary school students' achievement in and attitude to English grammar**Francis O. Ezeokoli**Department of Teacher Education,
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Ilese-Ijebu, Ogun State, Nigeria**Abstract**

This study determined the effects of two cooperative learning strategies (Learning Together and Student Teams-Achievement Divisions) on secondary school students achievement in and attitude to English grammar. It also examined the interaction effect of gender on the dependent variables. The study adopted the pretest-posttest control group quasi-experimental design, using a 3x 2 factorial matrix. All Senior Secondary One students in the eleven public senior secondary schools in Ijebu-Ode Local Government Area of Ogun State constituted the target population and the sample for the study were six senior secondary schools selected using the purposive sampling technique. Seven instruments were developed and used to collect relevant data. These were two measurement instruments (Students Achievement Test in English Grammar with a reliability co-efficient of .99 and Students Attitude to English Grammar Questionnaire with a reliability coefficient of .82) and five stimulus instruments (Learning Together Cooperative Learning Instructional Guide, Student Teams-Achievement Divisions Cooperative Learning Instructional Guide, Modified Lecture Strategy Instructional Guide, Assessment Sheet for Research Assistants and lesson notes). Data collected were analysed using descriptive and inferential statistics. Results revealed that there is significant main effect of treatment on students achievement in and attitude to English grammar whereas gender has no significant effect on students achievement in and attitude to English grammar. There is, equally, no interaction effect of treatment and gender on achievement of students in English grammar and there is no significant interaction effect of treatment and gender on students' attitude to English grammar. Among other, it was recommended that Language teachers should strive to improve their teaching skills through the use of innovative and interactive strategies of English language teaching such as STAD and LT and Teachers of English grammar should move away from the traditional and academic teacher-centred strategies of teaching grammar to modern learner-centred and interactive strategies in order to improve both interest and performance in the subject..

Keywords: Attitude. Cooperative Learning Strategies. English Grammar. Students' achievement.

Introduction

Language is at the centre of human communication and interaction. It is considered a critical resource in all human endeavours. It is without doubt the most important factor in the learning process. Language has been aptly described as the cornerstone of academic success. In truth, it differs from all other school subjects because of its role in education. Language is not only a subject in the school curriculum, it is also the medium through which those other subjects are taught or learned. It thus follows that the quality of language acquired and used by an individual (communicative competence) determines, to a large extent, the quality of education received (Ekpe, 2010). In Nigeria, English is taught and learnt as a second language and this has implication on the level of mastery and competence in the language expected of the learner. As a matter of fact, the ever-growing need for good communication skills in English demands a high degree of fluency and proficiency in the language. Many people today want to improve their command of English or to ensure that their children achieve a good mastery of the language. Even learners set themselves demanding goals. They want to be able to master English to a high level of accuracy and fluency. Employers too insist that their employees have good English language skills, and fluency. Besides, English is a pre-requisite for success and advancement in many fields of human endeavor.

One central aspect for using the language accurately is, no doubt, the grammar of that language. Grammar gains such importance because of its inevitable role. According to Pachler (1999), “[grammar] allows us to keep manageable the vocabulary we need to communicate effectively and accurately about both simple and complex matters”. Furthermore, it enables us to form longer spoken utterances and written sentences, take part in linguistic interaction with other participants and behave in accordance with the socio-cultural rules of appropriateness in different contexts. Ur (1980) argues that units of the language can only be used successfully if and only if we know how to combine them appropriately; for this reason, grammar is important for acquiring a language. Moreover, the role of grammar is not limited to the level of the sentence but it affects other longer discourses. This is argued by Williams (2005) who emphasises the fact that the effects of grammar is essential for writing since it provides information about forms and functions of the words. Widodo (2006) also stresses the fact that the roles of grammar go beyond the sentence and utterance level to affect the four skills: listening, speaking, reading and writing. In listening and reading, we cannot grasp the intended information or make the interrelationship between the parts of the discourse if we have not had a basis of grammatical knowledge. In speaking and writing, producing comprehensible meaningful sentences and utterances, and relating them depend to a large extent on grammar. Greenbaum and Nelson (2002) think that grammar has many applications on many aspects of the language, among which punctuation, interpreting literally (or non-literally) texts and understanding discourses. As an example, if we do not know what a clause is or what are the types of clauses, we cannot put appropriate punctuation marks when clauses are combined together.

Grammar gains its prominence in language teaching, particularly in English as a foreign language (EFL) and English as a second language (ESL), since without a good knowledge of grammar, learners language development will be severely constrained. Ayodele (2002) posits that grammar is essential and central to language

learning and acquisition. Practically, in the teaching of grammar, learners are taught rules of language commonly known as sentence patterns. According to Ur (1999), in the case of the learners, grammatical rules enable them to know and apply how such sentence patterns should be put together. The teaching of grammar should also ultimately centre attention on the way grammatical items or sentence patterns are correctly used. In other words, teaching grammar should encompass language structure or sentence patterns, meaning and use.

Furthermore, grammar is thought to furnish the basis for a set of language skills: listening, speaking, reading and writing. In listening and speaking, grammar plays a crucial part in grasping and expressing spoken language (e.g. expressions) since learning the grammar of a language is considered necessary to acquire the capability of producing grammatically acceptable utterances in the language (Corder, 1988; Widodo, 2004). In reading, grammar enables learners to comprehend sentence interrelationship in a paragraph, a passage and a text. In the context of writing, grammar allows the learners to put their ideas into intelligible sentences so that they can successfully communicate in a written form. Lastly, in the case of vocabulary, grammar provides a pathway to learners on how some lexical items should be combined into a good sentence so that meaningful and communicative statements or expressions can be formed. Doff (2000) says that by learning grammar students can express meanings in the form of phrases, clauses and sentences. Long (1983) add that it cannot be ignored that grammar plays a central role in the four language skills and vocabulary to establish communicative tasks.

Admittedly, the importance of Grammar in English is enormous. It is the skeleton and bed-rock of English without which the existence of the language will be baseless. A survey of the question pattern of West African Examinations Council English Language examination paper 1 shows that there is great emphasis on Grammar and good use of English. Ten marks is allotted to each of mechanical accuracy, content and organization while expression (grammaticality) is allotted 20 marks. This shows that prominence is given to grammar even by WAEC. Even in Britain and North America where English is the mother tongue, teachers of English have seen and accepted the need for an adequate knowledge of the grammatical forms of the language. This thus makes it essential to lay emphasis on the teaching of functional English and specifically grammar.

In spite of the enormous benefits of competence in the English language and its grammar, it has been observed that Nigerian students are poor in oral and written communication in English (Ezeokoli, 2013). Mabekoje (2013) observes that in spite of the importance of the grammatical aspects of any language in effective communication, it is regrettable that a large number of people who have received secondary school education, even up to the tertiary level of education in Nigeria, express themselves in sentences that are usually marred with syntactic and morphological errors. It is in fact worrisome that students performance has not improved significantly to justify the efforts of stakeholders instead there has been a steady decline in performance in the recent time. WAEC Chief Examiners reports, annually, further attest to students poor performance in writing due to defective knowledge of grammar. The WAEC Chief Examiner's Reports (1996) states it categorically that in answering comprehension and summary questions, many candidates exhibited inability to express themselves correctly in their own words. Expressions not taken verbatim from the passage contained either a tense error or

grammatical error. The Chief Examiner's Report (WAEC, Nigeria) of 2013, further observes that tests on oral English, lexis and structure and essay writing, are the three main aspects of language learning that have continually posed problem to students in English language examinations, and which have resulted in the perennial poor performance in the subject. The search for viable strategies to teach this aspect of English prompted this study.

Perhaps, in the field of language, cooperative learning values the interactive view of language. It considers knowledge of appropriate use of language and the ability to structure discourse interactions. Like any other approach, as Richards and Rodgers (2001) argued, it possesses its own theory of language and theory of learning. In its theory of language, cooperative learning sees language as a tool of social relations. Students are provided with authentic context for negotiation of meaning through using the language. Cooperative learning has been found to facilitate and deepen learning (Mabekoje, 2013). It is said to result in higher levels of understanding and reasoning, the development of critical thinking, and the increase in accuracy of long-term retention.

Statement of the problem

The English language plays a central role in social and educational settings in Nigeria especially as the language of wider communication and medium of learning. As a result of its importance, students are expected to demonstrate high level of proficiency in it. However, students poor performance in English, especially their low proficiency in grammar has, to a large extent, undermined the realisation of their educational and career aspirations. The poor performance in English grammar could be linked to the traditional method of teaching, students poor knowledge of grammar, students lack of interest in grammar, low writing proficiency, inability to read and comprehend and lack of competent teachers of English.

Although several studies in both foreign and Nigerian settings have shed some light on the potential benefits of cooperative learning they have focused on the effects of selected cooperative learning strategies over traditional teacher-centred methods in teaching other subjects or those other aspects of English at the expense of grammar. Hence, the extent to which specific cooperative learning strategies are beneficial or relatively effective in the teaching of grammar is unknown. This study, therefore, determined the effects of two cooperative learning strategies (Learning Together and Student Teams-Achievement Divisions) on secondary school students achievement in and attitude to English grammar. It also examined the interaction effect of gender on the dependent variables.

Hypotheses

Based on the stated problem, the following null hypotheses were tested in the study at 0.05 level of significance:

HO₁: There is no significant main effect of treatment on students

- a. achievement in English grammar .
- b. attitude to English grammar .

HO₂: There is no significant main effect of gender on students

- a. achievement in English grammar .
- b. attitude to English grammar .

HO₃: There is no significant interaction effect of treatment and gender on students

- a. achievement in English grammar .
- b. attitude to English grammar.

Methodology

This study adopted the pretest-posttest control group quasi-experimental design, using a 3 x 2 factorial matrix. The variables in the study were grouped into three, namely: independent variable, moderator variable and dependent variables. The independent variable was learning strategy, which was varied at three levels: Learning Together Cooperative Learning Strategy, Student Teams-Achievement Divisions Cooperative Learning Strategy and Modified Lecture Strategy. The moderator variable was gender which varied at two levels: male and female. The dependent variables were achievement in English grammar and attitude to English grammar. All Senior Secondary One (SS1) students in all public senior secondary schools in Ijebu-Ode Local Government Area of Ogun State constituted the target population for the study. The study adopted purposive sampling technique to select six senior secondary schools out of the 37 public mixed senior secondary schools in the local government area. Two schools, one intact class randomly selected from each school, were randomly assigned to each of the treatment and control groups making a total of six schools. The study made use of intact classes in order to avoid disruption to the normal academic programmes of the schools that were used for the study.

Seven instruments were developed and used to collect relevant data and were made up of two measurement and four stimulus instruments. The measurement instruments were:

- i. Students Achievement Test in English Grammar (SATEG);
- ii. Students Attitude to English Grammar Questionnaire (SAEG) and the stimulus instruments comprise;
- iii. Learning Together Cooperative Learning Instructional Guide;
- iv. Student Teams-Achievement Divisions Cooperative Learning Instructional Guide;
- v. Modified Lecture Strategy Instructional Guide;
- vi. Assessment Sheet for Research Assistants; and,
- vii. Lesson Notes.

The draft of the measurement instruments were given to some lecturers in the Department of Teacher Education and Institute of Education, University of Ibadan, to scrutinize for face and content validity. Their objective criticisms and suggestions were used to improve the instruments after which the final versions were produced. To ensure the reliability of the instruments, test-retest reliability method was used. The data collected were analysed and co-efficients of .99 and .82 were obtained of

the Students Achievement Test in English Grammar (SATEG) and Students Attitude to English Grammar Questionnaire (SAEG) respectively.

Data collected were analysed using descriptive and inferential statistics. Descriptive statistics of means and standard deviation for achievement in English grammar and attitude to English grammar were computed. Inferential statistics used included Analysis of Co-variance (ANCOVA) to test the hypotheses, at 0.05 level of confidence, and to determine the main and interaction effects of the variables in the study. The Scheffe post- hoc analysis for pair-wise comparisons of associated treatment levels when a significant main effect is observed was also used.

Results

Ho1a: There is no significant main effect of treatment on students' achievement in English Grammar.

To test this hypothesis, the Analysis of Covariance was computed. The summary is presented in table 4.1.

Table 4.1: Summary of ANCOVA of posttest achievement by treatment and gender

Source of Variance	Experimental Method					Partial Eta Squared
	Sum of Squares	Df	Mean square	F	Sig.	
Corrected Model	15623.612 ^a	6	2603.935	21.623	.000	.330
Intercept	99980.063	1	99980.063	830.241	.000	
CovariatesPRE-SCORE	6710.648	1	6710.648	55.726	.000	.759
Treatment	11336.587	2	5668.294	47.070	.000	
Gender	4.733	1	4.733	.039	.843	.174
						.263
						.000
TREATMENT x GENDER	461.423	2	230.712	1.916	.149	.014
Error	31791.665	264	120.423			
Total	1377276.000	271				
Corrected Total	47415.277	270				

*Significant at $P < .05$

Table 4.1 shows that there is significant main effect of treatment on students achievement in English grammar ($F_{(2, 264)} = 47.070$; $P < 0.05$; $\eta^2 = .263$). This means

that there is a significant difference in the achievement of students in the experimental groups (Learning Together and Student Teams Achievement Division strategies) and their counterparts in the control group (Modified Lecture Strategy). Therefore, hypothesis 1a is rejected. In order to determine the group with the highest mean score, the Estimated Marginal Means were computed and presented in Table 4.2.

Table 4.2: Estimated marginal means for strategies

TREATMENT	N	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
LEARNING TOGETHER STRATEGY	78	81.565	1.412	78.785	84.344
STUDENT TEAMS ACHIEVEMENT DIVISIONS	102	65.641	1.127	63.422	67.859
CONTROL	91	65.054	1.458	62.183	67.925

Results from Table 4.2 show that Students in the Learning Together (LT) strategy had the highest mean score ($\bar{x} = 81.565$), followed by Student Teams Achievement Division (STAD) learning strategy ($\bar{x} = 65.641$) and then the Modified Lecture Strategy ($\bar{x} = 65.054$). This implies that students in the experimental groups performed better than those of the control group.

Ho1b: There is no significant main effect of treatment on students attitude to English Grammar.

To test this hypothesis, the Analysis of Covariance was computed. The summary is presented in table 4.3.

Table 4.3: Summary of ANCOVA of posttest scores of participants' attitude to English grammar by treatment and gender

Source	Sum of Squares	Df	Mean Square	F	Sig	Partial Eta Squared
Corrected Model	509.501 ^a	6	84.917	1.860	.088	.040
Intercept	17850.290	1	17850.290	390.967	.000	.596
PRE_ATT	156.982	1	156.982	3.434	.065	.013
	282.246	2	141.123	3.091	.047	.023

TREATMENT	.475				.919	
GENDER		1	.475	.010	.730	.000
TREATMENT X GENDER	28.737	2	14.368	.315		.002
Error	12099.029	265	45.657			
Total	1267618.000	272				
Corrected Total	12608.529	271				

*Significant at $P < .05$

Table 4.3 indicates that treatment has significant effect on attitude of students to English grammar ($F_{(2, 265)} = 3.091$; $P < .05$; $\eta^2 = .023$). This means that treatment was effective in improving students' attitude to English grammar. Hypothesis Ho1b is therefore rejected. In order to determine the group with the highest mean score, the Estimated Marginal Means were computed and presented in Table 4.4.

Table 4.4: Estimated marginal means for attitude

TREATMENT	N	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
LEARNING TOGETHER STRATEGY	78	66.328	.775	64.802	67.854
STUDENT TEAMS ACHIEVEMENT DIVISIONS	102	68.730	.668	67.416	70.045
CONTROL	91	68.427	.716	67.018	69.836

Table 4.4 shows that the mean scores of students attitude to English grammar after treatment differ with students exposed to Student Teams Achievement Division (STAD) scoring the highest mean ($\bar{x} = 68.730$), followed by those exposed to Modified Lecture Strategy (MLS) ($\bar{x} = 68.427$) and the least being Learning Together (LT) ($\bar{x} = 66.328$). This means that students in STAD had the highest attitude score in English grammar compared to students in the other two groups. However, students in the control group (MLS) had better attitude compared with LT.

Ho2a: There is no significant main effect of gender on students achievement in English Grammar.

From Table 4.1, the main effect of gender on students achievement is not significant ($F_{1, 265} = 0.39$; $P > .05$). Hypothesis 2a is therefore not rejected.

Table 4.5: Estimated marginal means of gender and treatment

GENDER	N	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
MALE	120	70.619 ^a	1.014	68.623	72.615
FEMALE	151	70.887 ^a	.896	69.122	72.652

Table 4.5 however shows that though gender has no significant main effect on students achievement in English grammar, the mean scores for the female students ($\bar{x} = 70.887$) is higher than that of their male counterparts ($\bar{x} = 70.619$). This implies that the female students still performed better than the male students.

Ho2b: There is no significant main effect of gender on students' attitude to English Grammar.

The result from table 4.3 reveals the main effect of gender on students attitude to English grammar is not significant ($F_{1, 265} = .010$; $P > .05$)—. Based on this finding, hypothesis 2b is not rejected. In order to determine the group with the highest mean score, the Estimated Marginal Means were computed and presented in Table 4.6

Table 4.6: Estimated marginal means of attitude by gender

GENDER	N	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
MALE	120	67.871	.627	66.638	69.105
FEMALE	151	67.786	.562	66.700	68.872

Results on Table 4.6 show that the male students had a higher attitude mean score ($\bar{x} = 67.871$) than their female counterparts ($\bar{x} = 67.786$), though not significant.

Ho3a: There is no significant interaction effect of treatment and gender on students' achievement in English grammar.

From table 4.1, the interaction effect of treatment and gender on achievement of students in English grammar is not significant ($F_{2, 264} = 1.916$; $P > .05$). Following this finding, Hypothesis 3a is not rejected. This therefore implies that treatment was not sensitive to gender in its effect on students achievement in English grammar.

Ho3b: There is no significant interaction effect of treatment and gender on students' attitude to English Grammar.

Results from table 4.3 also reveal that there was no significant interaction effect of treatment and gender on students attitude to English grammar ($F_{2, 264} = 0.315$; $P > .05$). This means that gender did not have any impact on the treatment therefore, the treatment was effective on both male and female participants.

The purpose of the study was to determine the effects of two cooperative learning strategies (Learning Together and Student Teams-Achievement Divisions) on secondary school students achievement in and attitude to English grammar. The study reveals that treatment contributed significantly to students achievement in English grammar ($F_{2, 270} = 47.070$; $P < .05$). Findings indicate better performance of students in the experimental groups than those in the control group.

Discussion

The reason for this trend is not far-fetched. The effectiveness of cooperative learning in promoting higher achievement and greater productivity has been alluded to by many scholars. Numerous research studies have revealed that students exposed to cooperative learning group tasks tend to have higher academic test scores, greater comprehension of the content and skills they are studying, and essential communication skills (Slavin 1995) and Mabekoje (2012). This difference in the achievement of students in the experimental groups (Learning Together and Student Teams Achievement Division strategies) and their counterparts in the control group (Modified Lecture Strategy) might not be unconnected with Okebukola's (1985) assertion that cooperative learning integrates language and content learning, and its varied applications are in harmony with the pedagogical implications of the input, socialization, and interactive theories of language acquisition.

Furthermore, other such diverse outcomes as higher achievement, higher-level reasoning, easy retention, short time spent on task, easy transfer of learning achievement, intrinsic motivation, continuing motivation, social support, friendships, reduction of stereotypes and prejudice, valuing differences, psychological health, self-esteem, social competence, internalization of values, the quality of the learning environment, and many other outcomes that characterize cooperative learning lessons would also have accounted for the result of this study.

Apart from the above is the effect of treatment on students' attitude to English grammar. Findings of this study indicate that treatment has significant effect on

attitude of students to English grammar. The reason for this would not be far from the views of (Ayodele, 2002) that learners' attitude to learning significantly affects performance.

Gender does not have significant effect on students' achievement in English grammar. There was no significant main effect of gender on students' achievement in English grammar ($F_{1, 270} = .039$; $P > .05$). However, the mean scores show that female students ($\bar{x} = 70.887$) performed better than their male counterparts ($\bar{x} = 70.619$). This is in line with the findings of Mabekoje (2013) who reported that there was no significant main effect of gender on students' achievement in English grammar.

The results of this study show that there is no significant interaction effect of treatment and gender on students' achievement in English grammar. This implies that the strategies used will benefit all students irrespective of their gender. This corroborates the study carried out by Calderon, Hertz-Lazarowitz and Slavin, (1998) which found that there is no significant interaction effect of treatment and gender on students' achievement in reading of bilingual participants.

Conclusion

The results of this study have shown that the use of cooperative learning strategies (STAD and LT) facilitated the learning of English grammar and enhanced students' attitude more than the use of traditional strategy. Teachers should embrace these strategies in teaching English grammar and try to adhere to the steps involved in their use since they have proven to be good for all students, gender notwithstanding. It is thus concluded that students would be helped to overcome the usual apprehension associated with grammar classes and tasks through the use of STAD and LT in teaching English grammar. This would in turn bring about better performance in English grammar and the English language generally.

Recommendations

It is recommended that language teachers should strive to improve their teaching skills through the use of innovative and interactive strategies of English language teaching such as STAD and LT. It is believed that this will facilitate the teaching and learning of language generally and grammar specifically which will invariably lead to proper mastery of the English language and also aid effective communication.

It also recommended that Teachers of English grammar should move away from the traditional and academic teacher-centred strategies of teaching grammar to modern learner-centred and interactive strategies in order to improve both interest and performance in the subject.

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Effects of rational emotive behaviour therapy on reducing bullying behaviour among senior secondary school students and the counselling implications

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Abstract

The purpose of this study was to determine effects of Rational Emotive behaviour therapy (REBT) on bullying behaviour among senior secondary school students in Nigeria and the counseling implications. Two research questions and two null hypotheses guided the study. The study employed quasi-experimental research design. The population of the study consisted of 2000 senior secondary 3 (SS3) students. A sample size of one hundred and nine (109) students identified as bullies using Bullying Behavior Observatory Scale (BBOS). Simple random sampling technique was used to assign the groups into two as experimental and control groups. The experimental group was treated with Rational Emotive behaviour therapy for five (5) weeks while the control group received no treatment. The reliability was established using Cronbach alpha at $r=0.80$, $p<0.05$ level of significance. Data collected were analyzed with mean, standard deviation for the research questions while ANCOVA were used to test the hypotheses at 0.05 level of significance. Results revealed that REBT had significant effects on reducing bullying among secondary school students irrespective of gender. Counselling implications were discussed. Recommendations made includes that students with bullying behaviour should be encouraged to undergo REBT which is a behavior modification strategy.

Keywords: Bullying behaviour. Bullying. Counselling. Rational emotive behaviour therapy. School student.

Introduction

Bullying is a form aggressive behavior classified as an anti-social behavior. It is a major behaviour problem in our secondary schools today though not only found in schools. This phenomenon is not a new phenomenon since it may be traced back to the early years of human existence. It has been a world-wide phenomenon that is pervasive in most societies and it exists at home between siblings, in school and in the community at large. Similarly, bullies are everywhere and so are their victims as bullying is experienced by different people in diverse cultures - the only difference is the extent to which it is done (Monks & Smith 2006, Adams & Lawrence, 2010; Cook, Williams, Guerra, Kim & Sadek, 2010;). In our traditional set up in Nigeria, bullying by children, adolescents or young people is not seen as a problem but as a part of growing up or bravery because a boy who has a bullish behavior is seen as strong, fearless and courageous. He is feared by his victims and admired secretly by others who wish to be "strong" like him but cannot be. Even mothers boast with their bullish children because they can deal with the children of their rival co-wives for them. The victims of this maladaptive behaviour are considered weaklings. For example, parents often times scold their male children for behaving like women if they reported that they were being bullied by their peers. Due to this attitude, bullying

unconsciously became entrenched into the minds of the people and hence became acceptable. Due to this mindset, the bullied ended up keeping quiet since they knew that they could not get any form of recourse except being ridiculed by their peers and even parents. Sometimes the onetime victims of bullying become bullies themselves -bullying younger ones they are stronger than thereby cementing the practice and makes it go from one generation to another. However, bullying has far reaching negative consequences yet it seems to have become part and parcel of the culture in our secondary schools in general and our senior secondary schools in particular.

Rational behavior Emotive therapy (REBT) is a behaviour modification strategy propounded by Albert Ellis (1955). It is based on the concepts that emotions and behaviour results from cognitive processes and the assumption that man has potential for both rational, straight thinking and irrational, crooked thinking. It is possible for human beings to modify such processes to achieve different ways of feeling and behaving. The basic premise of REBT is that almost all human behaviours and emotions are a result of what people think, assume or believe (Froggatt 2005). This therapy emphasizes that because humans have the capacity for thinking, they are able to train themselves to change or eliminate their self-sabotaging beliefs and behavior.

Statement of the problem

Bullying is a major aggressive behavior seen in our Nigerian secondary schools. There is no serious general clear-cut policy or legislation by both the school authorities and government against bullying in schools. This is possibly because of the mindset we carry- seeing bullying as part of growing up. The result is that bullying has grown to a near uncontrollable stage among our students with its accompanying negative consequences. This has made the government, teachers, educators and parents alike uncomfortable and has gingered the school authorities to try stopping bullying in secondary schools through several means to no avail. Some of the methods used by school authorities are flogging, manual labour, and suspension from school for some time. These measures seem not to yield any significant positive result. The problem therefore becomes what effect the use of Rational Emotive behavior therapy will have on reducing bullying behavior among senior secondary students in Njikoka local Government area of Anambra state.

Objectives of the study

Specifically, the objectives of the study sought to determine:

- i. whether secondary school students would reduce their involvement in bullying behaviour when exposed to REBT;
- ii. if male and female students in secondary schools would reduce their involvement in bullying when exposed to REBT.

Research questions

The following research questions were raised to guide this study:

- i. What are the mean ratings of secondary school students in bullying behaviour when exposed to REBT and those not exposed to REBT?
- ii. What are the mean ratings of male and female secondary school students in bullying exposed to REBT

Hypotheses

The following hypotheses were formulated and tested at .05 level of significance.

- i. There is no significant difference in the mean ratings of students in bullying exposed to REBT and those not exposed to the REBT.
- ii. There is no significant difference in mean ratings of male and female students in bullying exposed to REBT.

Literature review

Bullying is a form aggressive behaviour classified as an anti-social behaviour. It is one of the pressing issues in the current generation and schools. Bullying is defined as "repeated acts of unprovoked aggression that are damaging psychologically or physically for the victim, and where the strength of the aggressor/s and the victim is unequal" (Jankauskiene, Kardlis, Sukys & Kardeliene, 2008). Bullying is a form of aggression in which there is no imbalance of power between the bully and the victim that occurs mostly in peer group context (Mishna, 2003). Bullying is one of the most evident problems that children face in education system; in addition, it is one of the most important health risks (Raskauskas & Modell, 2011). Bullying is perceived as serious problem in schools in these days (Rose & Monda-Amaya, 2011). Bauman (2006) indicated that bullying phenomenon has three components: as follows: first, there must be an intention to harm; second, it is necessary that it happens many times; and finally, it needs to be no balance power between perpetrator and the victim. School bullying is defined as a form of violence that harms others and it occurs at school or during various activities when a student or group of students uses their strength in hurting other individuals or other groups. The basis of bully's strength is either physical strength or their age or financial situation, or social level or technological skills (Quiroz et al., 2006). School bullying is considered as "aggressive behavior which mostly usually contains no equivalent power between the bully and the victim, and occurs many times over the time". There are many forms of bullying such as physical abuse, verbal abuse and threats of non-verbal communication. Bullying also includes the use of modern communication means for sending various messages of confusing and threatening. Bullying is referred to frequent aggressive behaviour made by one bully or more bullies. Bullying also in occurred when a student is teased frequently in a way student does not like (Omoteso, 2010). Bullying is deemed as a common increasing problem in every society and schools.

There are several forms of bullying as follows: (Quiroz et al., 2006);

1. Physical bullying: such as hitting, slapping, kicking or forced to do something.
2. Verbal bullying: verbal abuse, insults, cursing, excitement, threats, false rumors, giving names and titles for individual, or giving ethnic label.
3. Sexual bullying: this refers to use dirty words, touch, or threat of doing.
4. Psychological bullying: harassment, threats and intimidation, humiliation and rejection from the group.
5. Bullying in social relations: preventing some individuals from exercising certain activities or reject their friendship or spreading rumors about others.
6. Properties Bullying: taking other people's things and dispose or destroy.

Cyber bullying is another form of bullying which is using technology to harass, exclude or degrade another through such acts as instant messaging, e-mail, chat rooms and videos using phones, and social networking sites. Omoteso (2010) opined the consequences of school bullying are lack of parent child relationship, lack of appropriate resources within the school, lack of self-esteem and good play ground in the school. Yara (2009) indicated that effective teacher facilitates learning by truly caring about their student's engagement and creating the right atmosphere that enhance student learning. Oteze (2011) suggested that teaching and learning should be structured such that knowledge is built on a foundation already possessed; encourage students to learn by doing, ensuring that learning grows out of useful experience and students develop good cognitive, affective and psychomotor domains. The use of effective therapy on bullying which is an aggressive behaviour will reduce students' deviant and aggressive behaviour. This calls for the use of innovative psychological therapy known as Rational Behaviour Emotive therapy.

Cythia (2014) analyzed bullying impact on student's performance either in short or long term. She found that there are differences in relationship between bullying level and academic performance depending on student's academic achievement. Nadine (2014) investigated bullying impact on student's ability to academically succeed. Nadine found that bullied students have feel of fear from coming to school because they feel that they are unsafe; therefore, they are unable to concentrate which reelect negatively on their academic success. Mundbjerg et al. (2014) analyzed the relationship between bullying in elementary school in Denmark. They found that bullied students have lower academic achievement in 9th grade and bullying impacts are larger if it is more severe. Placidius (2013) found that physical bullying was perceived as a dominant bullying element. Boys prefer to be bullies more than girls. Poor academic performance was as impact of bullying. Mehta et al. (2013) found that when students feel that bullying is a phenomenon in their school, they feel that they are unsafe which reflected on less engaged in school community. Therefore, they have less motivation to do well at school and they do not participate in school activities. Bullying affects student's academic achievement in various ways. Ammermueller (2012) found that being bullied has a significantly negative impact on present and future students' performance in school Brank et al. (2012) indicated that bullying victims are weak, shy, and anxious. They added that victims' performance is poor in school and seek to avoid attending school classes for the purpose of avoiding victimization. Victimization experiencing can lead to poor academic performance and leading to absenteeism. Skapinakis et al. (2011) found that victims were more likely to report suicidal thoughts than were bullies. Juvonen, et al. (2011) said that bullying experiences affect victims' academic achievement in both direct and indirect ways. So bullied student by his peers may become worried and afraid of being teased, therefore he may stop participating in class or may has a trouble in concentrating on class work because of fear. They added that students who are often subject to be bullied by their peers during school period have less engagement at school and poor grades.

Konishi *et al.* (2010) confirmed that interpersonal relationships within school environment influence academic achievement. Roman and Murillo (2011) found that aggression in schools has a negative effect on academic achievement in Latin America. They affirmed that students who have been physically or verbally abused

perform less. Marcela and Javier (2011) found that bullying is a serious problem throughout Latin America they indicated that; students who suffer from their peer's aggression have lower performance in reading and math than those who do not; and students who are in classrooms with more physical or verbal violence perform are worse than those in less violent classroom settings. Konishi et al. (2010) found that school bullying affects negatively academic achievement. Chaux et al. (2009) argued that ten to fifteen percent of adolescents worldwide are bullied two or more times a month. Skrzypiec (2008) found that third of students who had been seriously bullied reported having serious difficulties in concentrating and paying attention in class because of bullying and the fear associated with. Glew et al. (2005) reported that bullying prevents concentration and subsequent academic achievement since bullying victims lose interest in learning and experience a drop in academic grades because their attention is distracted from learning. Mishna (2003) indicated that bullying is "a form of aggression in which there is an imbalance of power between the bully and the victim that occurs largely in the context of the peer group.

Rational emotive behaviour therapy

This behaviour modification therapy was propounded by Albert Ellis in 1955. It is based on the concepts that emotions and behaviour results from cognitive processes. It is among the group of cognitive behaviour therapies (CBT) It is based on the assumption that man is born with both rational and irrational tendencies and it is possible for human beings to modify such processes to achieve different ways of feeling and behaving. The basic premise of REBT is that almost all human behaviours and emotions are a result of what people think, assume or believe. (Froggatt 2005). According to him, man has potential for both rational, straight thinking and irrational, crooked thinking. People have predispositions for self-preservation, happiness, thinking and verbalizing, loving, communion with others, growth and self-actualization. They also have propensities for self-destruction, avoidance of thought, procrastination, endless repetition of mistakes, superstition, intolerance, perfectionism, and self-blame, and avoidance of actualization of growth potentials. They both have the tendencies within both to stick with old, dysfunctional behaviour patterns and to discover a variety of ways to engage in self-sabotage.

This theory is based on the view that the cognitive, emotional and behaviour interact significantly and the relationship between the cause and effect. This therapy emphasizes that because humans have the capacity for thinking, they are able to "train themselves to change or eliminate their self-sabotaging beliefs and behaviour:" It is believed that an individual is maladjusted because he has internalized irrational ideas which he is acting out, when that individual is made to evaluate or analyse his ideas from other people's point of view and see them as irrational, he will be better adjusted. Albert Ellis in Egbochuku (2008) believes that events do not force people to negative maladaptive behaviour reactions rather it is their interpretation or thoughts about events that precipitate emotion and behaviour. Therefore, the target of change in psychotherapy is those thoughts, attitudes, beliefs and meaning that create behaviour problems. REBT focuses on uncovering irrational beliefs which may lead to unhealthy negative emotions and replace them with more productive rational alternatives. Ellis theorizes that humans have the capacity to interpret realities in a clear, logical and objective fashion, and avoid unnecessary emotional

behaviour upsets, but also says that humans are predisposed to irrational interpretations. They are susceptible to crooked thinking, draw illogical conclusions.

REBT is geared towards restructuring the negative-illogical thinking, beliefs or cognitions to positive-rational thinking or beliefs through its A-B-C-D-E principle.

Rational Emotive Behaviour Therapy employs the A-B-C-D-E principle in counselling. The A-B-C-D-E means

A =activating events or experiences

B=belief system of the individual (which is either rational or irrational)

C=consequences (emotional disturbances-irrational consequences, or adjustment-rational consequences)

D= disputable beliefs.

E=effect of disputing irrational beliefs (cognitive effects and behavioural effects).

The principle says that A does not cause C rather it is B that causes C. The counsellor/therapist uses D to make the individual or individuals to recognize their illogical beliefs, ideas or feelings and disputes them to make the persons see rationality. The result of the disputations is the E. REBT viewed bullying as self-defeating destructive emotional and behavioural consequence of irrational thoughts. Ellis noted that bullies victimised others because of their irrational interpretation of reality. This irrational interpretation include demanding something unrealistic of the world, other people, exaggerating the awfulness of something an individual dislikes, concluding that one cannot tolerate the thing he/she dislikes; and condemning the world, other people or oneself. The REBT framework assumed that human beings are born with the ability of rational thinking and constructive behaviour. It attributes bullying behaviour to the irrational aspects of client's belief system which were formed in childhood. The therapist engages the bullies an educational process that directly teaches the client how to identify and replace self- defeating beliefs that lead to bullying behaviour with more rational and self- helping ones. One of the main objectives in REBT is to show bullies that how they perceive and interpret the events in their lives has a direct effect on how they feel. Given the above, it therefore means that for bullying to be reduced in our schools, there is need for bullies to rethink. Through disputing the irrational beliefs, we shall achieve positive cognitive effect and behavioural changes.

Counselling implications

Having realized the fact that the various ways of combating bullying in our schools are not working and the agony of the school authorities, government and the bullied themselves and the efficacy of REBT, the onus falls on Guidance counsellors to take up the task of using REBT to positively restructure the cognitive processes of the parents, teachers and our secondary school students. The Counsellors through the use of REBT will be able to increase the client's adaptability and have them adopt a more rational and constructive philosophy of themselves, others and the world.

Method

The study adopted a quasi-experimental research design type adopting pre-test, post-test, non-equivalent control group design. The population size of the study was 2,368 SS2 students in 12 secondary schools in Njikoka local government area of Anambra State. A sample size 109 students were involved in the study. Purposive sampling technique was used to select co-educational schools with qualified Guidance Counsellors and Simple random sampling was used to select two co-educational schools with more than four arms in the selected schools. The instrument used for data collection is Bullying Behaviour Observatory Scale (BBOS). The BBOS was developed by the researcher from literature reviewed. BBOS contained 25-items structured on a four-point rating scale of Very Frequent (VF), Frequent (F), Not frequent (NF) and Never (N); with corresponding values of 4,3,2 and 1 respectively. The instrument was divided into two parts: A and B; part A was made up of three items which contained information on personal data of the student. Part B contained the 25-items on bullying. The BBOS was checked by the researchers through observation. To establish the face and content validity of the BBOS, one expert from Educational Psychology, two from Guidance and Counselling and two from Measurement and Evaluation were given the BBOS to validate in terms of the content, language suitability and correctness of the items. A trial test was conducted with 60 students from four secondary schools (36 male and 24 female). These schools were not part of the main study.

The Cronbach-alpha formula was adopted in determining the reliability of the instrument which yielded a reliability co-efficient of .80. Data were collected in three phases of pre-treatment, treatment and post-treatment. Pre-treatment phase involved collection of base-line data of the experimental and control groups for judgment. The pre-treatment data was taken one week before the commencement of treatment. The treatment phase involved the manipulation of the experimental condition using Rational Emotive Behaviour Therapy in order to reduce bullying behaviour in the participants. The treatment was carried out for a period of six (6) weeks. The control group received no treatment. The post-test was carried out after the expiration of the treatment period. Every participant in both experimental and control groups was post-tested to ascertain the effectiveness of treatment. The BBOS statements were reshuffled serially to guide against easy recall and authenticate the treatment, hereby, barring other extraneous variables. The data collected from the pre-test and post-test were analyzed in line with the research questions and hypotheses. Descriptive statistics was used to answer research questions while analysis of covariance (ANCOVA) was used to test the hypotheses at 0.05 level of significance.

Results

Research question 1: What are the mean rating scores of students in bullying behaviour exposure to REBT and those not exposed to REBT?

Table 1. Mean and standard deviation on REBT and control group

GROUP	N	Pretest Mean	SD	Post test Mean	SD	Mean Gain	Diff in Mean
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REBT	53	77.95	4.32	33.26	2.17	44.69	
Control Group	56	78.26	4.08	80.08	5.13	1.82	42.87

Results table 1 showed that the experimental group (REBT) had a mean gain of 44.69 while the control group had 1.82. This gave a difference in mean of 42.87 in favour of the experimental group (REBT) exposure to Rational Emotive Behaviour Therapy.

Research question 2: What are the mean ratings scores of male and female students in bullying behaviour exposed to REBT?

Table 2 Mean and standard deviation on REBT and C

Gender	N	Mean	SD	Difference in mean
Male	28	15.56	3.12	0.07
Female	25	15.43	3.09	

Result in table 2 indicated that the mean difference between male and female students was 0.07. This gave difference in mean of 0.07. Obviously, the differences in favour of the male students

Hypotheses testing

H_{01} : There is no significant difference in the mean rating scores in bullying behaviour of student's exposure to REBT and those not exposure to REBT.

H_{02} : There is no significant difference in mean rating scores of male and female students in bullying behaviour exposure to REBT.

Table 3: ANCOVA result on experimental and control groups in bullying behaviour

Source of Variances	Sum of Squares	DF	Mean Square	F	Sig	Decision
Corrected Model	3231.282a	2	1615.641	32.51	0.000	S
Intercept	879.177	1	879.177	930.983	0.000	S
Pretest	71.108	1	71.108	9.146	0.000	S
Sex	7.772	1	7.772	3.64	0.063	NS
Group	3231.264	1	3231.264	129.46	0.003	NS
Sex Group	1296.94	1	1296.94	8.599	0.004	
Error	1847.030	104	24.960			
Total	667104.00	109				
Corrected Total	5078.312	108				

H_{01} : Table 3 shows that, the calculated f-value for method is 3.64 which is greater than p-value of 0.000 is less than $\alpha - 0.05$. Based on the result, the null hypothesis is rejected and the alternate accepted. This implies, there is a significant difference between the students exposure to REBT and those not exposure to REBT.

H_{02} : Table 2 shows that the calculated f-value for sex is 129.46 which is less than the $p > 0.05$. Based on the result, the null hypotheses is accepted implies that there is no significant difference exists between the male and female students in bullying behaviour exposure to REBT.

Discussion

The effectiveness of Rational Emotive Behaviour Therapy on the reduction level of bullying among students

The result in Table 1 showed that the pre-test and post-test mean scores of the students treated with Rational Emotive Behaviour Therapy were 77.95 and 33.26 respectively; this is to say that the students scored higher in their pre-test mean score than in their post-test mean score. This is an indication that their level reduced after their treatment. When this mean difference was subjected to ANCOVA analysis, it was found that Rational Emotive Behaviour Therapy were found to be significant on reducing bullying among secondary school students. This finding was expected and not surprising because Rational Emotive Behaviour Therapy is a treatment consisting of a combination of three different types of techniques; cognitive behavioural and emotive techniques. It is used to help an individual identify and change his behaviour and irrational thinking pattern and therefore change his problem behaviour to healthier behaviours. This finding is in positive connotation with the view of Ngwoke and Numonde (2013) investigated the effect of Cognitive Restructuring intervention program (which REBT is inclusive) on test anxiety of low-achieving students. All these ways of thinking and feeling can be modified through psychotherapeutic method such as Rational Emotive Behaviour Therapy. This is because REBT aims at helping individuals become aware of when they make negative interpretations and of behavioural patterns which reinforce the distorted thinking.

Efficacy of Rational Emotive Behaviour Therapy on the reduction level of bullying among male and female secondary school students

Table 2 shows that the post-test means score of male and female students are 15.56 and 15.49 respectively. When this mean difference was subjected to ANCOVA analyses, it was proved that no significant difference existed in the effectiveness of Rational Emotive behaviour therapy on the reduction level of bullying among male and female students.

Conclusion

Based on the results of the study the researchers drew some conclusions that Rational Emotive Behaviour Therapy (REBT) is an effective and rewarding technique in the treatment of bullying among students irrespective of gender.

Recommendations

Consequent upon the findings of this study, it is recommended as follows:

1. The government should employ more trained Guidance Counsellors in a good ratio to the population of the students in each school so as to help combat the problems of maladaptive behaviour.
2. The government, Association of professional Counsellors in Nigeria (APROCON) and Counselling Association of Nigeria (CASSON) should

organize workshops and seminars to sensitize, train and retrain counsellors on how to use Rational Emotive Behaviour Therapy to help students overcome their bullying behaviour.

3. Students with bullying behavior should be encouraged to undergo REBT in order to change their maladaptive behaviours.
4. School Guidance Counsellors should make use of Rational Emotive Behaviour Therapy to correct students' bullying behaviour.

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The comparative effects of two electronic instructional media on students' academic achievement in senior secondary economics**Christian A. Nwankwo & Bernedeth N. Ezegbe**

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Abstract

This study ascertained the comparative effects of two electronic instructional media on students' academic achievement in Economics in Owerri, Imo state, Nigeria. Two research questions/hypotheses guided the study. The study is a quantitative study that adopted quasi-experimental research design. The population of the study comprised all Senior Secondary (SS2) Economics students in the 18 public senior secondary schools in Owerri. 61 SS2 students in two purposively sampled schools from the population participated in the study. Economics Achievement Test (EAT) was used to collect the data. Both face and content validation of the instrument were done by research experts. Kuder-Richardson (KR-20) was used to determine the internal consistency of the EAT with index of 0.81. Data generated were analyzed using mean and standard deviation to answer the two research questions. Analysis of Covariance (ANCOVA, F-test) was used to test the two hypotheses at 0.05 level of significance. The result indicates that Video-Tape Instructional Media (VTIM) had a significant higher effect on students' academic achievement in Economics than Audio Tape Recorded Instructional Media (ATRIM). Gender was a factor in students achievement as the male students achieved higher than the female students. There was also a significant interaction between the mode of instruction and gender on students' academic achievement in Economics. Based on the above findings, the study concludes that VTIM was more effective in enhancing students' achievement in Economics in Senior Secondary Schools in Imo State. The study also recommends that Economics teachers should employ VTIM in teaching Economics to enhance the students' academic performance and achievement.

Keywords: Academic achievement. Audio-tape. Economics. Electronic instructional media. Video-tape

Introduction

Instructional media came through the emergence of educational technology and innovation. Instructional media could be referred to as those teaching devices, materials or aids that enhance or promote the teaching and learning process. According to Osokoya (2007), instructional media are carriers of message from some transmitting source which may be human or inanimate to the receiver of the message which in this case is the learner. Examples are printed and duplicated materials, graphic materials, audio tape and cassette recordings, video tape and cassette recordings, computer diskettes and so on. Agina-Obu (2005) confirms that instructional media are described as concrete or physical objects which provide sound, visual or both to the sense organs during teaching. Dahar and Faize (2011) are of the opinion that instructional media or materials are those teaching facilities used within the classroom to facilitate the teaching and learning process.

The importance of instructional media in the teaching and learning of Economics are numerous. Ndupuechi (2009) notes that the use of instructional media in the teaching process provide the fundamentals for improved teaching and learning in Economics because they are strategically used to achieve specific instructional goals. Josiah and Okaoboh (2001) claim that instructional media stimulate students' participation in the classroom, increase knowledge and affect the achievement of students positively. However, Aninweze (2014) maintains that for instructional media in the teaching and learning process to be effective, they must be made available, easy to use, well maintained, adequately funded and expertly operated. Instructional media has been classified in various ways by educational technologists. According to Omodara and Adu (2014), instructional media are classified into three; the non-print media, print media, and electronic media. Print media include: books, journals, magazines, newspapers, workbooks, and textbooks. Non-print media include: projected and non-projected media. Electronic media include: audio media, video/visual media and audio-visual media. In line with this view, Arulcheluan and Viswanathan (2006) observe that instructional media are basically classified as electronic and non-electronic media with regards to the current trend in the educational system.

Electronic instructional media – audio-tape and video-tape

Electronic instructional media are those teaching aids that use electronics or electromechanical contents; examples are video recordings, audio recordings, multimedia, CD-ROM and online resources (Arulcheluan & Viswanathan, 2006). According to Omodara and Adu (2014), any equipment used in the electronic communication process (video disc, audio disc, projector, television, radio, telephone, desktop computer, laptop computer, phone tablets, game console and handheld device) may also be considered electronic media. The two electronic instructional media that influenced this study were Audio-Tape Recorded Instructional media (ATRIM) and Video-Tape Instructional Media (VTIM).

Audio-Tape Recorded Instructional media (ATRIM) as electronic teaching medium in education is an audio or auditory mode of instruction. It appeals to the sense of hearing, thus helps the learner to develop good listening ability and attention. According to Meziobi, Fubara and Meziobi (2008), audio media are instructional materials that appeal to the sense of hearing only. Audio-tape (Saibu, 2002) is a device through which the learning content is delivered through sound within the acoustic range available to human. This includes record player, tape recorder, radio, language laboratory and all that appeals to the sense of hearing. In Economics, according to Smithers (2008), Audio-tape recorder as instructional media could be used to teach students how to be economically efficient in dealing with some concepts of Economics like cost, choice, scale of preference, and opportunity cost especially in real life situation. In this study, ATRIM could be seen as an electronic media used in teaching and learning of Economics concept with an aim of exposing the learner to learning experiences through hearing of Audio tape recorded instruction or lesson. The advantages of ATRIM were enumerated to include: reduction of isolation, improvement of listening skill, stimulation of effective learning, improvement of practical steps, enlivenment of instructional mode, bridging of communication gap between the teacher and the learner, and sustenance of motivation (Davis, 2006).

Video-tape according to Oguntuase (2008), is a record or any medium through which a moving image and sound can be produced. Mayer (2001) observes that video tape is a form of multimedia that conveys information through two simultaneous sensory channels: aural and visual. It often uses multiple presentation modes, such as verbal and pictorial representation. In this study, VTIM could be seen as an electronic media used in teaching and learning of Economics concept with an aim of exposing the learner to learning experiences through seeing and hearing of video recorded instruction or lesson. Aninweze (2014) maintains that VTIM can easily be duplicated and used by students at convenience; students can play back sections they are unsure of; it provides complete uninterrupted instruction; if a student is absent from school the video could be a reassuring aid for not only in getting the details of what was missed but staying ahead; it could be viewed as many times as necessary unlike classroom instruction; it is great for learning concepts, home study aid and test review.

Achievement and gender in teaching and learning Economics

Achievement could be seen as being successful in reaching a particular goal, status or standard especially by a long term effort. Thus, the academic achievement of a student accentuates the effort or skills put in to acquire success in a subject. For example if a learner completes a task (such as solving an Economics problem) successfully and attains the specified objective for such task, the learner is said to have achieved. Academic achievement of a student in a particular subject or course is evaluated by short or long term goals attained. Annie (2006) perceives achievement as students' ability in computation and solving problem which can normally be measured by written test. Simpson (2008) posits that achievement intends to measure systematic education and training in school occupation towards a conventional accepted pattern of skill or knowledge. In agreement, Elliott (2012) asserts achievement to be something that has been accomplished through hard work, ability or heroism.

The persisting poor achievement of Economics students in external examinations has imposed the need for stakeholders in education to re-think on other alternative method and techniques which could be used to achieve high academic excellence (Ndupuechi, 2009). The assessment of result released by the West African Examination Council (WAEC) from 2013-2018 reveals that academic achievement of Economics students in Imo State is poor. According to the Department of Statistics and Population of WAEC (2018) in Owerri, Imo State, the percentage of credit passes from A1 to C6 ranges from:

Year	Percentage (%)
2013	41.79
2014	37.51
2015	39.81
2016	25.95
2017	42.98
2018	30.61

It is as a result of this that the Revised Economics curriculum stipulates that since Economics is a living subject, it should be taught and learned in a more practical and realistic way. Consequently, teachers were implored to use collaborative,

interactive, and learner-oriented instructional strategies among others in the teaching and learning of the subject (NERDC, 2012). In line with the above recommendation, a recent study by Alabi (2014) on the effects of videotape-mediated instruction on secondary school students' achievement and retention in Social Studies shows that the videotape-mediated instruction package improved students' achievement in Social Studies after being exposed to these packages. Nevertheless, previous similar study by Obinna and Nnenna (2010) on the effect of video tape instruction on primary school pupil's achievement in Social Studies argue that there is no significant difference in the scores of those pupils taught social studies using video-tape with those pupils taught using conventional classroom method. Supporting the above, earlier study (Adedapo, Salawu & Afolabi, 2001) on the effect of video and audio taped instruction on achievement and interest in Economics claims that there was a significant difference in the students' cognitive achievement and interest in Economics which were mostly enhanced by video-taped strategy followed by audio taped and lastly by the conventional instruction strategy.

Gender difference in the academic achievement of secondary school students is another considerable factor in this study. Gender issue is considered in this study as a factor that may hinder academic achievement in Economics. According to Ikwuka (2005), gender means socially constructed sex, be it male or female and their abilities. Enohuan (2015) claims that the issue of gender is considered and treated based on certain facts such as social and cultural beliefs, pattern of life and priorities of individuals. She further maintains that gender as a social and cultural construct that differentiates males from females and thus defines the way both interact with each other has for some time generated a lot of concern for virtually all educators. A study by Otegbayo (2005) on the effect of audio-tape and film package teaching and learning of phonetics in junior secondary schools in Niger State reveals that there was a gender difference in the students' achievement scores as female ones achieved better than the male ones. Another study by Achebe (2005) on the effect of videotape instructional package on achievement and retention in food and nutrition at senior secondary school level in Minna, Niger State argues that gender had no significant influence on students' achievement. While previous study (Adedapo, Salawu & Afolabi, 2001) on the effect of video and audio taped instruction on achievement and interest in Economics in Oyo metropolis claim that gender was found significant as male students achieved better than their female counterpart. These studies are related to the present study because all investigate the effects of electronic instructional media on achievement of students, the used experimental design, and gender influence was also a factor in both studies.

From the related literature reviewed, it appears that Video or Audio-visual and Audio instructional media have proven more effective in science and linguistic subject areas where students achieve poorly. This could be as a result of the interest students of the contemporary age have on the use of Information and Communication Technologies (ICT). However, the investigation of these two electronic media has been few in social science subjects, and the available ones were conducted in another location where differences exist. Consequently, it has become the interest of the researchers to determine the comparative effects of Video tape and Audio-tape recorded instructional media on students' achievement of senior secondary school Economics in Imo state

Statement of the problem

The poor achievement of Economics students in external examinations such as in senior secondary school certificate examination (SSSCE) is an obvious indication that the said objectives of teaching and learning of Economics in secondary schools are yet to be achieved (WAEC, 2018). It seems the new guideline on how Economics should be taught in senior secondary school as stipulated in the Economics Curriculum has not been fully adopted by the Economics teachers in Imo State. Probably the persistent use of conventional delivery approach in the teaching and learning of Economics has majorly contributed to the poor achievement of Economics students in the state. The Chief examiner's report (WAEC, 2018) states that the persistence rise and fall in the poor achievement scores of Economics students at senior secondary school certificate examination leaves no doubt about the poor approaches popularly used by the Economics teachers for the teaching and learning of the subject.

The empirical studies available on the effects of electronic instructional media delivery approaches in teaching Science and Linguistic subjects had proven more effective against the conventional delivery approach. This could be as a result of the interest students of the contemporary age have on the use of ICT and that of the teachers' adherence to the strategies and techniques stipulated to be used in delivery of those subjects. However, the effects of electronic instructional media in the teaching and learning of Economics are few, and from the many literature the researchers consulted, none of them has determined the effects of these two electronic instructional media on students' achievement in Economics in senior secondary school in Imo state.

Research questions

The following research questions guided the study:

- i. Are there differences in mean achievement scores of students taught Economics using audio-tape and video-tape recorded instructional media as measured by Economics Achievement Test (EAT)?
- ii. What are the interaction effects of the two electronic instructional media and gender on students' achievement in Economics?

Hypotheses

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

HO₁: There are no differences in the mean achievement scores of students taught Economics using audio-tape and video-tape recorded instructional media as measured by Economics Achievement Test (EAT)

HO₂: There are no interaction effects of the two electronic instructional mode and gender on Students' achievement in Economics

Methodology

This study was a quantitative research that adopted quasi-experimental design. The population of the study consisted of 2,109 Senior Secondary two (SS2) students in

18 public secondary schools in Owerri, Imo State (ISEMB, 2016). The choice of SS2 is because the topic (concept of utility, types of utility, the law of diminishing marginal utility, utility maximization, and derivation of demand curve from the utility theory) chosen for the study is taught in senior secondary two as prescribed by Economics core curriculum. The sample size for the study comprises sixty one (61) senior secondary two (SS2) Economics students drawn from the population. Multi-stage sampling technique was used for the sample size. Firstly, a purposive random sampling was adopted to obtain two secondary schools in Owerri, Imo State which have similar characteristics and some other factors like the available facilities, staffing, poor achievement in Economics, gender composition (mixed schools) and location among others. The purposive sampling technique was used for this study because the study adopted quasi-experimental design involving intact classes. The two selected schools basically have two major intact class each (class A: Science and class B: Art) at the senior level. Consequently, the Art classes in each school represented the various groups for the experiment. Secondly, the two sampled equivalent and co-educational schools was randomly assigned to each of the two experimental groups using simple random sampling technique.

The instrument for data collection was Economics Achievement Test (EAT) which was drawn from the selected unit (The theory of consumer behaviour) in Economics curriculum. The instrument was self-developed by the researchers, and subsequently subjected for face validation by experts. Kudde-Richardson (KR-20) was used to determine the internal consistency of the Economics Achievement Test (EAT) which yielded the reliability index of 0.81 showing that the EAT was reliable. The data generated were analyzed using mean and standard deviation for the two research questions, while analysis of covariance (ANCOVA) was used in testing the two null hypotheses at 0.05 level of significance.

Result

Answers to research questions

Research question 1: Are there differences in achievement mean scores of student taught Economics using video-tape and Audio tape recorded instructional media as measured by Economics Achievement Test (EAT)?

Table 1: Mean (\bar{x}) and standard deviation (SD) of students' achievement in Economics

Test: Teaching method		Pre-test		Post-test		Mean Gains
Group:	N	\bar{X}	S	\bar{X}	S	\bar{X}
ATRIM	30	7.17	1.840	11.77	1.794	4.0
VTIM	31	6.77	1.820	16.87	1.996	10.1

The result presented in Table 1 shows that students that were taught Economics with Audio tape recorded instructional media (ATRIM) had mean achievement scores of 11.77 with a standard deviation of 1.794 while the mean achievement scores of students taught with Video tape instructional media (VTIM) was 16.87 with a standard deviation of 1.996. Therefore, the students taught Economics using VTIM achieved better than their counterparts taught Economics using ATRIM. This result indicates that the teaching of Economics with VTIM increased students' achievement more than using ATRIM.

Research question 2: What are the interaction effects of the two electronic instructional mode and gender on students' achievement in Economics?

Table 2: Mean (\bar{x}) and standard deviation (SD) of interaction effects of the two electronic instructional media (Video tape and Audio tape) and gender on students' achievement in Economics

Test: Teaching method		Pre-test		Post-test		Mean Gains
Group:	N	\bar{X}	S	\bar{X}	S	\bar{X}
ATRIM	30	7.17	1.840	11.77	1.79	4.6
Male	18	7.39	1.88	12.68	1.49	5.29
Female	12	6.83	1.840	10.42	1.311	3.59
VTIM	31	6.77	1.820	16.87	1.99	10.1
Male	14	7.14	2.14	17.71	1.89	10.57
Female	17	6.47	1.50	16.18	1.84	9.71

Data in Table 2 indicated that students taught Economics using ATRIM had gain score of 4.6 and those taught using VTIM had gain score of 10.1. The result revealed a higher gain score of 3.59 for female students taught Economics using ATRIM and 5.29 for their male counterparts. Male students who were taught Economics with VTIM had gain score of 10.57 while their female counterpart had gain score of 9.71. The results suggest ordinal interaction effect between mode of instruction and genders on students' mean achievement scores in Economics. This was because at all levels of gender, the gain scores were higher for male students taught Economics using VTIM and the difference in the gain scores of male and female students in each group was tangible.

Testing of hypotheses

HO₁: There are no differences in the achievement mean scores of students taught Economics using video-tape and Audio tape recorded instructional media as measured by Economics Achievement Test (EAT).

Table 3: One Way Analysis of Covariance (ANCOVA) for test of Hypothesis 1

Tests of between-subjects effects

Dependent Variable: Post Test

SOURCE	TYPE III SUM OF SQUARES	DF	MEAN SQUARE	F	SIG.
Corrected Model	413.811 ^a	2	206.905	61.148	.000
Intercept	576.658	1	576.658	170.422	.000
Pre-Test	16.596	1	16.596	4.905	.031
Teaching-Methods	410.240	1	410.240	121.240	.000
Error	196.255	58	3.384		
Total	13190.000	61			
Corrected Total	610.066	60			

a. R Squared = .678 (Adjusted R Squared = .667)

Table 3 shows the One Way Analysis of Covariance (ANCOVA) for test of Hypothesis 1. The F-calculated (F-cal) yielded the value of 121.240 with the p-value

of 0.000 which is less than 0.05 level of significance, therefore the null hypothesis is rejected indicating that there was significant difference in the mean achievement scores of students taught Economics using video-tape and Audio tape recorded instructional media. The mean achievement score for students taught using ATRIM was 11.77 and 16.87 for VTIM. This means that the students taught using VTIM achieved higher than those taught using ATRIM. Hence, VTIM was superior to ATRIM in Economics instruction.

HO₂: There are no interaction effects of the two electronic instructional media and gender on students' achievement in Economics.

Table 4: One Way Analysis of Covariance (ANCOVA) for test of Hypothesis 3
Tests of Between-Subjects Effects

Dependent Variable: Post Test

SOURCE	TYPE III SUM OF SQUARES	DF	MEAN SQUARE	F	SIG.
Corrected Model	460.296 ^a	4	115.074	43.027	.000
Intercept	606.864	1	606.864	226.911	.000
Pre-Test	8.475	1	8.475	3.169	.080
Teaching-Methods	441.144	1	441.144	164.947	.000
Gender	44.980	1	44.980	16.818	.000
Teaching-Methods * Gender	2.016	1	2.016	10.754	.000
Error	149.770	56	2.674		
Total	13190.000	61			
Corrected Total	610.066	60			

a. R Squared = .755 (Adjusted R Squared = .737)

Data in table 4 showed a significant interaction effect of the mode of instruction and gender on students' mean achievement scores in Economics with F-cal 10.754 and p-value of .000 which is less than 0.05 level of significance. Therefore, the null hypothesis was rejected.

Discussion of findings

The result in Table 1 revealed that the students taught Economics with Audio tape recorded instructional media (ATRIM) had mean achievement scores of 11.77 with a standard deviation of 1.794 while the mean achievement scores of students taught with Video tape instructional media (VTIM) reveals 16.87 with a standard deviation of 1.996. This simply indicates a high performance among the students taught with VTIM against those taught with ATRIM. Furthermore, table 3 revealed that there exists a significant mean difference as t-calculated yielded 121.240 values with the p-value of 0.000 which is less than 0.005 level of significance. Hence, there is a significant difference in the mean achievement score of students taught Economics with VTIM and ATRIM respectively. The significant difference could be due to the ability of the VTIM providing both aural and visual representations of experimental procedures unlike the ATRIM which had the ability to provide only aural representations. More so, it could be due to the fact that VTIM has the potential of making students learn more because fun and entertainment are natural ways through which students learn, thus, improving achievement of students. This finding

agrees with Otegbayo (2005), Adedapo, Salawu, and Afolabi (2001), Obinna and Nnenna (2010), Alabi (2014), Omordara and Adu (2004) who found that students achieved significantly better when taught with VTIM than when taught with the ATRIM, and conventional method.

The result in table 2 indicates that the interaction between the mode of instruction and gender on students' mean achievement scores in Economics was significant because there was ordinal interaction effect between the mode of instruction and gender as students taught Economics using ATRIM had gain score of 4.6 and those taught using VTIM had gain score of 10.1. The result revealed a higher gain score of 3.59 for female students taught Economics using ATRIM and 5.29 for their male counterparts. Male students who were taught Economics with VTIM had gain score of 10.57 while their female counterpart had gain score of 9.71. The result of table 4 revealed that there is a significant interaction effect of the mode of instruction and gender on students' mean achievement scores in Economics with respect to t-calculated yielding 10.754 with p-value of 0.000 which is less than 0.005 level of significance. This could probably be because the male students seem to be naturally inclined to scientific and technological fields hence made them to easily interact and achieved higher than the female students. The male students also tend to be more imaginative, creative and critical than the female ones. This findings agree with Otegbayo (2005), Obinna and Nnenna (2010), Alabi (2014), Omodara and Adu (2004) who reported that there was high interaction effect in the mean achievement scores of male and female students. However, this contradicts with Ikwuka (2005), and Achebe (2005) who is of the opinion that there is no interaction effect in the mean achievement scores of male and female students.

Conclusion

The results obtained from the study of Comparative effects of two electronic instructional media on students' academic achievement in senior secondary school Economics in Imo State show that:

- i. Students taught Economics with VTIM had higher mean achievement scores than those students taught with ATRIM.
- ii. There was a significant interaction between the mode of instruction and gender on students' mean achievement scores in Economics.

Recommendations

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

- i. Since the use of VTIM in teaching has been found to enhance achievement in Economics, Economics teachers should employ it more in the teaching of the subject.
- ii. State and Federal Government should procure enough computers for all secondary schools, especially government owned schools that cannot afford to buy computers themselves.

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Child adoption and the reduction of juvenile delinquencies in Lagos State, Nigeria

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Abstract

Traditional African settings placed much emphasis on the care of the vulnerable in communities with informal support services. These informal support services faded due to modernization and thus resulted in social vices such as juvenile delinquencies and child abandonment. One of the modern day strategies to address these social ills in community is child adoption. This study, thus, seeks to examine the impetus between child adoption and reduction of juvenile delinquencies in Lagos State, Nigeria. Survey research design was adopted for this study. The population of the study comprised of proprietors, administrators of the Little Saint Orphanage and Heritage Orphanage care homes also the child adopters. Purposive and convenient sampling techniques were used to select 77 respondents. "Child Adoption and Juvenile Delinquencies Reduction Scale (CAJDRS)" with reliability coefficient of 0.69 was the main tool for data collection. Data collected were coded and analysed using frequency counts, percentages, mean scores, weighted means and Pearson Product Moment Correlation Coefficient. The study revealed that: there was a positive relationship between child adoption and juvenile delinquencies reduction in communities ($r_t = 0.158$, $r_c = 0.131$, $P < 0.05$). This study, therefore, concluded that child adoption practice is one of the key strategies to address social ills such as juvenile delinquency in communities. Based on the findings, It is recommended in this study that social welfare institutions and care homes should be strengthened with policy frameworks to enhance the quality of life of the vulnerable including the abandoned children in the Nigerian communities.

Keywords: Child adoption. Juvenile delinquency. Nigerian communities. Vulnerability.

Introduction

Adoption generally is a procedure by which qualified people known as adoptor legally assume the responsibility of parents in respect of a child who is not his or her biological child. The 1989 United Nations Convention signed and adopted by the member States noted that adoption is a legal process pursuant to State stature in which a child's legal rights and duties towards the child natural parents are terminated and similar rights and duties towards his or her adoptive parents are substituted. In this sense, Tajudeen (2008) argued that child adoption is an order vesting the parental rights and duties relating to a child in the adopter made on their application by an authorized court. To this end, child adoption must have a legal backing (Tajudeen, 2013).

In Nigeria, traditionally, child care is more of a communal responsibility other than that of the nuclear family. This is mostly the case among the Yorubas of the South-West Nigeria. In the Yoruba land in the yester years, it was the responsibility and one of the family bonds and ties for the “strong” to care for the “weak” and as such, the children of the “weak” were mostly in the care of the “strong” for the upkeeps and trainings. These are some of the ways of addressing the social vices and delinquencies in the African communities before the influx of the Western civilizations and legal positions of different nations in Africa. These days in the words of Tajudeen (2008, 2013), Aniebue and Aniebue (2008), Dimkpa (2010) and Iphey (2007), the family ties are waning due to globalization, economic instability, poverty and limited and scarce resources. These challenges among the people has made it extremely difficult to sustain the communal life and spirit of the compound and extended family system of caring for the vulnerable in the society. The resultant effect of these acts is that the number of teens and juveniles in need of adoption keeps rising at skyrocketing and at alarming rate in the communities (Nwaoga, 2013). Juvenile delinquency on the other hand has become an important aspect of criminology and social welfare issues. This is because juveniles have got serious forms of delinquent behaviours which hamper the stability, social order and command of the community. These behaviours of the juveniles have created social disorder and destruction of moral values which is creating an alarming position in an organized community.

The sociological and social workers approach to juvenile delinquency give the term liberal interpretation. For example, Vedder (1972) in Kusum (1979) sees juvenile delinquency as the anti-social acts of children and of young people under age. Such acts according to Cohen (1980) and Shoemaker (2000) are either specifically forbidden by law or may be lawfully interpreted as constituting delinquency, or as requiring some form of official action. Thus such act means deviation from the normal behavior. Again, Vold, Thomas and Jeffrey (2002) used the legal terminology to describe juvenile delinquency as an umbrella for a wide variety of socially disapproved behavior that varies with the time, place and the attitudes of those assigned to administer the law. Thus, delinquent behavior may include some acts as disobedient behavior, bunking schools, truancy and incorrigibility, frequency at cinema halls and show bix and ill reputation and later home coming.

The Child Right Acts in the words of Tajudeen (2008: 13) captured the acts that fall under juvenile delinquency to include:

- i. Immoral or offensive conduct;
- ii. Knowingly associating with immoral persons;
- iii. Visiting houses of bad reputation;
- iv. Visiting liquor shops;
- v. Roaming in streets in night;
- vi. Immoral conduct in school;
- vii. Driving without license;
- viii. Running away from biological home; and,
- ix. Smoking, drug addiction and prostitution.

The inadequacies of social support particularly on the part of the governments in Nigeria brought about innovations and strategies by groups and individuals towards the care of the vulnerable and the abandoned children in the community. Some of these homes and their efforts towards child adoption and care therefore serve as impetus for this study. Brief historical overviews and objectives of these homes are itemized below.

Little Saint Orphanage Home

Little Saint Orphanage Home is a vision of Rev. Dele George. It was the first private orphanage home registered by the Lagos State Government on the 4th of June, 1994. It was a home away from home for the orphans, abused and abandoned children. Since inception in 1994, more than one thousand children have benefited from the various programmes of the home such as rehabilitation and adoption. Little Saint Orphanage Home has a three-tier programme for the children including:

- i. Rehabilitation – this is meant to take the abandoned children off the street and give them befitting home;
- ii. Reformation – this is meant to educate and expose the abandoned children to extra-curricular activities such as games; and,
- iii. Re-integration – through this effort of the Little Saint, the abandoned children are reintegrated back into the community through adoption and fostering to deserving and loving families.

Objectives of Little Saints Home

- i. To erase the stigma attached to the orphan status and to create a leverage of equality for these group of children with their peers in the world;
- ii. To take abandoned children off the streets and give them befitting home;
- iii. To reintegrate the abandoned children into the society through adoption and fostering to deserving and loving families;
- iv. To encourage reconciliation with the extended family members; and,
- v. To have more homes and centres around the nation.

Heritage Orphanage Home

Heritage Home is a non-governmental organization owned and managed by a group of 24 individuals who are passionate about the issues of child adoption, abandonment and orphans. The home is headed by Pastor Ituah Ighodalo, who is also the Chairperson of the Board of Trustees. The home was established in 2004 but started operations in 2006. The primary purposes of the home are to:

- i. help to rescue and assist the orphans, abandoned, motherless and abused children;
- ii. provides homes for the orphans and the abandoned to be nurtured to become useful citizens to the society;
- iii. help draw public attentions to the plight of these needy children through sensitization and advocacies; and,
- iv. facilitate adoptions and fostering to the loving and caring families.

Statement of the Problem

In Africa and mostly in Nigeria, the collapse of family bonds and compound support systems due to modernization and poverty have made it impossible for people hitherto rich and public spirited to continue to contribute towards communal care of

the “weak” and the children of the vulnerable. The children of the “weak” and the vulnerable mostly in the modern communities have become abandoned, neglected, persistently abused and ill-treated. These proneness and vulnerabilities of these children in most cases have resulted to various anti-societal behaviours which juvenile delinquency is inclusive. In Nigeria, the statutes on adoption make provisions for juveniles to be adopted. For example, in Ogun, Delta, Edo and Lagos States, before an adoption order can be made, such a juvenile must have been abandoned and the parents and other relatives are unknown and cannot be traced by a juvenile court. But Oyo State law stipulates that the child to be adopted must in addition to the age limit be a person who has never been married. The practice of child adoption is thus growing with improved public awareness via the mass media, personal testimony, social research and the advocacy programmes of the non-governmental organizations. In line with the above picture, this study sought to examine the socio-cultural factors associated with child adoption, challenges of child adoption, typologies of juvenile delinquencies and the relationship between child adoption and juvenile delinquency reduction in Lagos State, Nigeria.

Purpose of the study

The purpose of this study is to explain the relationship between child adoption and the reduction of juvenile delinquencies. The specific objectives of this study are to:

- i. examine the socio-cultural factors (such as childlessness, replacement of dead child, companionship and stability of marriage) associated with child adoption in Lagos State, Nigeria;
- ii. find out if child adoption has relationship with the reduction of juvenile delinquencies in Lagos State communities;
- iii. identify the challenges associated with child adoption in the Lagos State communities; and
- iv. find out the typologies of juvenile delinquencies in the Lagos State communities.

Research questions

The following research questions guided this study:

- i. What are the socio-cultural factors associated with child adoption in Lagos State communities?
- ii. What are the challenges associated with child adoption in Lagos State communities?
- iii. What are the typologies of community juvenile delinquencies prevalence in Lagos State communities?
- iv. What is the relationship between child adoption and reduction of juvenile delinquencies in Lagos State communities

Research hypothesis

- i. Child adoption has no significant relationship with juvenile delinquency reduction in Lagos State communities.

Research methodology

Survey research design was employed for this study. The design was relevant to this study because it allows the study to show the relationship between the variables under study, that is, the relationship between child adoption and juvenile delinquencies reduction in Lagos state, Nigeria. Again, this design also allows the

researcher to report the variables under considerations without the manipulation of variables. The population of the study comprised of proprietors and administrators of the Little Saints Orphanage Home and Heritage Care Home and adopters linked up through the care homes used for this study. Purposive sampling technique was used to select 2 proprietors and 10 administrators from the 2 care homes while convenient sampling technique was also used to select 25 adopters each linked-up through the 2 care homes selected making 50 adopters used for the study (see table 1 below for details).

Table 1: Distribution of the sample size

Names of the Care Homes	Location in Lagos State	Proprietors	Administrators at the Centre	Sample Selected	Child Adopters
Little Saints Orphanage Home	Strong Tower House, 66 D'Alberto Road, Palmgrove Estate - Mainland Local Government, Lagos	1	14	5	25
Heritage Care Home	45, Faramobi Ajike Street, Anthony, Lagos, Kosofe Local Government Area, Lagos	1	11	5	25
Total		02	25	10	50

Source: Field Work, 2018

The main instrument used for data collection was structured questionnaire tagged: "Child Adoption and Juvenile Delinquency Reduction Scale (CAJDRS)". "CAJDRS" went through the process of validation by experts in Social Work and also recorded 0.69 reliability coefficient through Pearson Moment Correlation Formula. Similarly, the "CAJDRS" was corroborated with oral interview conducted by the researcher with the 2 proprietors and 4 administrators selected randomly from the Care Homes used for this study. Copies of Questionnaire Questionnaires were administered to the adopters through the proprietors and the administrators of the Care Homes selected. This is because of the legal implications and secrecy involved. The administered copies of the questionnaire were returned through the proprietors and the administrators of the Care Homes. Out of the 77 copies of questionnaire distributed, 59 correctly filled were used for data analysis signifying 76.62 percent rate of return. The "CAJDRS" contained modified Likert rating scale of: Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD). Data collected through the "CAJDRS" was analysed using frequency counts, percentages, mean scores, weighted means and Pearson Product Moment Correlation Coefficient (PPMCC). Also oral interviews conducted were recorded and mounted to compliment the findings drawn from the questionnaires analysed.

Data Presentation

RQ1: What are the socio-cultural factors associated with child adoption in Lagos State communities?

Table 2: Mean responses on the socio-cultural factors associated with child adoption (N=59)

S/N	Items	SA	A	D	SD	Mean	SD	Remark
1	Being childless	33(55.9)	24(40.7)	02(3.4)	00(0.0)	3.17	.613	Agreed
2	Replacement of dead child	31(52.5)	19(32.2)	06(10.2)	03(5.1)	2.53	.559	Agreed
3	Companionship for the adopters	41(69.5)	17(28.8)	01(1.7)	00(0.0)	3.41	.619	Agreed
4	Stabilization of marriage	37(62.7)	21(35.6)	00(0.0)	01(1.7)	3.03	.611	Agreed
5	Legitimate an illegitimate child	16(27.1)	19(32.2)	14(23.7)	10(16.9)	2.51	.519	Agreed
6	Sustenance of line of descent	43(72.9)	19(32.2)	05(8.5)	02(3.4)	3.09	.621	Agreed
7	Relief of vulnerable parents	40(67.8)	14(23.7)	04(6.8)	01(1.7)	2.57	.614	Agreed
8	An irreversible situation of abandonment of children	31(52.5)	20(33.9)	05(8.5)	03(5.1)	2.71	.619	Agreed

Weighted Average = 2.88

Table 2 above shows the mean responses on the socio-cultural factors associated with child adoption in Lagos State, Nigeria. Such factor ranges from childlessness, replacement for the dead child, companionship, stability of marriage, sustenance of line of descent, relief of vulnerable parents and irreversible situation of abandonment of children. The mean scores of between 2.51 and 3.41 were recorded out of 4.0 maximum score in all the 8 areas of the socio-cultural factors associated with child adoption in Lagos State, Nigeria. These mean scores were high, and in effect, it shows that socio-cultural factors determine to a large extent child adoption among the population under study. All these associated factors are pointers to the reasons for child adoption. The weighted mean of 2.8775 also attested positively to the above finding.

RQ2: What are the challenges associated with child adoption in Lagos State communities?

Table 3: Mean responses on the challenges associated with child adoption (N=59)

S/N	Items	SA	A	D	SD	Mean	SD	Remark
1	Stigmatization associated with child adoption	35(59.3)	20(33.9)	03(5.1)	01(1.7)	3.19	.651	Agreed
2	Future claims by the biological parents of the adoptee	39(66.1)	18(30.5)	02(3.4)	00(0.0)	2.11	.533	Agreed
3	Disloyalty and abandonment by the adoptee after the knowledge of his/her being adopted	29(49.2)	21(35.6)	05(8.5)	04(6.8)	3.15	.661	Agreed

4	Inherited diseases by the adoptee.	41(69.5)	10(16.9)	05(8.5)	03(5.1)	3.31	.671	Agreed
5	Unknown parental background of the adoptee	37(62.7)	21(35.6)	01(1.7)	00(0.0)	3.17	.547	Agreed
6	Poor knowledge of adoption policies and processes	39(66.1)	17(28.8)	02(3.4)	01(1.7)	2.10	.611	Agreed

Weighted Average: 2.85

Table 3 above shows the frequency counts, percentages and the mean scores of the responses on the challenges associated with child adoption in Lagos State, Nigeria. The mean scores of between 2.11 and 3.31 were recorded out of 4.0 maximum score in all the 6 areas of the challenges associated with child adoption in Lagos State, Nigeria. In summary, the responses show that challenges such as stigmatization, future claims by the biological parents of the adoptee, disloyalty of the adopted, negative generic compositions and inherited diseases, unknown parental background and poor knowledge of the adoption policies and processes are the major challenges associated with child adoption practice in Lagos State, Nigeria. The weighted mean of 2.853 also lend credence to the finding. Thus, all the respondents agreed that challenges associated with child adoption in Lagos State are making it difficult for its total and general acceptability in Lagos State communities and Nigeria as a whole.

RQ3: What are the typologies of juvenile delinquencies prevalence in Lagos State communities?

Table 4: Mean responses on the typologies of juvenile delinquencies prevalence in Lagos communities (N=59)

S/N	Items	SA	A	D	SD	Mean	SD	Remark
1	Bullyism	43(72.9)	17(28.8)	04(6.8)	05(8.5)	3.09	.615	Agreed
2	Secret cult	39(66.1)	19(32.2)	01(1.7)	00(00)	3.11	.621	Agreed
3	Gangsterism	41(69.5)	16(27.1)	02(3.4)	00(00)	2.07	.611	Agreed
4	Drug abuse	36(61.0)	18(30.5)	03(5.1)	02(3.4)	2.11	.513	Agreed
5	Truancy in school	45(72.3)	09(15.3)	02(3.4)	03(5.1)	3.19	.518	Agreed
6	Disobedience	39(66.1)	17(28.8)	02(3.4)	01(1.7)	3.14	.619	Agreed
7	Dishonesty/lying	41(69.5)	14(23.7)	03(5.1)	02(3.4)	3.01	.631	Agreed
8	Stealing/theft	35(59.3)	20(33.9)	01(1.7)	01(1.7)	2.19	.519	Agreed
9	Examination malpractices	43(72.9)	15(25.4)	07(11.9)	00(00)	3.21	.623	Agreed
10	Sex scandal/rape	31(52.5)	18(30.5)	03(5.1)	03(5.1)	2.01	.511	Agreed
11	Cyber crimes	45(76.3)	10(16.9)	01(1.7)	01(1.7)	3.17	.601	Agreed

Weighted Average = 2.75

Table 4 above highlights the mean responses of the typologies of the juvenile delinquencies prevalence in Lagos State communities. The mean scores of between 2.01 and 3.19 were recorded out of 4.0 maximum score in all the 11 typologies of juvenile delinquencies prevalence in Lagos State communities, Nigeria. In summary, all respondents agreed that bullysim, secret cult, gangsterism, drug abuse, truancy in school, disobedience, stealing, examination malpractices, sex scandal and cyber crimes are delinquencies types in Lagos State communities. The weighted mean of 2.754 also lend credence to the mean scores recorded. These types of juvenile delinquencies are not unconnected with the children that were abandoned, deprived and the children from vulnerable homes, such as the children of the destitute, ill-health persons such as the mentally retarded in community and generally the children of the “weak” and vulnerable.

Research hypothesis testing

H₀₁: Child adoption has no significant relationship with juvenile delinquency reduction in Lagos State, Nigeria.

Table 5: Relationship between child adoption and reduction of juvenile delinquency

Variables	N	Mean	SD	Rt	Rc	Remark
Child adoption	59	3.77	0.631	0.158	0.131	H ₀ Rejected
Juvenile delinquency reduction		3.14	0.623			

* rt = r/tabulated, rc = r/calculated

Table 5 above shows the relationship between child adoption and juvenile delinquency reduction in Lagos State, Nigeria. In accordance with the decision rule, there was a positive significant relationship between child adoption and reduction of juvenile delinquencies in Lagos communities, since the r-calculated of 0.131 was less than the table value of 0.158. The null hypothesis stated above was therefore rejected, signifying that strong positive correlation exists between child adoption and reduction of juvenile delinquencies in communities.

Discussion of findings

Research Question One revealed the socio-cultural factors associated with child adoption in Nigerian community. It was revealed that being childlessness, child replacement, companionship, stabilization in marriage and legitimizing illegitimate are socio-cultural factors prevalent in the communities. The findings in research question one was in line with the studies conducted by Tajudeen (2008, 2013) and Dimkpa (2010) on child adoption practice in Nigeria. Tajudeen (2013) and Dimkpa (2010) argued that, factors that necessitate the adoption of a child range from being childless to the desire to replace a dead child. Other factors are: to acquire a companion for an only child, to stabilize a marriage, to rescue a child who is in an irreversible situation of abandonment and to relieve parents who are unable to take care of children. Again the finding of the study agreed with Ojelabi, Osamor & Owumi (2013) in their study on policies and practices of child adoption in Nigeria which they concluded that:

The improved awareness, acceptability and practice of child adoption in Nigeria are not only favourable to infertile couples and children eligible for adoption, the practice is also beneficial to the nation because it will provide opportunity for children to grow in a loving environment that will build them into responsible citizens (p. 18).

Similarly, the oral interview conducted by the researcher with the proprietor of Little Saints Orphanage Care Home buttressed the above finding. The proprietor of Little Saint Orphanage Home stated thus:

The practice of child adoption is becoming noble in Nigeria today and particularly among the elites because of such factor as childlessness, companionship and stability of marriage. Again, the practice is beneficial not only to the adopters and the adoptees but also it enhances the reduction of juvenile delinquencies in the community.

Research question two found out the challenges associated with child adoption in Nigerian community. In relation to the challenges associated with child adoption in Nigerian communities, Tajudeen (2013) argued that the practice of adoption which seeks to permanently secure the relationship between the adoptee and adopter could be messed up, for example, in a situation whereby the adoptee wants to go back to his/her natural family in the future. The finding is research question two agreed with Ojelabi, Osamor and Owumi (2013) who captured the challenges associated with child adoption to include: Unknown parental background of the adoptee, future claims by the biological parents, inherited diseases and disloyalty by the adoptee when he/she learnt that he/she was adopted.

Similarly, the oral interview conducted by the researcher with the proprietor of the Heritage Care Home avers thus:

the socio-cultural challenge of adoption practice ranges from stigmatization, inherited diseases, future claims by the biological parents, confidentiality about adopters decisions, rigors of the registration of the care home, and inadequate government supports and policies.

Also, the proprietor of Little Saint Orphanage Home states that:

through integration programme of the home, the home is working in collaboration with the Ministry of Youths, Sports and Social Development on fostering and adoption issues to curb the challenges associated with the adoption practiced in Lagos State, Nigeria.

Research question three elucidated the typologies of juvenile delinquencies common in the Nigeria community. In line with the finding of Vold, Thomas and Jeffry (2002) reported in their study that a wide range of anti-social behavior includes: truancy, theft, stealing, frequency at cinema hall, ill-reputation and disobedient behaviours. Also, the Child Right Acts in Tajudeen (2008) agreed with this study that juvenile delinquency is an immoral conducts in school, habitually wandering on roads, driving without license, running away from home, knowingly associating with immoral persons, visiting liquor shops and violations of the law of the state and laid down rules and regulations in the community. Also, scholars differ in the classifications of

the juvenile delinquency but Hirsh (1937) in Curran and Claire (2001) characterized the various kinds of juvenile crimes and offences as:

- i. Out of the home in late nights and disrespect of parents;
- ii. Absentee, either from home or school;
- iii. Damage done to both public and private properties;
- iv. Violence created in the community by using any means such as knives and guns; and,
- v. Sex offences and activity like criminal assault and rape (p. 135-136).

In the same vain, oral interview conducted attested to the above findings. One of the administrators at Heritage Care Home stated that:

the most common among the delinquencies exhibited by the juvenile include: theft, stealing, raping, dishonesty, drug abuse, cybercrimes, drug abuse, truancy, showbiz, secret cult and gangsterism.

The tested hypothesis, reveals the societal ills common among adoptees such as juvenile delinquencies which include: bullyism, drug abuse, stealing and numerous fears and misconceptions about adoption and social stigmatization associated with a child whose biological root could not be identified are making the issue of adoption becoming too complex in Nigeria communities. The findings from the hypothesis tested was in line with the study conducted by Adewumi, Etti, Tayo, Rabi, Akindele, Ottun and Akinlusi (2012) that possibility of Nigerians to assume the roles of adopter is hindered by the believe that such a child could be a child from drug addicted person, criminal convicts, mental retarded, prostitutes and other social miscreants.. Again, the Yoruba cultural belief also perceives adopted child as bastard with likelihood of anti-social behaviours. As a result, Oladokun, Arulogun, Morhason-Bello, Bamgboye, Adewole and Ojengbede (2009) argued that infertile marriages are rather encouraged to marry another woman and couples willing to adopt are constrained by the fear of social misfit that could be exhibited by the adoptee and fear of tarnishing the family's good name should in case the adopted child exhibits anti-social behaviours.

The oral interview granted one of the administrators at the Little Saint Orphanage Home, Palmgrove, Lagos avers that:

child adoption despite its socio-cultural challenges is beneficial not only to the adoptee but to the community because of its efforts at reducing criminality and anti-social behaviours.... The experience is that most of the adoptees are now well behaved and responsible citizens of Nigeria.

Similarly, the interviewee at the Heritage Home, Anthony, Lagos stated thus:

I have spent over 10 years in this care home and all the adopted children through this home are behaving well in the home of their adopters. Some of the adoptees have graduated from higher schools and are responsible citizens. Though there are few cases of abnormality ... but more than 85% adoptees that would have been misfits in the community are now well behaved through adoption practice.

Conclusion

Delinquency is an unwelcomed action, omission and behaviour of a juvenile which is socially not permitted in any community. It also means a situation of failure of the

juvenile to meet certain social obligations anticipated from him or her by the people, such a child is considered to be delinquents. The increase in the number of delinquencies in the community is worrisome and prompted the need for strategies to reduce this social ill. One of the strategies however is child adoption. Thus, this study dealt extensively on various issues surrounding child adoption which include: typologies of child adoption, socio-cultural factors and challenges associated with child adoption and also the relationship between child adoption and reduction of juvenile delinquencies in Lagos State, Nigeria. The study, therefore, inferred that, despite the bottlenecks and socio-cultural factors affecting adoption practice, the improved acceptability of the practice of child adoption are not only favourable and beneficial to the adopters and the adoptees but also child adoption practice is enhancing the reduction of juvenile delinquencies in the Nigerian communities. The practice also enables the adoptees to grow in a loving environment thereby building the adoptees into responsible and contributors to the growth and development of selves, the community, the nations and the global community at large.

Recommendations

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

- i. Awareness creation strategies are vital among the citizens of Nigeria to minimize the socio-cultural issues and bottlenecks associated with child adoption practice;
- ii. Challenges such as: stigmatization, future claims by the adoptee's biological parents, and knowledge of adoption policies and processes should be addressed through the implementation and domestication of the Child Rights Act of 2003; and,
- iii. The Correctional Homes and Welfare Institutions should be strengthened in order to correct the anomalies, delinquencies and anti-social behavioural traits exhibited by the teens before such characters get out of hands.

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Gender variations in adolescents' social and moral development via social networking sites: The more I surf, the less moral and social I become

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Abstract

This study examined gender variations in adolescents' social and moral development via social networking sites in Kano State metropolis. Factorial design was adopted while stratified sampling technique was used to select 10 secondary schools and proportionate sampling technique was used to select 262 respondents. An adapted questionnaire on social networking sites via social and moral development of adolescents was used; Validity and reliability index was .71. Results showed that there were both significant main and interaction effects of social networking sites usage and gender on social development of adolescents; The effect of social networking sites usage on social development was more pronounced for male adolescents (Mean Difference = 6.686) compared to female adolescents (Mean Difference = 1.541); there was a significant main effect of social networking sites usage for academic purpose on adolescents' Social Development, $F(1, 259) = 25.214$, $p = .000$, Cohen effect size (f) = .3, estimated Omega-Squared(ω^2) = .08; the interaction effect between gender and social networking sites for academic purpose on social development was not significant $F(1, 259) = 3.612$, $p = .058$; there was a significant main effect of social networking sites usage for academic purpose on adolescents' moral development, $F(1, 259) = 56.453$, $p = .000$, Cohen effect size (f) = .45, estimated Omega-Squared(ω^2) = .17; and there was also a significant main effect for gender, $F(1, 259) = 8.660$, $p = .004$, Cohen effect size (f) = .16, estimated Omega-Squared(ω^2) = .03, such that male adolescents reported more moral development (Mean = 48.77, SD = 10.577) compared to female adolescents (Mean = 42.51, SD = 11.698). It was recommended that adolescent students irrespective of their gender should make use of social networking sites for academic purpose in order to aid their social and moral developments.

Keywords: Adolescents. Gender variations. Social networking sites. Social and moral development.

Introduction

The role of social networking in the development of every individual cannot be over emphasized. It plays a vital role in the development of moral, social, intellectual, cultural, economical and political aspects of human's life. Social networking sites such as Facebook, Youtube, Twitter, Whatsapp, Videogames, among others have been considered as integral parts of human social and moral development. These sites are deeply ingrained into individuals' daily life activities, most especially youths and adolescents. It has been established by several research conducted by some many researchers such as Mistry (2011), Haythornthwaite (2005), Neelamalar and Chitra (2009) among others that roughly 87% now a day adolescents spend most of other time visiting social networking sites. Social networking has become extremely

popular in our recent society, something we cannot reject but accept and it is commonly used by adolescents in this current generational trend.

The introduction of information technology sites has brought a lot of significance changes in people's life. Technology is continuously re-shaping peoples thought, experience, orientation, liberation, exposure, and even knowledge in general. It is also challenging the process of teaching and learning activities which are well structured and delivered (Mistry, 2011). Social networking sites are described as web-based services that allow people to construct a public or semi-public profile within abounded system; articulate a list of other users with whom they share a connection; and view and traverse their list of connections and those made by others within the system (Boyd & Ellison, 2008). The nature and nomenclature of these connections may vary from site to site (Donath & Boyd, 2009). These enable and afford them to add friends, meet friend and communicate efficiently in various ways, for example, private messaging, public messaging and instead messaging among others (Mwangi, 2013). The uniqueness of social networking sites is not only that they allow people to meet one another, but they enable users to actualize and articulate at the same time thereby making visible their social networks. (Haythornthwaite, 2005) Social networking sites have presently changed the way of human communications. They also become the source of change in different aspects, supplemented local social interaction and even deliberation on common interest; they have revolutionized people's interaction, communication and even the way they perceived ideas (Mwangi, 2013). Social networking sites have implemented series of technical features; their backbone consists of visible profiles that show an articulated list of colleagues who are also users of sites. Profiles in technological context are unique pages where a person can "type oneself into being" (Sunden, 2003).

Social networking sites have been the speeding means of communication and interaction among youths and adolescents, studies including Neelamalar and Chitra, (2009) affirmed that an average six to eight hours in a day adolescents around the globe visit social networking sites. According to Ashiekpe and Mojaye (2017), social networking sites are the new channels of knowledge acquisition, participation, involvement, affiliation, interaction and collaboration among adolescents. Visiting the sites has been considered as a usual activity which in turns equally benefited the users by facilitating and improving effective communication, interaction, entertainment and technical skills among others (Olasinde, 2014). Social development involves learning the values, knowledge and skills that enable an individual to relate to others effectively and also contribute in positive ways to family, school and community. This kind of learning is passed on to individuals directly by those who care for and teach them, as well indirectly through social relationships within the family or with friends, and through children participation in the culture around them. Through their relationships with others and their growing awareness of social values and expectations, individuals build a sense of who they are and the social roles available to them. As individual develops socially, they both respond to the influences around them and play an active part in shaping their relationships

Quantitative studies also converge with this findings that adolescents mostly use social network services to interact with friends and not to meet strangers (Agosto &

Abbas, 2010). It is believed that adolescence is possibly the most essential time for social development in a person's life. In this period, adolescents learn to form and maintain intimate friendships and other essential social skills. These skills become vital in adolescents when peer groups become the primary resource for emotional support (Allen, Evans, Hare, & Mikami, 2010). Social networking sites provide numerous interactive platforms based on the objectives of the founders. For instance, social, political, academic, economic, sports, romantic and religious platform (Helen, Charles & Jenifer, 2014). The social networking sites by their nature are means of orienting enlightening, educating, informing, entertaining and inflaming the audience or general public. The ability of social networking sites has become an unfold tool for communication and exchange of ideas, helping individuals and organisations with just causes to reach a phenomenally vast audience that could hitherto not be reached by traditional or local media (Onomo, 2012).

In Nigeria, the number of social network users is on the high rate. According to social bakers, a Facebook statistics site, Nigeria rated 35th in the world in the number of Facebook users. According to the site, Facebook has an estimate of over 4 million Nigeria users, with the males dominating 65% while the females have 33% domination (Helen, Charles & Jenifer, 2014). Various findings revolved that social media networking platforms provides greater learning and social interaction opportunities that improve the social and moral development of adolescents. It makes those who may otherwise be introverts to be confident and skilful. Conversely, social networking sites are 'hijacking childhood' by diverting attention and concentration of adolescents from what will improve and enhance their social and moral development. Similarly, social networking sites are making today's adolescents narcissistic, prone to phobia and anxiety, depression and other anti-social and immoral behaviours (Buffardi & Campbell, 2008 cited in Ashiekpe & Mojaye, 2017).

There are various findings on social networking sites and adolescents' moral development for instance, in the study conducted by Mesika (2012), indigenous education helps to read and interpret their experiences with societal customs. The education culminated in holistic knowledge which is not compartmentalized into theoretical and practical intellectual and emotional, secular and sacred or materialist and spiritual forms (Matsika, 2012 in Godfrey & Nisbert, 2014). In another words, the availability of information and communication technology has invariably presented an external point of control in such a way that local or urban adolescents' morals, attitudes and reactions are being shepherded by foreigners. Social Networking sites which adolescent students' access through numerous e-learning resources, has provided a yardstick or platform for them to buy into or acquire some morally detrimental moral ideas. Rukimi (2007) associated that Europe's moral libertinism, which predominates social networking has exerted external pressure and control on the behaviour and attitude of the adolescents.

The studies on social networking sites and gender have established divergent opinions and findings. For instance, Lin and Subrahmanyam (2007) found that there is a significant effect of social networking sites usage on interpersonal relationship (social development) of students based on gender. He stated that male adolescents always have been online more than their female counterparts in previous decade

because of the earlier knowledge of technology forms, for instance, video and computer games. In contrary, female adolescents have been reported to use social networking sites for the purpose of chatting and downloading music than their male counterparts (Giles & Price, 2008). More importantly, that there is a significant effect of social networking sites usage on social development of male college students, also shown that though females and males are both likely to have a social networking sites account; the purpose for these accounts may vary on the basis of gender disparity (Bonds-Reacke, & Reacke, 2008). The purpose for female adolescents using social networking sites are majorly reinforce Pre-existing friendships, while for male, adolescents, the said networks also provide opportunities for friendship and making connections (Bonds-Reacke, & Reacke, 2008). Rafferty (2008) in his study found that females are more likely than their male counterparts to post sexually explicit pictures of themselves and to talk about sexual activity in the public. In contrast, there is likelihood and tendency that male to create an account because they are trying to meet a significant other, or because they are already in a relationship with someone who has requested them to join (Bonds-Reacke & Reacke, 2008).

In the study of Marten and Williams (2009), it was found that females do always share personal information about their daily lives more than their male counterparts. They maintained further that 55% of females shared personal stories about depression, anxiety, personality disorders as well as relationship problems. In contrast, it was found that 15% of males shared any personal information apart from their hobbies, career choice, interest and friendships Peter and Valkenburg (2009) found that males become much more different from their female counterparts in social networking sites. As a result of the limitations observed in the past studies with particular reference to the variables covered the area of their operation and sample size, and different findings. Those limitations in the previous studies include population, sample size, statistical tools, and geographical locations which create gaps to fill by the present study. To make up part of this study, this study therefore, examined gender variations in adolescents' social and moral development via social networking sites in Kano State Metropolis.

Statement of the problem

It is observed that a majority of in-school adolescents are the users of social networking sites and they actively use them for a number of purposes. Adolescent students spend most of their time engaging with social networking sites whether at school or at home. They spend hours chatting with colleges, peers, relative among others. Similarly, Social networking sites are considered as determinant factors that facilitate social and moral development of adolescents and youths. However, it has been discovered that the sites are practically abused by the youths in most parts of the globe Nigeria inclusive; such an abusive inhibits their social and moral development. In today's modern world, youths and adolescents connect with one another and with the world through digital technology. Virtually, unlike in the previous generations, children of today do not socialize in malls anymore. Instead, they "hang out" online. However, when used properly, these sites can only give a positive effect on adolescents' social and moral development. It was against this backdrop that this study feels it necessary to know whether these sites have a significant positive

influence on the social and moral development of adolescents in Nigeria. Therefore, this study examined gender variations in adolescents' social and moral development via social networking sites: The more I surf, the less moral and social I become.

Purpose of the study

The main purpose of this study is to establish gender variations in adolescents' social and moral development via social networking sites usage in Kano State metropolis. Specifically to examine:

- i. The interaction between gender and the usage of social networking sites on the social development among adolescent students in Kano State Metropolis;
- ii. The interaction between gender and the usage of social networking sites on the moral development among adolescent students in Kano State Metropolis;
- iii. The interaction between gender and social networking sites usage for academic purpose on social development among adolescent students in Kano State metropolis; and,
- iv. The interaction between gender and social networking sites usage for academic purpose on moral development among adolescent students in Kano State metropolis

Research Hypotheses

Four hypotheses were formulated and tested to sharpen the focus of the study

Ho₁: There will be no interaction between gender and social networking sites usage on social development among adolescent students in Kano State, metropolis.

Ho₂: There will be no interaction between gender and social networking sites usage on moral development among adolescent students in Kano State, metropolis.

Ho₃: There will be no interaction between gender and social networking sites usage for academic purpose on social development among adolescent students in Kano State, metropolis.

Ho₄: There will be no interaction between gender and social networking sites usage for academic purpose on moral development among adolescent students in Kano State, metropolis.

Methodology

The study adopted a factorial design. The population for this study consisted of all adolescent students in senior secondary schools in Kano State Metropolis. The target population for this study consisted of all senior secondary two (SS II) adolescent students in the selected secondary schools in the state. The exact population of students in the selected state as at the time of writing this report was 8, 676 students. The study sample consisted of two hundred sixty two (262) respondents (adolescent students) selected across the fifteen (10) selected

secondary schools in the state. Stratified random sampling technique was used to select fifteen senior secondary schools in Kano State Metropolis while the proportionate sampling technique was used to select the respondents from each school. In line with this, Sambo (2008) posited that the best procedure for selecting a sample from an unequal population is the proportionate sampling technique. In this study, the collection of data was carried out with the use of an adapted questionnaire from Ashiekpe and Mojaye, (2017) on social networking sites and its influence on social and moral development of adolescent. This instrument recorded a reliability coefficient of 0.75 through a test re-test method. The instrument was scored on a modified five-point Likert-type scale as shown A Strongly Agree= 5, B. Agree=4, C. Undecided=3, D. Disagree=2 and E. Strongly Disagree=1. The instrument contained two sections: A and B. Section A contained demographic data of the respondents and this includes: gender, school type, and parents' socio-economic status while section B contained items on the questionnaire. The instrument was validated by experts in educational test and measurement through face and content validity. Test re-test method of reliability was adopted and Pearson Product Moment Correlation Statistics yielded 7.1. The instrument was administered to the respondents (adolescent students) by the researchers and with the assistance of six trained research assistants. SPSS software was employed for the analysis. The data collected were analyzed using Two-Way Anova Analysis at 0.05 level of significance.

Hypotheses Testing and Results

H_{01} : *There will be no interaction between gender and social networking sites usage on social development among adolescent students*

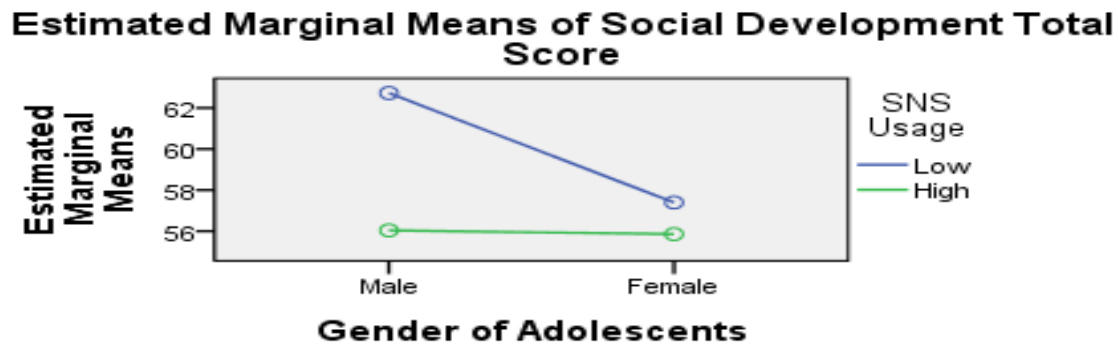
Table 1: Two-way ANOVA source table for social networking sites usage, gender and social development

Source	Sum of Squares	Df	Mean Square	F-ratio	P
Between Groups					
Social Networking Sites Usage (Main effect)	944.358	1	944.358	13.998	.000
Gender (Main effect)	424.340	1	424.340	6.290	.013
Social Networking Sites Usage*Gender (Interaction Effect)	369.517	1	369.517	5.477	.020
Within Groups (Error)	17472.969	259	67.463		
Total	19965.279	262			

From table 1, there is a significant main effect of social networking sites usage on adolescents' social development $F(1, 259) = 13.998, p = .000$, *Cohen effect size* (f) = .23, *estimated Omega-Squared* (ω^2) = .05, such that the adolescents who were high on social networking sites usage reported less social development (Mean = 55.947; SD = 9.034) compared to adolescents who were low on social networking sites (Mean = 60.061; SD = 8.020). In like manner, gender also showed significant main effect, $F(1, 259) = 6.290, p = .013$, *Cohen effect size* (f) = .16, *estimated Omega-Squared* (ω^2) = .02, as male adolescents reported more social development (Mean = 59.383; SD = 8.876) compared to female adolescents (Mean = 56.625; SD = 8.009). Lastly, the interaction effect was significant, $F(1, 259) = 5.477, p = .020$, *Cohen effect size* (f) = .14, *estimated Omega-Squared* (ω^2) = .02. The effect of social

networking sites usage on social development was more pronounced for male adolescents (Mean Difference = 6.686) compared to female adolescents (Mean Difference = 1.541).

Figure 1: Interaction plot between gender and social networking sites usage on adolescents' social development



The alternate hypothesis is accepted and the null hypothesis is set aside. There is both significant main effects and interaction effect of social networking sites usage and gender on social development of adolescents.

H₀₂: *There will be no interaction between gender and social networking sites usage on moral development among adolescent students.*

Table 2: Two-Way ANOVA Source Table for Social Networking Sites Usage, Gender and Moral Development

Source	Sum of Squares	Df	Mean Square	F-ratio	P
Between Groups					
Social Networking Sites Usage (Main effect)	9113.501	1	9113.501	101.150	.000
Gender (Main effect)	307.453	1	307.453	3.412	.066
Social Networking Sites Usage*Gender (Interaction Effect)	67.078	1	67.078	.744	.389
Within Groups (Error)	23335.549	259	90.099		
Total	35076.021	262			

From table 2, there is a significant main effect of social networking sites usage on adolescents' moral development, $F(1, 259) = 101.150$, $p = .000$, *Cohen effect size* (f) = .59, *estimated Omega-Squared* (ω^2) = .28, such that the adolescents who were high on social networking sites usage reported less moral development (Mean = 37.45; SD = 11.081) compared to adolescents who were low on social networking sites usage (Mean = 50.85; SD = 8.429). There was no significant main effect for gender; and there was no interaction effect. The null hypothesis is accepted.

H₀₃: *There will be no interaction between gender and social networking sites usage for academic purpose on social development among adolescent students*

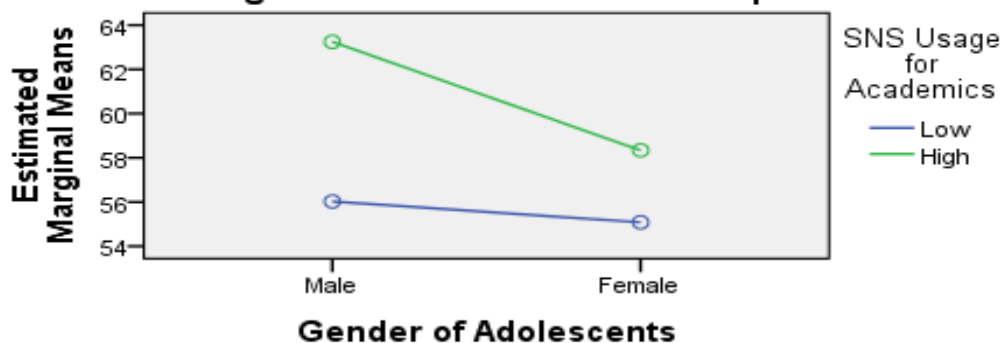
Table 3: Two-way ANOVA source table for social networking sites usage for academic purpose, gender and social development

Source	Sum of Squares	Df	Mean Square	F-ratio	P
Between Groups					
Social Networking Sites Usage for Academic Purpose (Main effect)	1640.924	1	1640.924	25.214	.000
Gender (Main effect)	512.388	1	512.388	7.873	.005
Social Networking Sites Usage for Academic Purpose*Gender (Interaction Effect)	235.065	1	235.065	3.612	.058
Within Groups (Error)	16855.885	259	65.081		
Total	19965.279	262			

From table 3, there is a significant main effect of social networking sites usage for academic purpose on adolescents' Social Development, $F(1, 259) = 25.214$, $p = .000$, *Cohen effect size* (f) = .3, *estimated Omega-Squared* (ω^2) = .08, such that the adolescents who were high on social networking sites usage for academic purpose reported more social development (Mean = 61.28; SD = 7.936) compared to adolescents who were low on social networking sites usage for academic purpose (Mean = 55.41; SD = 8.660). The interaction effect between gender and social networking sites for academic purpose on social development was not significant $F(1, 259) = 3.612$, $p = .058$. Though, the effect was more for male adolescents (Mean Difference = 7.222) compared to female adolescents (Mean Difference = 3.256).

Figure 2: Interaction Plot between Gender and Social Networking Sites Usage for Academic Purpose on Adolescents Social Development

Estimated Marginal Means of Social Development Total Score



Though there was no significant interaction effect between gender and social networking sites usage for academic purpose on social development which makes the null hypothesis to be retained, there was a main effect for social networking sites usage for academic purpose on adolescents' social development.

H₀₄: *There will be no interaction between gender and social networking sites usage for academic purpose on moral development among adolescents*

Table 4: Two-Way ANOVA Source Table for Social Networking Sites Usage for Academic Purpose, Gender and Moral Development

Source	Sum of Squares	Df	Mean Square	F-ratio	p
Between Groups					
Social Networking Sites Usage for	5808.875	1	5808.875	56.453	.000

Academic Purpose (Main effect)					
Gender (Main effect)	891.055	1	891.055	8.660	.004
Social Networking Sites Usage for Academic Purpose *Gender (Interaction Effect)					
	1.412	1	1.412	.014	.907
Within Groups (Error)	26650.503	259	102.898		
Total	35076.021	262			

From table 4, there is a significant main effect of social networking sites usage for academic purpose on adolescents' moral development, $F(1, 259) = 56.453$, $p = .000$, *Cohen effect size* (f) = .45, *estimated Omega-Squared* (ω^2) = .17, such that the adolescents who were high on social networking sites usage for academic purpose reported more moral development (Mean = 50.16 ; SD = 9.958) compared to adolescents who were low on social networking sites usage for academic purpose (Mean = 39.36; SD = 10.708). There was also a significant main effect for gender, $F(1, 259) = 8.660$, $p = .004$, *Cohen effect size* (f) = .16, *estimated Omega-Squared* (ω^2) = .03, such that male adolescents reported more moral development (Mean = 48.77, SD = 10.577) compared to female adolescents (Mean = 42.51, SD = 11.698). There was no interaction between gender and social networking sites usage for academic purpose on adolescents' moral development. The null hypothesis is therefore accepted.

Discussion of the findings

The finding of this study revealed that there is a significant main effect of social networking sites usage on adolescents' social development $F(1, 259) = 13.998$, $p = .000$, *Cohen effect size* (f) = .23, *estimated Omega-Squared* (ω^2) = .05, such that the adolescents who were high on social networking sites usage reported less social development (Mean = 55.947; SD = 9.034) compared to adolescents who were low on social networking sites (Mean = 60.061; SD = 8.020). In the same vein, Gender also showed significant main effect, as male adolescents reported more social development compared to female adolescents. The effect of social networking sites usage on social development was more pronounced for male adolescents (Mean Difference = 6.686) compared to their female adolescents (Mean Difference = 1.541). Therefore, there are both significant main and interaction effects of social networking sites usage and gender on social development of adolescents. The finding of this study is in line with the finding of Lin and Subrahmanyam (2007) who found that there is a significant effect of social networking sites usage on interpersonal relationship (social development) of students based on gender. They stated that male adolescents are always online more than their female counterparts because of the earlier knowledge of technology forms, for instance, video and computer games whereby their exposure to the social networking sites enhances their social development. This finding is also in agreement with the finding of Bounds-Raacke and Raacke, (2008) who found that there is a significant effect of social networking sites usage on social development of male college students and that there is likelihood and tendency that males create an account because they are trying to meet a significant other, or because they are already in a relationship with someone who has requested them to join and this in turn enhances their social development. Contrary to this, Giles and Price (2008) found that female adolescents

have been reported to use social networking sites for the purpose of chatting and downloading music than their male counterparts this lead them to be more social than their male counterparts. Rafferty (2008) found that females are more likely than their male counterparts to post sexually explicit pictures of themselves and to talk about sexual activity in the public.

Findings also revealed that there is a significant main effect of social networking sites usage on adolescents' moral development, $F(1, 259) = 101.150$, $p = .000$, *Cohen effect size* (f) = .59, *estimated Omega-Squared*(ω^2) = .28, such that the adolescents who were high on social networking sites usage reported less moral development (Mean = 37.45; SD = 11.081) compared to adolescents who were low on social networking sites usage (Mean = 50.85; SD = 8.429). There was no significant main effect for gender; and there was no interaction effect. The finding of this study somewhat extends the finding of Matsika (2012) who found that there is no significant effect of social networking sites usage on students' moral development, he explained that the availability of information and communication technology has invariably presented an external point of control in such a way that local or urban adolescents' morals, attitudes and reactions are being shepherded by foreigners. Social Networking sites which adolescent students' access through numerous e-learning resources, has provided a yardstick or platform for them to buy into or acquire some morally detrimental moral ideas. To this extent, it is being reported from the responses in this study not to be beneficial to moral development. Rukuni (2007) associated that Europe's moral libertinism, which predominates social networking has exerted external pressure and control on the behaviour and attitude of the adolescents.

Findings also showed that there is a significant main effect of social networking sites usage for academic purpose on adolescents' social development, $F(1, 259) = 25.214$, $p = .000$, *Cohen effect size* (f) = .3, *estimated Omega-Squared*(ω^2) = .08, such that the adolescents who were high on social networking site usage for academic purpose reported more social development (Mean = 61.28; SD = 7.936) compared to adolescents who were low on social networking sites usage for academic purpose (Mean = 55.41; SD = 8.660). The interaction effect between gender and social networking sites for academic purpose on social development was not significant. Though, the effect was more for male adolescents compared to female adolescents. This finding is in agreement with the finding of Linda (2006) who found that there is a significant main effect of social networking sites usage for academic purpose on student' social development, also stated that there is a positive association between use of social networking sites and academic performance of students. Students, using internet more, scored higher on reading skills test and had higher grades as well. He explained further that there is effect of social networking sites usage for academic purpose on students' social development. Besides, social networking sites promote interactivity among students and teachers. Based on the available literature at researchers' disposal no literature was found to support the finding on the interaction effect between gender and social networking sites for academic purpose on social development

Findings of the also revealed that there is a significant main effect of social networking sites usage for academic purpose on adolescents' moral development, $F(1, 259) = 56.453$, $p = .000$, *Cohen effect size* (f) = .45, *estimated Omega-Squared*(ω^2) = .17, such that the adolescents who were high on social networking

sites usage for academic purpose reported more moral development (Mean = 50.16 ; SD = 9.958) compared to adolescents who were low on social networking sites usage for academic purpose (Mean = 39.36; SD = 10.708). There was also a significant main effect for gender, such that male adolescents reported more moral development compared to female adolescents. There was no interaction between gender and social networking sites usage for academic purpose on adolescents' moral development. Based on the available literature at researchers' disposal no finding was found to corroborate with the present finding of this study on the social networking sites usage for academic purpose on adolescents' moral development and the interaction effect between gender and social networking sites for academic purpose on moral development

Conclusion

This study concluded that there were both significant main and interaction effects of social networking sites usage and gender on social development of adolescents, there is a significant main effect of social networking sites usage on adolescents' moral development and there was no significant main effect for gender; and there was no interaction effect, there was a significant main effect of social networking sites usage for academic purpose on adolescents' social development and the interaction effect between gender and social networking sites usage for academic purpose on social development was not significant, finally, there was a significant main effect of social networking sites usage for academic purpose on adolescents' moral development and there was no interaction between gender and social networking sites usage for academic purpose on adolescents' moral development.

Recommendations

In the light of the findings of this study the following recommendations were made:

- i. That adolescent students irrespective of their gender should reduce the extent at which they use social networking sites in order to improve their social and moral development;
- ii. It is also recommended that adolescent students irrespective of their gender should make use of social networking sites for the improvement in their academic pursuit which will facilitate the improvement in their social and moral development; and,
- iii. Enabling environment should be provided by governments, school administrators and other stakeholders in education for students, specifically adolescent students in using social networking sites for their academic pursuits, as well as their social and moral development.

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Assessment of the coping strategies of new economics teachers for instructional effectiveness**Maxwell O. Ede**

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Abstract

The study aimed at assessing the coping strategies of new Economics Teachers for instructional effectiveness. The study adopted a descriptive survey research design. All the 23 newly recruited Economics teachers under the federal government N-power program that were posted to teach Economics in public secondary schools in Enugu State was used for the study. Instrument for data collection was a 28-item Researcher-developed questionnaire titled New Economics Teachers' coping strategy Questionnaire (NETCSQ). The instrument was validated by three experts; one each from Economics education, psychology and measurement and evaluation. Test of reliability was carried out using split half method which yielded a coefficient of 0.76. Two research assistants were used in data collection. Mean and standard deviation were used to answer the five research questions that guided the study. A bench mark of 2.50 guided the decisions taken for research question (1) one while real limit of numbers guided the decisions made for research question two-five. Results showed among others that induction and mentoring coping strategies enhance the instructional effectiveness of new Economics teachers to high extent while direct action problem solving and avoid coping strategies enhance instructional effectiveness of the new Economics teachers to low extent. The study concludes that induction and mentoring strategies are better strategies for enhancing instructional effectiveness of the new Economics teachers. Regular inductions in the form of training or workshops to newly recruited teachers among others was recommended.

Keywords: Coping strategies. Economics. Instruction. Effectiveness. New teachers.

Introduction

Economics is one of the elective subjects offered at the senior secondary school level of education. Wion (2008) in Idika, Onuoha, Nji and Eze (2018) noted that the subject aimed at creating responsible citizens and effective decision makers. It equally among others equip citizens with the knowledge and skills to be self-employed and manage resources effectively. It was stated in Ede (2018) that despite the astronomical increase in the number of students that are desirous and offer the subject at secondary level of education each year, the achievements of students in the subject over the years have continued to decline. One of the major factors that have been blamed for such poor performances is the shortage of qualified Economics teachers (Inuwa & Khan, 2012) and the use of unqualified Economics teachers in teaching the subject (Idika, Onuoha, Nji & Eze, 2018). These challenges compelled government and proprietors of schools to always engage in regular recruitment of new teachers to teach Economics.

A new Economics teacher is that graduate of Economics education who is newly recruited to teach students Economics at senior secondary school level. It could be explained as that person who acquired the requisite knowledge and skills of teaching Economics from Teacher Training institutions and has not taught earlier until he is employed to teach Economics at secondary schools. In other words, a new Economics teacher is one that possesses either National Certificate in Education (NCE) or Bachelor's degree in Economics education and is newly recruited to teach Economics for the first time. The art of teaching is generally a challenging one. This being that there are always lots of expectations from him by the students, school administration, government, parents and the society at large. In order to meet up with those expectations, newly recruited Economics teachers put a lot of efforts to ensure that instructional effectiveness is achieved. Instructional effectiveness according to Colman (2011) is the same as teaching effectiveness. Teaching effectiveness as defined by Colman (2011) includes all efforts put in place by the teacher to help the students learn effectively. It is also seen as actions made by the teacher to ensure that instructional objectives are adequately achieved. The new Economics teacher like any other newly recruited teachers is faced with some instructional challenges. Kathleen (2008) noted that the instructional challenges faced by new teachers include lack of appreciation, poor preparation during their training, lack of needed facilities, undesirable students' behaviour, lack of time management and struggles with self-confidence.

In order to overcome those instructional challenges, new Economics teachers strive to adopt some coping strategies. Coping strategy in this context is behaviour that attempt to protect oneself from psychological damages. Cox (nd) gave some tips on how new teachers manage classroom for effective instructions to include; reading a lot, finding a mentor, regular self-reflection, not being afraid to fail, regular communication with parents, being familiar with students and making lessons to be fun. Sharplin, O'Neil and Chapman (2011) also outlined some coping strategies for adaption of new teachers to include mentoring, induction, direct action problem solving and avoidance strategies.

Mentoring is a planned teacher preparation opportunity meant to offer to the beginning teacher, peer supporting in order to adequately cope with the daily challenges they stand to encounter in teaching (Ibebuikwe & Ebe 2014). Mckimms (2003) defined mentoring as guidelines given to an individual in order to enable him or her grow in the profession. Mentoring in this context involves the new teachers making themselves available to older teachers for instructional guidance. Dunne and Vaillain (2007) noted that mentoring exercise help new teachers become better teachers in the long run, making them teachers who teach with mastery.

Induction is another coping strategy which involves the support and guidance provided to novice or new teachers in the early stages of their careers. Kessel (2010) described induction as a process of initiating new teachers into their new roles both as teachers and as members of school organization. It is an intensive phase in which teachers learn many things and how to deal with the typical difficulties of beginning teachers.

Buttressing the importance of induction in teaching profession, Kessel (2010) maintained that it increases teacher efficacy, improves teacher retention and has positive impact on students' learning outcomes. He further stated that it supports

teachers in their transition to the teaching profession, new school and allows them to ultimately reach their full potentials.

Direct action problem solving coping strategy is a strategy where an individual tries to initiate solutions to tackle given challenges encountered while carrying out a specific task. In the teaching profession, Sharplin *et al* (2011) explained direct action problem solving strategy to involve direct actions taken by new teachers to solve given instructional challenges without assistance from colleagues. Jones (2014) added that direct action problem solving strategy enhance the productivity of new staff in work place to a low extent as some of the actions of the new staff are not well-guided since they are new and naive in such a work environment.

Finally, the avoidance coping strategy is a strategy where one tries to avoid playing a particular role so as to achieve a success. It is an act of procrastination or giving up personal responsibility (Roth and Cohen, nd). Scott and Gans (2018) described avoidance coping strategy as a maladaptive form of coping strategy which involves changing our behaviour to avoid thinking or doing things that are uncomfortable. The strategy sees one avoid playing a function which he supposed to play in order to achieve success. In this context, new teachers attempt to avoid playing some primary responsibilities which he ordinarily should have played in order to achieve instructional effectiveness. These may include avoid attending to school or class regularly, avoid writing lesson notes or plans, teach, assess students as required.

Although there is no doubt that there is the need to employ new teachers who are qualified to teach Economics in the secondary schools, the challenges they go through at the beginning cannot be overlooked. Those challenges in most cases have not only affected their instructional effectiveness but made some of them to decline the appointment (Sharplin *et al.*, 2011). The teachers that accepted the offer of the appointment are expected to have adopted some coping strategies at the beginning in order to achieve instructional effectiveness. Given the importance and popularity of Economics in secondary schools, it becomes imperative to determine the extent teachers use those coping strategy in achieving instructional effectiveness in Economics. Specifically, the study sought answers to the following questions:

1. What are the instructional challenges faced by new Economics Teachers?
2. To what extent does the use of induction strategy enhance the instructional effectiveness of the new Economics teacher?
3. To what extent does the use of mentoring coping strategy enhance the instructional effectiveness of new Economics teacher?
4. What is the extent to which the use of direct action problem solving coping strategy enhances instructional effectiveness of new Economics teacher?
5. What is the extent to which the use of avoidance coping strategy enhances instructional effectiveness of new Economics teachers?

Methodology

The study adopted a descriptive survey research design. All the 23 newly recruited Economics teachers under the federal government N-power program that were posted to teach Economics in public secondary schools in Enugu State was used for

the study. The researcher identified the number of Economics teachers newly recruited to teach Economics in public secondary schools in the state through Post Primary School Management Board (PPSMB). Instrument for data collection was a 28-item questionnaire titled New Economics Teachers' Coping Strategy Questionnaire (NETCSQ) with five clusters developed by the researcher. The instrument was validated by three experts; one each from Economics education, psychology and measurement and evaluation. Test of reliability was carried out using split half method which yielded a coefficient of 0.76. Two research assistants helped the researcher in data collection. Mean and standard deviation were used to answer the five research questions that guided the study. A bench mark of 2.50 guided the decisions taken for research question (1) one while real limit of numbers (0.05 -1.49 = Very low extent, 1.50 – 2.49, Low extent, 2.50-3.49= High extent, 3.50-4.49 = Very high extent) guided on the decisions made for research question two-five.

Results

Results are presented in tables according to the research questions and hypotheses raised for the study.

Research question 1

What are the new Economics Teachers' perceived instructional challenges?

Table 1: New Economics teachers' perceived instructional challenges

S/N	Instructional challenges	\bar{X}	SD	Remark
	Some of the instructional challenges I face are:			
	Acclimatising with the school environment	3.11	1.03	Agreed
1.				
2.	Familiarizing self with students and other staff	2.76	0.88	Agreed
3.	Inability to identify topics to teach	2.64	0.59	Agreed
4.	Poor planning of lesson	2.55	0.77	Agreed
5.	Stage fright and lack of confidence while teaching	3.09	0.93	Agreed
6.	Inability to manage classroom very well while teaching	2.81	0.73	Agreed
7.	Ability to carry every student along	2.69	0.75	Agreed

The results in table 1 reveal that the mean responses in all the items (1-7) ranged between 2.55 and 3.11 and were above the mean benchmark of 2.50. This indicated that respondents agreed on all the item statements as instructional challenges. Specifically, the new teachers perceived their instructional challenges to include among others on how to: get acclimatise with school environment, get familiarized with the students and other staff, identify topics to teach, plan the lesson, stage fright and lack of confidence while teaching.

Research Question 2

To what extent does the induction strategy enhance the instructional effectiveness of new Economic teacher?

Table 2: Mean Responses of new economics teachers on the extent induction strategy enhance their instructional effectiveness

S/N	Induction strategy	\bar{X}	SD	Remark
8.	I found it difficult at first on how to start teaching because of no orientation	3.23	1.12	High extent
9.	Due to no orientation, I had challenges at first in accessing materials to teach with	3.06	1.20	High extent
10.	I found it pretty difficult managing my classes at first while teaching due to no induction	2.98	0.87	High extent
11.	I had problems in maximizing my lesson period at the beginning due to no orientation	2.88	0.92	High extent
12.	Due to lack of orientation, I found it hard at the beginning to understand and get used to school rules and regulations	3.13	1.08	High extent
	Pooled mean	3.06	1.04	High extent

Data in table 2 show that the mean responses in all the items ranged between 2.88 and 3.23 and within real limit range of 2.50-3.49 which indicated high extent responses. Specifically, the data showed that respondents agreed that due to lack of induction at the beginning, they had challenges to high extent on how to start teaching, access materials for teaching, manage classes while teaching and understanding as well as getting used to school rules and regulations.

The pooled mean of 3.06 which is also within the real limit range of 2.50-3.49 indicated that respondents agreed that induction strategy enhance to high extent the instructional effectiveness of the new Economics Teachers. The pooled standard deviation of 1.04 implied that responses of respondents are close to the mean and to each other.

Research question 3

To what extent does mentoring coping strategy enhance the instructional effectiveness of New Economics Teacher?

Table 3: Mean responses on the extent mentoring enhance instructional effectiveness of new economics teacher

S/N	Mentoring coping strategy	\bar{X}	SD	Remark
	To cope with my instructional challenges;			
13.	Senior colleague allocate class and topics to me	2.89	0.77	High extent
14.	I always consult my senior colleague each time I have instructional challenge	3.15	1.43	High extent
15.	My Senior Economics teacher guide me in planning my lesson	3.09	1.50	High extent

16.	My senior subject teacher follows me to class to guide me and manage my class	2.93	0.89	High extent
17.	My senior subject teacher correct my instructional errors after teaching	3.06	1.69	High extent
Pooled mean (\bar{x})		3.02	1.26	High extent

The data in table 3 reveal that the mean responses in all the items (13-17) ranged between 2.89 and 3.15 which indicated high extent responses in the real limit range. The table specifically revealed that new Economics teachers agreed among others that they consult senior colleagues when they have instructional challenges. The pooled mean of 3.02 which also falls within the real limit range of 2.50-3.49 implied that new teachers agreed that mentoring coping strategy enhance instructional effectiveness. The pooled standard deviation of 1.26 shows that the responses of respondents are not far from the mean and from each other.

Research question 4

What is the extent the use of direct action problem solving coping strategy enhance instructional effectiveness of new Economics teacher?

Table 4: Mean responses on the extent direct action problem solving coping strategy enhance instructional effectiveness

S/N	Direct action problem solving coping strategy	\bar{X}	SD	Remark
I to cope with instructional challenges by:				
18.	reading my old school notes	2.63	0.78	High extent
19.	reading notes made by other teachers	2.51	0.65	Low extent
20.	jotting down and correcting my previous instructional errors	2.52	0.75	High extent
21.	attending to school and classes early to go through what I teach each day	2.53	0.59	High extent
22.	having regular communications with parents	2.08	0.66	Low extent
Pooled mean		2.45	0.69	Low extent

The results in table 4 show that the mean responses in all the items (18- 21) excepts item 22 ranged between 2.51 and 2.63 which are within the real limit range of 2.50-3.49 indicating high extent responses. Item 22 had mean responses of 2.08 which implied low extent responses in the real limit of numbers range. The table specifically revealed among others that new Economics teachers agreed that they cope with instructional challenges to high extent by reading their old school notes, reading other teachers lesson notes, jotting down and correcting previous instructional errors while they cope to a low extent by having regular communication with parents. The pooled mean of 2.45 which is within the real limit range of 1.50-2.49 implied that new Economics teachers agreed that direct action problem solving coping strategy enhance instructional effectiveness to low extent.

Research question 5

What is the extent to which avoidance coping strategy enhance instructional effectiveness of New Economics teacher?

Table 5: Mean responses on the extent avoidance strategy enhance instructional effectiveness of new economics teachers

S/N	Avoidance Strategy	\bar{X}	SD	Remark
	In order to cope with instructional challenges:			
23.	I do skip some difficult topics while teaching	2.14	1.33	Low extent
24.	I do not give detailed explanations of concepts which I do not fully understand	2.36	0.91	Low extent
25.	I do avoid questions from students while teaching	2.02	0.86	Low extent
26.	I deliberately go to class late	2.25	0.64	Low extent
27.	I do not attend class regularly for teaching	2.18	0.85	Low extent
28.	I do spend much time copying notes than teaching	2.12	0.66	Low extent
	Pooled mean	2.19	1.05	Low extent

The results in table 5 show that the mean response in all the items ranged between 2.02 and 2.36 which are within the real limit range of 1.50-2.49 and implied very low extent responses. New Economics teachers agreed that they cope in a low extent with instructional challenges by skipping some difficult topics, avoiding detailed explanation of concepts and responding to questions among others while teaching. The pooled mean of 2.19 which also fall within the real limit number range of 1.50 - 2.49 implies that respondents agreed that avoidance coping strategy enhance instructional effectiveness of new Economics teachers to low extent.

Discussion

The results from the study indicated that the instructional challenges faced by new Economics teachers among others include: the problems of acclimatizing with the school environment, familiarizing selves with students and other staff, in ability to identify topics to teach, poor planning of lessons, stage fright and lack of confidence while teaching. The result was in line with Dume and Vaillain (2007) who noted that new teachers are always faced with lots of problems immediately they are employed due to the fact that they are novice, naive and lacked experiences. The results were also supported by Kathleen (2008) who outlined challenges of new teachers to include lack of appreciation, poor preparation during their training, lack of needed facilities, undesirable students' behaviours, lack of time management and struggles with self-confidence. These instructional challenges faced by new Economics teachers at their earliest stage of their appointment calls for some coping strategies.

The results in table 2 showed that induction strategy enhance the instructional effectiveness of the new Economics teachers to high extent. The result revealed that inducing exercises like training, seminars and workshops make new teacher become in tune with the new trends in the teaching profession which are outside the ones they learnt in the school. The finding was in agreement with Kessel (2010) who described induction exercise as process of getting new teachers initiated into their

new roles as both teachers and as members of school organization. The findings are not surprising since it is during the training or the orientation given to the new Economics teachers that some of their individually perceived instructional challenges could be raised, and possible solutions discussed before those teachers are practically assigned to classes. It is assumed that when their individual instructional challenges are handled during training or inductions, they will be better equipped with necessary knowledge and skills to teach any Economic topic and class assigned to them.

The results further showed that mentoring coping strategy enhance the instructional effectiveness of new Economics teachers to high extent. The result implied that mentoring enables the old teachers put the new ones through on the necessary things that will make them succeed in their teaching career. The result corroborated with the views of some researchers (Ibeku & Ebe (2014) and Dunne and Vaillani, 2007) who maintained that mentoring helps the new teachers cope adequately with the daily challenges they stand to encounter in teaching. The result specifically showed that new Economics teachers agreed that they cope with the instructional challenges they encounter at the beginning of their teaching profession by consulting senior colleagues each time they have instructional challenge and by allowing their senior colleagues allocate class and topics to teach and as well guide them in planning lessons among others. Mckimns (2003) concluded that a new teacher who is well mentored is capable of growing fast in the teaching profession.

The results also revealed that direct action problem solving coping strategy enhance instructional effectiveness of new Economics teachers to a low extent. The result agreed with Jones (2014) who noted that direct action strategy enhances the productivity of new staff in work place to a low extent. The result was not surprising since some of those actions taken by the new teachers are hasty and unguided. Jones (2014) maintained that some of the problem-solving actions taken by the new staff are less productive since they are new and naive in the teaching profession and work environment.

Finally, the results showed that avoidance strategy enhance instructional effectiveness of new Economics teachers to low extent. The result revealed that teachers who indulge in avoidance coping strategy avoid tasks that are difficult and get involved in things that are professionally unethical such as skipping classes as well as difficult and challenging topics. The results agreed with Scott and Gans (2018) who stated that avoidance strategy contribute negatively to growth and productivity of work place. According to them, it is a maladaptive form of coping strategy that involves one avoiding his responsibilities and doing things counter-productive. Roth and Cohen (nd) concluded that the strategy gives room for procrastination and giving up personal responsibility in work place.

Conclusion

The ultimate goal of every teacher is to achieve instructional effectiveness irrespective of some challenges. Right from the time a teacher is employed, he is faced with a lot of challenges. Though, there are some of those challenges that may appear personal, the most ones are those that may affect the instructional delivery. In Economics, some topics especially those considered difficult are very challenging

to teach. They are assumed to be more challenging to new Economics teachers who are naive and lacked the requisite skills and knowledge to teach, hence the need to overcome such instructional challenges using different coping strategies. This study determined the extent some coping strategies adopted by new Economics teachers enhance their instructional effectiveness and concludes that, while induction and mentoring coping strategies enhance the instructional effectiveness of the new Economics teachers to high extent, direct action problem solving as well as avoidance coping strategies enhance it to a low extent. Based on those findings, the study concludes that induction and mentoring strategies are better strategies and should be adopted by New Economics teachers for enhancing and sustaining instructional effectiveness.

Recommendations

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

1. Government should organize inductions in the form of trainings or workshops to new teachers immediately they are employed on how best to cope with instructional challenges before positing them to schools of primary assignment.
2. Principals should assign old teachers as mentors to new Economics teachers immediately they are posted to their schools. That should be done on subject area basis.
3. There should be regular training of teachers on effective ways of mentoring new teachers.
4. New teachers should be discouraged on the use of avoidance coping strategy since it is counter-productive.
5. Newly recruited Economics teachers should always make themselves available and be ready to learn from the old teachers who mentor them.

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Confluence of pornography, peer pressure and home environment on senior secondary school students' sexual behaviour: Counselling implications

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Abstract

This study investigated confluence of pornography, peer pressure and home environment on senior secondary school adolescents' sexual behaviour in Ibadan metropolis, Nigeria. Descriptive research design of ex-post-facto type was adopted for the study. Three hundred (300) participants randomly selected from five (5) Local Government Areas in Ibadan participated in the study. Three research Questions were raised and answered in the study. The results showed that senior secondary school adolescents' sexual behaviour is significantly correlated with pornography ($r = .756$; $p < .05$); peer pressure ($r = .793$; $p < .05$) and home environment ($r = .819$; $p < .05$), the independent variables when pulled together have significant effect on sexual behaviour (R (adjusted) $= .858$ and R^2 (adjusted) $= .735$) with 73.5% of independent variables accounted for adolescents' sexual behaviour. In term of magnitude of contribution, home environment made the most significant contribution ($Beta = 1.691$; $t = 15.341$; $p < 0.05$) to the prediction of senior secondary school adolescents' sexual behaviour followed by pornography ($Beta = 1.525$; $t = 13.649$; $p < 0.05$) and peer pressure ($Beta = 1.423$; $t = 11.007$; $p < 0.05$) consecutively. This result has a lot of implications for counselling, this include among others the need to develop adolescents' friendly technology that enables the parents to monitor the activities of their wards. It is therefore recommended that the parents/guardians should be trained on the need to monitor the adolescents and also on how to give adequate emotional care. School Counsellors should be made to intensify effort by organising seminars/workshop on the implications of these factors (pornography, peer pressure and home environment among others) on the adolescents' sexual behaviour in the society.

Keywords: Confluence. Pornography. Peer pressure. Home environment. Adolescent. Sexual behaviour.

Introduction

Bad sexual behaviour is listed among the rampant problem behaviours prevalent among the Nigerian adolescents especially in the senior secondary schools. The reasons for this are not far-fetched considering the earlier exposure to poverty, sexual initiations, bad learning from social media and continuing school drop out over the years as well as the changes taking place in the traditional family. Although, it is apparent that sexual behaviour problems in adolescents exist among cultures and that these behaviours are possibly associated with the development of offending

behaviours later in adulthood, the impact of culture as it affects the home environment has not been given adequate recognition. Moreover, despite the recognition of the influence of cultural norms on adolescent sexual behaviours in most societies (Kaler, 2003; 2004; Chege, 2005), less attention has been paid to the link among sexual behaviour, pornography, peer group and home environment to promote adolescent sexual and reproductive health. The behaviours and processes influence values regarding relationships, sexual ethics, sexual culture and psychology in relation to gender and sexual role; physical factors sexual characteristics, sexual drive, sexual intercourse and sexual activities, and sexual orientation –heterosexual, homosexual and bisexual (Ng; Borrás-Valls, Perex-Couchillo & Coleman, 2000).

Bad sexual behaviour in Africa resulted from a sexual revolution and imitation that came with western culture. Sex in Nigeria before now was regarded as sacred and limited only to adult males and females within marriage (Adeoye & Adebawale,, 2014). Early exposure to sexual activities is also known to increase the risks of adolescent pregnancy, maternal and perinatal mortality, and sexually transmitted infections (STIs). Besides the health concerns, adolescent sex behaviour may interfere with school performance and that sexual activities are associated with less involvement in academic activities (Hindin & Michelle, 2009).

Most people are of the opinion that sex and sexual behaviour deal with sexual intercourse alone, According to Jaffray (2006) when people talk about sex they think about male and female. They think about the penetration of (the) penis into vagina. For instance, while other people particularly female participants in a study in South Africa acknowledged that sex can include other practices or activities such as; touching each other, kissing, massaging exciting each other by touching each other's genitals as well as oral sex, male participants do not understand sex as anything other than sexual intercourse involving penile penetration (Jaffray, 2006). In this study sexual behaviour is conceived to incorporate among others kissing, touching, hand holding, dating, petting, masturbation, breast/genital fondling, sexual intercourse among others (Adeoye & Adebawale, 2014). There are many factors that contribute to inadequate or bad sexual behaviour among the adolescents especially at the senior secondary school level. Pornography is seen to be one of them.

Pornography is sexually explicit websites that describe people having sex, show clear pictures of nudity or people having sex, or show a movie or audio that describes people having sex. With the advancement and development of technology, mass media gradually become one of the important sources on sex related information for adolescents (Haggstrom-Nordin, Tyden, Hanson & Larsson, 2009; Lo and Wei, 2005). Statistically significant associations are found between pornography use and sexual behaviours (Seto, Maric & Barbaree, 2001).The rapid growth of the pornography facilitates adolescents' early exposure to sexually explicit materials either intentionally or accidentally (Flood, 2007). A study found that one in three teenagers sends more than 100 text messages a day and 15% send more than 200 a day, or 6,000 a month (Lenhart, 2010). Four percent of teens have sent a sexually suggestive text message, which are often nude photographs, and 15% of this age group has received a sexually suggestive text (Lenhart, 2009). In fact, statistically significant associations are found between pornography use and sexual

behaviourism (Seto, Maric & Barbaree, 2001). Moreover, as the internet gains increasing prominence in the lives of young people, researchers have begun investigating the influence that the internet environment on adolescent development and of particular interest is exposure to pornography.

Peer group influence is also another contributor to adolescent sexual behaviour and it becomes increasingly important during adolescence. Peer pressure is the influence in the behaviour of adolescents that were caused by the type of peers or friends the individual move with. Such behaviour could either be positive or negative. At times, adolescents sexual behaviour among may be due to the pressure exerted on them by their peers or adults, the examples set by the adults and the subjective norm in the society (Steinberg, 1991). World Health Organisation (2004) reported that one of every six adolescents in Nigeria admitted to premarital sex as a result of what they see from their peers. Adebowale (2007) also observed substantial and steady increases in sexual behaviour mainly from the motive of the peer and friend in the environment. Adolescents' intentions to engage in sex are also believed to be strongly influenced by their social context. A research on the effect of peer groups on adolescent sexual behaviour testified to this assertion. The result of a study on 1,046 African American adolescents found the influence of peer norms to shape both their sexual attitudes and behaviour to be positive (Wallace, 2008). A great deal of emphasis is placed on the importance of peer groups, and how they become more influential than parents at adolescence. While relationship among the peer is based on intimacy and equality, that of the parents is on power imbalance.

Studies have also identified the strong influence of home environment on adolescent sexual behaviour. This is based on the premise that adolescents whose basic needs are not met either by parents or guardians because of poverty or parental loss may engage in sexual activity for economic reasons. It was found out that young adolescents from well-off families may engage in sexual activity for want of disposable income and more material possessions. Adolescents that reported satisfaction with the maternal relationship such as affection, emotional support and discipline are tend to associate with later sexual debut, while maternal reports of parental rejection are related to early-onset sexual intercourse of adolescents (Ochieng, Kakai & Abok, 2011). Instrumental factors such as permissiveness and monitoring are also related to adolescents' sexual experience. Sexual debut is also associated with more parental monitoring, less parental permissiveness, and the presence of household routines and rules (Ochieng, Kakai & Abok, 2011). This study therefore investigated the confluence of pornography, peer pressure and home environment on senior secondary school adolescents' sexual behaviour in Ibadan metropolis with a view of professing solutions to the problem behaviour.

Research questions

- i. What is the relationship between the independent variables(pornography, peer pressure and home environment) and the dependent variable(sexual behaviour)?
- ii. What is the joint contribution of independent variables (pornography, peer pressure and home environment) to the dependent variable (prediction of sexual behaviour)?

- iii. What is the relative contribution of independent variables (pornography, peer pressure and home environment) to the dependent variable (prediction of sexual behaviour)?

Method

This study adopted descriptive survey design of *ex-post facto research type*. The design enabled the researchers to investigate the influence of the independent variables on the dependent variable without necessarily manipulating any of the variables. Multi-stage sampling procedure was adopted in this study. Purposive sampling method was used to select the participants from the five local government of Ibadan metropolis. From each of the local government, two senior secondary schools were also randomly selected based on the study requirements; that the school must be a public owned and co-educational. Also thirty students were also randomly selected from SSS 3 classes of each of the selected schools after their consents had been sought. In all, three hundred participants participated in the study. Four valid and reliable instruments were adopted and used in the study.

Sexual Behaviour Scale (SBS): The scale developed by Adeoye, (2013) was adopted to measure the sexual behaviour of the participants. SBS was originally developed to measure the adolescent sexual behaviour. The instrument has five items with response format ranging from never to always and a Cronbach alpha of 0.72. *Pornography Scale (PS)*: The pornography scale of Lo and Wei (2005) was adopted to measure pornography viewing of participants. It is a ten (10) items scale with responses ranging from strongly agreed, agreed, disagreed to strongly disagreed and internal consistency of 0.89 using Cronbach alpha. *Peer Pressure Scale (PPS)*: The peer pressure scale constructed by Kimani (2005) was adopted to measure the level of peer pressure of participants. It is eleven (11) items scale with responses based on the four points Likert scale of strongly agreed, agreed, disagreed and strongly disagreed. The scale has 0.78 using Cronbach alpha. *Home Environment Scale (HES)*: Home environment scale developed by Ochieng, Kakai and Abok (2011) was adopted to measure the home environment of participants. It is fifteen (15) items scale with response on the four Likert scale of strongly agreed, agreed, disagreed and strongly disagreed. The scale has Cronbach alpha of 0.77.

Procedure for data collection

The instruments were administered on the selected participants after their consents had been sought on the days approved by the school authorities for the exercise with the assistance of five trained research assistants concurrently. The administration and collection lasted two weeks. On the spot assessment technique was adopted. Data collected were analysed using Pearson Product Moment Correlation and Multiple Regression statistical analysis.

Results

Research question one: What is the relationship between the independent variables (pornography, peer pressure and home environment) and the dependent variable (sexual behaviour)?

Table 1: Descriptive statistics and Inter-correlations among the variables

Variables	N	Mean	SD	Sexual Behaviour	Pornography	Peer Pressure	Home Environment
Sexual Behaviour	300	37.67	23.40	1.00			
Pornography	300	32.81	12.24	.756**	1.00		
Peer Pressure	300	40.16	12.41	.793**	.533	1.00	
Home Environment	300	40.27	15.07	.819**	.603	.702	1.00

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

As shown on table 1, senior secondary school adolescents' sexual behaviour is significantly correlated with pornography ($r = .756$; $p < .05$); peer pressure ($r = .793$; $p < .05$) and home environment ($r = .819$; $p < .05$). There are also significant correlations among the independent variables. This result indicated that adolescents' sexual behaviour is significantly correlated with pornography, peer pressure and home environment. In other word, it indicates that pornography, peer pressure and home environment significantly relate to senior secondary school adolescents' sexual behaviour. This confirmed the earlier finding of World Health Organisation (2004) when they reported that one of every six students in Nigeria admitted to premarital sex as a result of what they see from their peers. Adebowale (2007) observed substantial increase in sexual behaviour mainly from the motive of the peer and friend in the environment. The results of a study on 1,046 African American adolescents found the influence of peer significant in shaping both their sexual attitude and sexual behaviour (Kimani, 2005). Moreover, the advancement and development of technology and mass media also contributed immensely to the availability of sexual related information to the adolescents (Haggstrom-Nordin, Tyden, Hanson and Larsson, 2009; Lo and Wei, 2005). The result also confirmed the earlier finding of Kimani (2005) who found that adolescents' intentions to engage in sex are strongly influenced by their social context in which the peers play a major role. Flood (2007) discovered that the rapid growth of the pornography facilitates adolescents' exposure to sexually explicit materials either intentionally or accidentally.

Research question two: What is the joint contribution of independent variables (pornography, peer pressure and home environment) to the dependent variable (prediction of sexual behaviour)?

Table 2: Multiple regression Analysis on secondary school adolescents' sexual behaviour Data

Multiple R(adjusted)=.858
Multiple R²(adjusted)=.735
Standard error of estimate= 12.05

Analysis of variance				
	Sum of square (SS)	DF	Mean square	F
Regression	120535.802	3	40178.601	462.067
Residual	43129.115	296	86.954	
Total	163664.917	299		

Table 2 shows that the independent variables (pornography, peer pressure and home environment) when pulled together have significant effect on senior secondary

school adolescents' sexual behaviour. The value of R (adjusted) =.858 and R^2 (adjusted) =.735. The analysis of variance performed on the multiple regressions yielded an F -ratio value of 462.067 with 73.5% of independent variables accounted for senior secondary school adolescents' sexual behaviour. This means that there are other variables that account for sexual behaviour among the adolescents apart from the ones identified in this study. Such variables account for 26.5% of this behaviour. The analysis of variance an F -ratio value that was found to be significant at 0.05 level. This also calls for further study on the problem behaviour and at the same time affirmed how important the variables of study are to the prediction.

Research question three: What is the relative contribution of independent variables (pornography, peer pressure and home environment) to the dependent variable (prediction of sexual behaviour)?

Table 3: Relative contribution of independent variables to the prediction

Model	Unstandardized coefficients	Standardized coefficients		t	P
	B	Standard error	Beta		
Constant	-31.218	2.552		-12.556	.272
Peer Pressure	.809	.274	1.423	11.007	p<0.05
Pornography	.990	.073	1.525	13.649	p<0.05
Home Environment	.790	.373	1.691	15.341	p<0.05

Table 3 shows that the independent variables made significant contributions to the prediction of sexual behaviour. In term of magnitude of contribution home environment made the most significant contribution (Beta= 1.691; t= 15.341; p<0.05) to the prediction of adolescents' sexual behaviour follow by pornography (Beta= 1.525; t= 13.649; p<0.05) and peer pressure (Beta= 1.423; t= 11.007; p<0.05). This indicated that each of the independent variables made a significant contribution to the prediction. In term of magnitude of contribution, home environment made the most significant contribution to the prediction of senior secondary school adolescents' sexual behaviour follow by pornography and peer pressure. This result is not surprising considering the importance of home to the development of an individual. Home environment is the first school of an individual with the parents as the first teachers. It was also discovered that the advancement of technology ushers higher exposure to pornography which gingers the use of alcohol (Godwin, Taylor, Brown, Winscott, Scanlon, Hodge, Mickey & England, 2012).

Conclusion

The results of this study have significantly shown that sexual behaviour of Nigerian adolescents is due to negative exposure to pornography, peer pressure and home environment. However, there is hope, with the introduction and improvement of sexuality education the situation can be changed for the better.

Recommendation

There is need for the schools to develop enabling environment to cater for the adolescents' needs and development. Parents and guardians also need to be trained on the need to monitor the adolescents and give them adequate emotional care. This

will help in reducing the problems of being misguided by the peers. School counsellors should intensify their effort by organizing on regular basis seminars/workshop on the implications of these factors (pornography, peer pressure and home environment among others) on the adolescents' sexual behaviours in the society.

Counselling Implications

The results of this study have a lot of counselling implications. Since it has been discovered that pornography, peer group and home environment contributed immensely to the adolescent sexual behaviour, there is a need to develop adolescents' friendly technology that will give the parents the opportunities to monitor the activities of their wards especially whenever they are with the peers. The result of this study also established the important of home environment on sexual behaviour of the adolescents, therefore the Counselling Psychologists in various schools should take it as a matter of responsibility to organize guidance and counselling based seminars and workshops for the parents on positive sexual development of the adolescents in their care. Moreover, the type of peers the adolescents move with should be thoroughly screened and monitored by the parents and teachers. They should also be encouraged to visit a counseling psychologist from time to time by developing positive attitude toward guidance and counseling practices. All these will help to develop appropriate strategies and approaches in curbing the problem of negative sexual behaviours.

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Impact of training and students industrial work experience scheme on students' attitude and dressing in colleges in Lagos State**Adekemi Olasumbo Awojobi**

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Abstract

The purpose of the study was to find out if training acquired in school can be related to student's industrial work experience scheme (SIWES), to know the extent which SIWES can influence student's dressing and attitude to office technology and management practices and to determine how SIWES has affected the students' dressing. The population of the study comprises of all office technology and management students in government owned colleges of education in Lagos state, Nigeria. The sample size for this study was comprised of 259 undergraduates selected through purposive sampling technique. One research question and two hypotheses were tested at 0.05 level of significance. Survey research design was used for this study. The research instrument used for the study was a questionnaire titled Work Experience Scheme Questionnaire (WESQ). The data that was gotten from the study was analysed using frequency counts, simple percentage and t-test. The findings of this study revealed that SIWES has influenced students' attitude to office technology and management practices. It also revealed that there is no significant effect between training acquired in school and SIWES experience. Besides, it was observed that SIWES has significant effect on students' dressing. The study recommends that appropriate dressing styles that conform to the profession should be prescribed for students while in school, increased collaboration between the industry and the learning institution.

Keywords: Attitude. Dressing. Management education. Office technology. Siwes.

Introduction

Office technology and management is a course being studied in tertiary institutions like every other education programme with unique professional attitude and behaviour. It offers a wide range of courses related to modern office and provides training necessary for graduates to perform successfully in many and varied clerical, secretarial and administrative positions. By implication, office technology and management education is an academic programme that prepares trainees for teaching and secretarial professional practices. Students trained in office technology and management education become teachers and perform professional office management practices. The course provides graduates with multi-skilled knowledge of managing information efficiently, equipped with comprehensive range of skills including managerial, technological (substantial computer applications) and communication skills. These trainings being instilled during students education is expected to have a measureable impact on the attitude and dressing of trainees. Attitude is observed to be intimately related to morale, reactions to working life as well as influencing the attendance and successful functioning in work situation (Khan, Nadeem & Basu, 2013). Thus, Ahmad, Said, Zeb, Sihatullah and Rehman

(2013) perceive attitude as a relational mental state that directs the behaviours of an individual. Raiz, Habib, Raiz and Uzair-ul-Hassan (2015) noted that the concept of attitude is a nature-nurture dispute and that is not instinctive but acquired.

The office technology and management personnel is at the centre of an organisation and is key to the successful achievement of business activities. The importance of the personnel includes ensuring smooth flow of work, optimum use of resource; maintain co-ordination, maintaining office efficiency, providing innovation and leadership. Every business is established with the objectives of achieving the desired purpose. Since the office is the centre of the organisation, office management is very much important for the achievement of organisational goal. It helps to bring smoothness to the performance of business activities. It provides a regular flow of communication between each department and level of people. Thus, Office Management can be defined as the task of planning, coordination, motivating the effort of others towards the specific objective in the office. Office technology and management education is one of the vocational courses taught under business education in tertiary institutions in Nigeria. The aim of business education is to equip students with business and educational skills, knowledge and attitude that is needed to effectively as well as efficiently function either as an employer or employee after training (Imeokparia & Ediagbonya, 2014; Olumese & Ediagbonya, 2016). The need for ensuring that the theoretical knowledge acquired by students is matched with their practical knowledge gave room to the establishment of Student Industrial Works Experience Scheme (SIWES) (Olumese & Ediagbonya, 2016).

The Students Industrial Work Experience Scheme (SIWES) established in 1973 by the Industrial Training Fund (ITF), is a skills training programme designed to expose and prepare students of Universities, Polytechnics/Colleges of Technology/Colleges of Agriculture and Colleges of Education for the industrial work situation they are likely to meet after graduation. Her headquarter is located in Jos, Nigeria. Ojokuku, Emeahara, Aboyade and Chris-Israel (2015) submitted that the SIWES exercise is meant to enable students in tertiary institutions in Nigeria acquire technical skills and experience for professional development in their course of study as it bridges the gap between theory and practice. It is the accepted skills training programme in institutions of higher learning in Nigerian that forms part of the approved academic requirement in various academic qualifications. Ugwuoke (2012) reported that the scheme exposes the students to work methods and prepares them for safeguarding the work area and other workers in the industry. In addition, the scheme is a planned, supervised training and intervention programme based on stated and specific learning and career objectives, leading to the development of occupational competencies of the participants; it is also to expose and prepare students in institutions of higher learning for the industrial work situations which they are to meet after graduation (Ojokuku, et al., 2015).

The National Commission for Colleges of Education (NCCE) is the highest body that is responsible for the administration and management of Colleges of Education in Nigeria. The NCCE was established by Decree (now Act) 13 of 17th January, 1989 (Amended Act of 1993) as a completion of tripod of excellence in the supervision of higher education in the country (Jibril, 2007). The enabling decree (now Act) mandated the Commission to perform certain functions which include: to ensure that functional SIWES coordinating units are established in participating institutions, to encourage the appointment of full time industrial coordinators to operate the scheme

in the institution, to vet and approve master and placement lists and forward them to the Industrial Training Fund (ITF), to monitor and review courses eligible for SIWES in Colleges of Education, among others. In Nigeria, the ITF is a government's establishment saddled with responsibilities of generating a corps of skilled indigenous manpower which will be manning and managing various sectors of the national economy (Industrial Training Fund, 2019). The SIWES was established as an arm of ITF in order to give students undergoing post-secondary education a first-hand work experience.

The College of Education is a post-secondary education that is charged with the responsibility of producing the Nigeria Certificate in Education (NCE) teachers. College of Education is a tertiary institution that prepares teachers for a minimum of three years to make them qualify to teach their respective subjects including agriculture in basic (primary or junior secondary) schools. In Colleges of Education, students studying vocational courses undergo four months SIWES training at the end of their second year. The workplace attire or dress code has been identified to induce employees' attitude and company images (Colbert, 2014) and consequently on professionalism. Entsuah, Abraham and Kyeremeh (2018) observed that dress code policy in organisations aid workers sense of unity, promote the spirit of oneness and help to maintain a positive image of the organisation in the community among other. However, Colbert (2014) observed that casual work attire has a neutral impact on attitude, behaviour and productivity in a non-consumer facing work environment.

During students' training, it would be expected that every student will be exposed to the attitude, behaviour and culture of their profession. In addition, indecent dressing has been identified as a social problem in the society and prevalent among undergraduates and youths (Ifedili & Ifedili, 2013; Otubah, 2014). A dress code is a set of rules governing what garment may be worn in a specific setting (Ifedili & Ifedili, 2013). By implication, there are garments appropriate for going to church, some for spotting, some for going to parties, some for staying at home, some for going to lectures etc. Malakwen (2015) during his study of workplace attire in the service industry submitted that workplace attire codes for employees are as diverse as the employees themselves which led to impression management - people's attempts to control their image as perceived by others. The use of workplace attire promotes a positive organization image and thus impacting productivity (Malakwen, 2015; Tanuja 2010). Peluchette, Karl and Rust (2006) in a study of MBA students observed that those who valued workplace attire used it to manage the impressions of others and believed that it positively impacts the way they feel about themselves and their workplace outcomes. Consequently, this study aimed to assess the impact of SIWES on students dressing and attitude to office technology and management trainees.

Research question

The following research question was raised to guide study:

To what extent has SIWES influenced students' attitude to office technology and management practices?

Research hypotheses

The study was guided by the following hypotheses.

1. Training acquired in school do not have significant effect on SIWES

2. There is no significant effect of SIWES programme on students' dressing.

Methodology

The survey research design was adopted in carrying out the study. The population of the study comprise all the Business Education Students with office technology and management education option in Government-owned Colleges of Education in Lagos State, Nigeria. The targeted population comprised all 674 year three students who had experienced SIWES exercise as at 2017/2018 academic session. These Colleges of Education are: Federal College of Education (Technical), Adeniran Ogunsanya College of Education and Michael Otedola College of Primary Education. The sample of this study comprise of 259 undergraduates who had experienced SIWES programme. The purposive sampling technique was used to select an intact class of year three students in each of the colleges. Thereafter, convenience sampling was used to select 259 undergraduates across the three colleges of education.

The Work Experience Scheme Questionnaire (WESQ) is the research instrument that was used to elicit information from the respondents. The instrument was developed by the researcher based on the variables of interest. It guarantees subjects anonymity and encourages high response rate. The WESQ were divided into two sections, sections A and B. Question in section A dwells on the bio-data of respondents. Section B comprised of questions that relate to the impact of SIWES on students' attitude and dressing which will enable the researcher to get the required information for analysis. The WESQ was given face and content validity. In addition, a pilot study was carried out on 30 students in one of the colleges of education during the 2016/2017 academic session. Test-retest reliability method was adopted to ascertain the stability of the WESQ. The results obtained were correlated to know the reliability of the instrument using Pearson Product Moments Correlation Statistics Method. A correlation coefficient of 0.69 was obtained in the process. The method for the collection of data for this research was through administering WESQ in order to gather information from the respondent. The researcher administered the WESQ and collected it on the spot. The data collected from the respondents were analysed using percentage, standard deviation and t-test. The hypotheses were tested at 0.05 level of significance.

Results

Research question: To what extent has SIWES influenced students' attitude to office technology and management practices?

Table 1: *Summary of respondents' attitude to office technology and management practices through SIWES*

S/N	Statement	SA	A	D	SD
1	The SIWES exercise enhanced my admiration for the profession.	58%(151)	16% (41)	26%(67)	-
2	I intend proceeding for higher qualification after my College graduation	57%(147)	33%(86)	5%(13)	5%(13)
3	Facilities made available at SIWES venue aid my activities.	33%(86)	50%(130)	7%(17)	10%(26)
4	I was giving orientation before the programme by the firm.	20%(54)	13%(32)	41%(106)	26%(67)
5	I was able to manage office applications	35%(91)	26%(67)	25%(65)	14%(37)

during my SIWES exercise.

Mean	41%(106)	27%(71)	21%(54)	11%(28)
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Figures from Table 1 show that, 41% and 27% of the respondents strongly agree and agree respectively that SIWES has influenced their attitude towards office technology and management practices. Conversely, 21% and 11% of the respondents disagree and strongly disagree respectively with SIWES influenced their attitude to office technology and management profession. This shows that 68%, as against 32% of the respondents are of the opinion that SIWES influenced their attitude to office technology and management profession.

Hypothesis one: Training acquired in school does not have significant effect on SIWES.

Table 2: t-test analysis for Training Acquire and SIWES

Variables	N	Mean	SD	Df	t-cal	t-tab
SIWES Experience	259	23.63	32.3	257	5.05	1.98
Training Acquired	259	8.5	5.84			

$P < 0.05$ (significant)

The result of the analysis in Table 4 revealed that t-calculated value of 5.05 resulted as the training acquired in the colleges of education as it relate to SIWES. The t-calculated value of 5.05 is greater than the t-tab value of 1.980 given 257 degree of freedom at 0.05 level of significance. As a result, the null hypothesis was rejected. It was concluded that training acquired in school relates to students work experience.

Hypothesis two: There is no significant effect of SIWES on trainees' dressing.

Table 3: t-test on SIWES Experience and Dressing

Variables	N	Mean	SD	Df	t-cal	t-tab
SIWES Experience	259	23.63	32.3	257	3.77	1.98
Students dressing	259	11.57	13.53			

$P < 0.05$ (significant)

The result of the analysis in table 5 revealed that t-calculated value of 3.77 resulted as the influence of SIWES on trainees' dressing. The t-calculated value of 3.77 is greater than the t-tab value of 1.980 given 257 degree of freedom at 0.05 level of significance. As a result, the null hypothesis was rejected. It was concluded that SIWES has significant effect on trainees' dressing.

Discussion of findings

The findings of this study revealed that to a high extent, SIWES influenced students' attitude to office technology and management practices. This finding aligns with the outcome of Olumese and Edigbonya (2016) during their evaluation of the benefits and challenges confronting SIWES in Edo and Delta State. The researchers noted that SIWES is of great benefit to students of Business Education in tertiary institutions in Edo and Delta States. Besides, Ojokuku, Emeahara and Chris-Israel

(2015) in a study of SIWES on professional development of library information science students in south-west, Nigeria, discovered that SIWES provides avenue for technical skill development. However, observation showed that students were not satisfied with the orientation exercises conducted for them before the commencement of the SIWES exercise. This observed deviation aligns with the note and caution given by Olumese and Edigbonya (2016) that proper and effective administration of SIWES will go a long way in boosting and enhancing the competencies of the workforce.

The result of hypothesis shows that training acquired in school has significant effect on SIWES activities of students. This is supported by Osinem and Nwoji (2010) who posited that SIWES can promote the much-desired technological know-how in individuals for the advancement of the nation in addition to a well-skilled and articulated human resources needed for a self-reliant economy. Findings of the study also agreed with Mafe (2010) who reiterated that SIWES exposes students to work methods and techniques in handling equipment and machinery that may not be available in their institutions, make the transition from school to the world of work easier, and enhance students' contacts for later job placement, provide students with an opportunity to apply their knowledge in real work situation thereby bridging the gap between theory and practice.

It was observed that the SIWES exercise have significant effect on the dressing of students. The findings also agree with Armstrong (2012) who stated that systematic evaluation of the individuals in an organization with regards to their dressing, performances and attitude on the job and potential for development is necessary to maintain and sustain standard of the organization. However, Akpan (2018) noted that the student significantly knew about indecent dressing, campus environment and mass media significantly contribute to indecent dressing and students perceived indecent dressing to have a significant negative implication on individuals.

Conclusion

The study observed that the SIWES programme has noteworthy impact of students attitude towards office management and technological tools used. Besides, training and instructions received in the college was found to contribute to the effectiveness of the students during their SIWES exercises. However, students' perception of dressing improved as a result of the SIWES exercise.

Recommendations

In view of findings of the study, it was recommended that dressing that conforms to the profession should be prescribed for students during their learning experiences in the College. In addition, increased collaboration between the industry and the learning institution should be promoted. This will ensure ideal synergy from the learning environment to professional practice.

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Learning management systems at National Open University of Nigeria: Experience of postgraduate students

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Abstract

This study investigated the contributions of readiness, academic uses, prospects and challenges of adopting learning management systems (LMS) to its usage (frequency and duration of use) among postgraduate students' of the National Open University of Nigeria (NOUN). The descriptive survey design was adopted. All 92 postgraduate students from Ibadan study centre in the South-west, Nigeria participated in the study. The LMS readiness, academic uses, challenges and prospects of adoption scales as well as LMS usage checklist were used for data collection. Mean, standard deviation multiple regression and Pearson product moment correlation at 0.05 level of significance were used to analyse data. The LMS readiness (2.825 ± 0.889) was high, while online learning (3.043 ± 0.751), programme administration (2.989 ± 0.950), tutorials (2.946 ± 0.785) and examination (2.946 ± 1.067) were the major activities for which LMS was used by the students. Insufficient knowledge of applications (2.880 ± 0.764), boredom of activities due to isolation (2.880 ± 1.009), restricted access to e-learning facilities (2.870 ± 0.663) and affordability of facilities (2.870 ± 0.899) were challenges of adopting LMS. The prospect of adopting LMS was good. Readiness ($\beta = 0.225$, $t = 2.11$), prospects of adopting ($\beta = 0.242$, $t = 3.90$) and academic uses ($\beta = 0.324$, $t = 3.12$) made positive significant contributions to the usage of LMS among postgraduate students at NOUN, while challenges of adopting LMS did not. NOUN should enforce the adoption of LMS and encourage students through provision of subsidised facilities.

Keywords: Learning management systems. National Open University of Nigeria. Postgraduate students' experience.

Introduction

It appears most universities in Nigeria have not taken so much advantage of the Information and Communication Technology (ICT) as the National Open University of Nigeria (NOUN). The University combined traditional learning paradigm with visual assisted tools and teaching materials in form of video and projectors (Adeola, 2013).

E-learning, being the term with close proximity to Learning Management Systems (LMS) is still at lowest ebb in Nigeria while academic institutions in developed countries adopt LMS. Thus, despite its global usage in support of teaching and learning in higher education, LMS remain unpopular in this country. It is even inconceivable that the term LMS is alien to people in academia and students as well in Nigeria. This may be a reflection of level of adoption and utilization of LMS in Nigeria higher education institutions. As a result, this study uses the two terms (LMS and E-learning) interchangeably to facilitate understanding and aid generation of relevant responses from the sampled population in the instrument used for data collection. The LMS promote learning by breaking the strong wall of dependence on time and space in acquisition of knowledge in the traditional schooling system. In other word, the technological tools have destroyed the geographical gap through virtual classrooms. Conventional campus learning, which has been our traditional system in Nigeria since the introduction of western education, remains very popular to the country. The first attempt at e-learning project in Nigeria was made by NOUN in 1983, suspended in 1985 and later resuscitated in 1999. The University administers courses through its 37 study centres, one at each state capital and the Federal Capital Territory (FCT), using the LMS tools. The convenience and flexibility of its programmes using LMS have endeared people to NOUN. Several public servants and private individuals who do not have sufficient time to engage in conventional studies made good use of the opportunity of the ODL. The NOUN programmes thrive on LMS as identified above.

However, despite the numerous advantages of LMS, some factors prevent its adoption and usage in higher education (Drent & Meelissen, 2008). Becker (2000) identified unreceptive attitudes of instructors and methods of teaching. Instructors' and students' lack of relevant ICT skills were found also (Becker, 2000; Selim, 2007; Bervell & Umar, 2017). Some student factors also include restricted access and infrastructural facilities and time constraint (Contrado, 2016).

Statement of the problem

The LMS in several countries of Africa, Nigeria inclusive, is still evolving. This is not to say that efforts had not been made to develop ICT policy to facilitate its adoption, usage and full implementation particularly in higher education institutions. In spite of several programmes by Federal Ministry of Education to re-invigorate LMS in higher education, it remains unpopular in conventional universities in Nigeria. The NOUN is the only institution with national spread in terms of Open and Distance Learning (ODL) and with the mandate to proffer solutions to surging enrolments in Nigerian universities through teaching and learning via the LMS and thereby reduce the problem of access to Higher Education (HE) to the barest minimum. Available evidence has shown that the advantages of the adoption of LMS in Sub-Sahara Africa HEIs have not been properly utilised. Most of the challenges of LMS adoption and usage identified by Bervell & Umar (2017) and Contrado (2016) are either found in Nigeria or peculiar to postgraduate students at NOUN. This study designed to investigate the postgraduate students' experience of LMS at NOUN with a view to unveiling the contributions of readiness, academic uses, prospects and challenges of adoption to the usage of the e-learning device.

Literature review

The LMS, a software application, used for delivering education curriculum, programme monitoring and reporting is also used for distributing course materials and facilitating student-student and student-teacher collaboration. Ellis (2009) also offered an instructive definition of LMS as a software application for the administration, documentation, tracking, reporting and delivery of e-learning education courses or training programs. The LMS allow facilitators effectively communicate academic matters (teaching and testing) with students. Also, the LMS enable agents and administrators to effectively render support services to students (Epignosis, 2014). The advent of LMS has created a platform which provides tools and technology for tutors and learners to transform any environment including virtual space into educational space. Thus, LMS provide a place to learn and teach without depending on the time and space boundaries (Ankita, 2013). Meanwhile, it should be noted that LMS which was performing teaching support role in higher education (HE) has become an inevitable tool to the system. In Nigeria, HE is being confronted by a mirage of challenges, among which are increasing demand and limited space. Thus, technology, particularly the ICT through the adoption of the LMS has become a veritable tool for provision of educational services (Klonoski, 2008). In other word, LMS have become a great supportive tool towards teaching and learning and administration of programmes in HEIs.

AbdoliSejzi, Aris, and Yahya (2012) pointed out the importance of LMS in connecting learning contents and learners together in a standardized manner. It manages users, learning materials (in the form of objects in Content Management System) and learning events. It manages and administers learning progress and keep track on learning performance. The LMS have demonstrated the capacity to extend teaching-learning activities beyond the classroom through online provisions, which include student-student and student-instructor connections; web-based sharing of learning and research materials as well as integration of learning with administrative activities. Through the adoption of the LMS in the education sector a workplace that is growing more wired can be prepared (Klonoski 2008).

The LMS have a wide range of provision for virtual learning. Epignosis (2014) classified and described explicitly LMS into two major learning environments namely: synchronous and asynchronous. The synchronous learning involves video-conferencing, thereby allowing participants (instructors and learners) the opportunities of having classroom interaction. The asynchronous learning is designed in such a way that both instructor and learners interact offline. It is a learning environment that enables the learner to follow an academic programme at his/her own pace. It gives a learning experience beyond the classroom (Kim & Lee, 2008). The adoption of LMS in the educational practice is a development that is capable of solving the problem of access to quality education (Sener & Stover, 2000). Interestingly, these scenarios perhaps lead to the observation made by (Basse, Umoren, Akuegwu, Udida, Ntukidem & Ekabua (2007) that the shift from the traditional (teacher directed) approach to modern (technology driven) methods should promote-learning in many developing countries including Nigeria.

The implementation, acceptance/adoption and usage of LMS in HE have been constrained by some factors. Bervell & Umar (2017) identified ICT infrastructure, usage skills and training, LMS system quality, as well as LMS use policy and

management support as challenges of implementing LMS in HE. Also, perceived expectancy, ease of use, and usefulness, as well as social influences and attitude were the challenges identified among students towards LMS adoption. On the other hand, Contrado (2016) found awareness, usability and support, atmosphere (how supportive the environment is), motivation and reinforcement, and time constraints as factors that limit or capable of hindering the usage of LMS. The numerous advantages of the LMS in the provision of access to quality education notwithstanding, teaching-learning process in HEIs in Nigeria is still more of the conventional on-campus system. The LMS are gradually being adopted into Nigeria HEIs. The Open Distance Learning (ODL) program which provides alternative means of accessing quality higher education through the adoption of the LMS has been such that the usage of the technological devise has not been realised fully in Sub-Saharan Africa, including Nigeria. However, there is a lacuna in literature pertaining the experience of the postgraduate students at NOUN.

Purpose of the study

With the adoption of LMS by the NOUN it becomes necessary to investigate the contributions of readiness, academic uses, challenges and prospects of adoption to the usage of LMS among postgraduate students of NOUN. This study investigated the experience of postgraduate students at National Open University of Nigeria on the adoption of LMS, with a view to unveiling the:

- i. Readiness of postgraduate students at NOUN to utilise LMS;
- ii. Academic uses of LMS among postgraduate students at NOUN;
- iii. Challenges of using LMS among postgraduate students at NOUN;
- iv. Prospects of using LMS among postgraduate students at NOUN;
- v. Usage of LMS among postgraduate students at NOUN;

Research questions

The following research questions were generated in proffering solutions to specific problems raised:

- i. What is the readiness of students on the adoption of LMS among postgraduate students at NOUN?
- ii. What are the major academic uses of the LMS among postgraduate students at NOUN?
- iii. What are the statuses of challenges hindering proper adoption of LMS among postgraduate students at NOUN?
- iv. What is the prospect of adopting LMS among postgraduate students at NOUN?
- v. What is weekly usage of LMS among postgraduate students at NOUN?

Hypothesis

H₀₁: Readiness, academic uses, challenges and prospects of adoption have no significant contribution to the usage (frequency and duration of use) of LMS among postgraduate students of NOUN.

Methodology

The descriptive survey design was adopted. All 92 postgraduate students from Ibadan study centre of NOUN in the South-west, Nigeria participated in the study. Instruments used for data collection were the LMS Usage (frequency and duration) Checklist, LMS Readiness (LMSR), Challenges of Adopting LMS (CALMS), Prospects of Adopting LMS (PALMS) and Academic Uses of LMS (AULMS) scales. The LMSR, CALMS, PALMS and AULMS were four-point Likert-type scales with seven, eight, nine and six items respectively. The reliability coefficients of the scales using the split-half method were: LMSR ($r = 0.87$), AULMS ($r = 0.83$), CALMS ($r = 0.88$) and PALMS ($r = 0.87$) scales were used for data collection. The instruments were administered on participants through the assistance of the centre administrator. Mean, standard deviation, multiple regression and Pearson product moment correlation at 0.05 level of significance were used to analyse data.

The weekly LMS usage (W_{ui}) for each respondent (i) was estimated as:

$$W_{ui} = N_{ui}T_{ui} \quad \dots i$$

Where N_{ui} is the number and T_{ui} the duration (Hours) of time the candidate used LMS per week.

The average weekly LMS usage (W_u) for all respondents was calculated as:

$$W_u = (\sum_i N_{ui}T_{ui})/92, \quad (i = 1, 2, 3 \dots, 92) \quad \dots ii$$

Results

Respondents were the 92 postgraduate students of the Ibadan Study Centre of NOUN, with sex distribution of 28 females and 64 males and aged (38.07 ± 2.05) years.

Research question 1: What is the readiness of students on the adoption of learning management systems among postgraduate students of NOUN?

Table 1: Learning management system readiness

Item	Strongly Disagree	Disagree	Agree	Strongly Agree	N	Mean	Stdev	Remark
I am aware of the benefits of using LMS	2	17	64	9	92	2.870	0.594	Agree
I have the opportunity to use LMS	2	22	54	14	92	2.870	0.679	Agree
I am prepared to know more about LMS facilities	11	14	29	38	92	3.022	1.021	Agree
I prefer writing examination through LMS	15	11	43	23	92	2.804	0.992	Agree
Institutional support enhances my adoption of the LMS	11	10	50	21	92	2.880	0.895	Agree
Technological environment encourages my adoption of the LMS	8	17	43	24	92	2.902	0.885	Agree

Adequacy of ICT personnel promotes my adoption of the LMS	9	17	46	20	92	2.837	0.876	Agree
Summary	59	144	292	149	644	2.825	0.889	Agree

Summary of respondents' agreement index (2.825 ± 0.889) on the items measuring LMS readiness depicted high level of readiness among postgraduate students at NOUN (Table 1).

Research question 2: What are the major academic uses of the LMS among postgraduate students at NOUN?

Online learning (3.043 ± 0.751), programme administration (2.989 ± 0.950), tutorials (2.946 ± 0.785) and examination (2.946 ± 1.067) were the major uses of LMS among postgraduate students at NOUN. Knowledge transfer (2.891 ± 1.005) and Continuous assessment tests (2.870 ± 0.991) were the least uses of LMS. Uses of the LMS were not significantly different among postgraduate students of NOUN (Table 2). The first rank of Online learning (non-interactive) event affirmed the readiness of students to adopt LMS. The second position of Programme Administration Process was an indication that the level of interaction between students and programme administrators via LMS was impressive. However, the fourth and sixth ranks of Computer based examinations and Continuous assessment tests suggested that online evaluation of students' academic progress was of less priority among course facilitators.

Table 2: Academic uses of LMS among postgraduate students at NOUN

Item: LMS is used for the following events in my programme	Rarely	Sometimes	Often	Very Often	N	Mean	Stdv	Academic Uses Rank
Online learning (non-interactive)	1	21	43	27	92	3.043	0.751	1 st
Tutorials sessions	4	19	47	22	92	2.946	0.785	3 rd
Continuous assessment tests	15	7	45	25	92	2.870	0.991	6 th
Computer based examinations	16	7	35	34	92	2.946	1.067	4 th
Knowledge transfer beyond the classroom	13	13	37	29	92	2.891	1.005	5 th
Programme administration process	9	15	36	32	92	2.989	0.950	2 nd

Research question 3: What are the statuses of challenges hindering proper adoption of LMS among postgraduate students at NOUN?

Insufficient knowledge, boredom due to isolation, restricted access to e-learning facilities and affordability of facilities were the major challenges of adopting LMS among postgraduate students at NOUN.

Table 3: Challenges of adopting LMS

Item	Very Simple	Simple	Critical	Very Critical	N	Mean	Stdev	Rank
Restricted access to e-learning facilities	1	24	53	14	92	2.870	0.663	3 rd
Low enhancement of practical skills obtainable from conventional campus mode	2	26	53	11	92	2.793	0.668	6 th
Insufficient knowledge of LMS applications	4	21	49	18	92	2.880	0.764	1 st
Boredom of LMS activities due to isolation	13	14	36	29	92	2.880	1.009	2 nd
Physiological hazards (e.g. eyestrain and sitting posture) due to frequency and duration of use	14	15	34	29	92	2.848	1.031	5 th
Epileptic power supply	10	23	37	22	92	2.772	0.934	7 th
Inadequate support personnel for LMS	7	28	40	17	92	2.728	0.848	8 th
Affordability of LMS facilities (smart-phones, bundle-time etc)	9	17	43	23	92	2.870	0.899	4 th
Summary	60	168	345	163	736	2.830	0.864	

The general rating of challenges (2.830 ± 0.864) of adopting LMS among postgraduate students at NOUN was critical. Though statistically significant differences were not observed among the severity of the challenges, insufficient knowledge of LMS applications (2.880 ± 0.764), boredom of LMS activities due to isolation (2.880 ± 1.009), restricted access to e-learning facilities (2.870 ± 0.663) and affordability of LMS facilities (2.870 ± 0.899) which tend to be more of personal challenges were more critical.

Research question 4: What is the prospect of LMS among postgraduate students at NOUN?

The prospect of adopting LMS among postgraduate students at NOUN was good. Participants agreed with all items in the measurement scale.

Table 4: Prospects of adopting LMS

Item	Strongly Disagree	Disagree	Agree	Strongly Agree	N	Mean	Stdev	Remark
LMS encourage e-literacy in the country	3	22	59	8	92	2.783	0.640	Agree
LMS help user to manage time effectively as it affects work and learning	1	24	54	13	92	2.859	0.652	Agree
LMS facilitate quick understanding of course works	4	19	46	23	92	2.957	0.793	Agree
LMS reduce access problems	14	12	36	30	92	2.891	1.026	Agree
LMS mitigate effects of shortage of course materials	14	13	36	29	92	2.870	1.024	Agree
LMS enhance benefits of distance learning	9	15	37	31	92	2.978	0.944	Agree

LMS make knowledge acquisition by students easier than traditional system	11	17	37	27	92	2.870	0.969	Agree
Students learn more than the course content through the LMS	9	15	37	31	92	2.978	0.944	Agree
Efforts should be made to adopt LMS by students, teachers and administrators	3	20	55	14	92	2.870	0.695	Agree

Source: Authors' field survey (2016)

Research question 5: What is the average weekly usage of LMS among postgraduate students at NOUN?

The average weekly usage of LMS among postgraduate students at NOUN was 15.4hours.

Hypothesis

H₀₁: Readiness, prospects and challenges of adoption have no significant contribution to the usage of LMS among postgraduate students at NOUN.

Table 5 shows that readiness ($\beta = 0.225$, $t = 2.11$), prospects of adopting ($\beta = 0.242$, $t = 3.90$) and academic uses ($\beta = 0.324$, $t = 3.12$) made positive significant contributions to the usage of LMS among postgraduate students at NOUN, while challenges of adopting LMS did not.

Table 5: Regression analysis of contributions of readiness, prospects and challenges of adoption to the usage of LMS among postgraduate students at NOUN

Variable	Unstandardised Coefficients		Standardised Coefficient	T	p-value	Remark
	B	Std. Error	Beta			
Constant	5.003	1.283		3.59	0.001	Significant
Readiness for LMS usage	.225	.102	0.296	2.11	0.037	Significant
Challenges of using LMS	-.071	.094	-0.060	-0.755	0.455	Not Significant
Prospects of using LMS	.242	.062	0.237	3.90	0.001	Significant
Academic uses of LMS	.324	.104	0.271	3.12	0.001	Significant

Dependent Variable: Usage of LMS

From Table 6: Readiness, prospects of adoption and challenges of adopting LMS had significant joint correlation with the usage of LMS among postgraduate students at NOUN ($R = 0.789$) and contributed 60.1% of variations in the dependent variable (Adjusted $R^2 = 0.601$, $F_{(3, 88)} = 46.630$).

Table 6: ANOVA of Contributions of academic uses, readiness, prospects and challenges of adoption to the usage of LMS among postgraduate students at NOUN

R = 0.789					
$R^2 = 0.623$					
Adjusted $R^2 = 0.601$					
Model	Sum of Squares	Df	Mean Square	F	Sig.

Regression	1853.836	4	463.459	46.630	.00 0
Residual	864.728	87	9.939		
Total	2718.564	91			

Discussion

The study found online learning, programme administration, tutorials and examination as major uses of LMS among postgraduate students at NOUN, corroborating Epignosis (2014) which stated that the LMS allow facilitators to effectively communicate academic matters (teaching and testing) with students and also enable agents and administrators to effectively render support services to students. The high level of LMS readiness among postgraduate students at NOUN found in this study would not pose serious challenge as it was in (Bervell & Umar, 2017). Among the major challenges of adopting LMS among postgraduate students at NOUN identified by this study, insufficient knowledge and restricted access to e-learning facilities confirmed ICT infrastructure, usage skills and training, LMS system quality in Bervell & Umar (2017) while, and affordability of facilities, boredom due to isolation, were similar to the factors identified by Contrado, (2016). Finally, readiness and prospects of adopting LMS enhanced the usage of LMS among postgraduate students at NOUN. Finally, this study affirmed the findings of Becker, (2000), Selim (2007), Bervell and Umar (2017); Drent and Meelissen (2008) on the contributions of readiness, prospects of adoption and challenges of adopting LMS to its usage among postgraduate students at NOUN.

Conclusion

Postgraduate students of NOUN were willing to adopt LMS, but their readiness was hampered mostly by personal factors which include insufficient knowledge of LMS applications, boredom of LMS activities due to isolation, restricted access to e-learning facilities and duration of use and affordability of LMS facilities. Other major challenges of adopting the LMS were irregular and unstable supply of electricity as well as low enhancement of practical skills obtainable from conventional campus mode. Online learning, programme administration, tutorials and examination were the major uses of LMS among postgraduate students at NOUN, while Knowledge transfer and continuous assessment tests were least uses of LMS. Uses of the LMS were not significantly different among postgraduate students at NOUN. The first rank of Online learning (non-interactive) event corroborated the willingness of students to adopt LMS. The second position of programme administration process was an indication that the level of interaction between students and programme administrators was impressive. However, the fourth and sixth ranks of computer based examinations and continuous assessment tests suggested that online evaluation of students' academic progress had not been properly embraced by course facilitators.

Recommendations

The following recommendations are made to improve the adoption of LMS among students at NOUN:

- i. The management of the University (NOUN) should:

- a) Enforce the adoption of LMS among lecturers, tutors/facilitators and other academic support service providers.
- b) Encourage students to adopt LMS through:
 - Cyber counselling sessions during orientation programmes.
 - Provision of subsidised facilities.
- ii. Students should strive to maximise their benefits through improved usage of LMS.

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Predictors of learning quality in the teaching and learning of fashion and fabrics

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Abstract

The paper identified teaching practices in the subject Fashion and Fabrics, and further determined the practices that predict learning quality in relation to students' performance. Fifty schools in the Manzini and Hhohho regions of Eswatini were used for the study. Ninety-eight (98) Fashion and Fabrics teachers participated in the study, for which a survey research design was adopted. The data were analysed using percentages, mean and standard deviation, ANOVA, and multiple regression methods. The results indicate that the teacher's competence, practical subject matter, practising indifferent and laissez-faire classroom management styles, using the personal model approach of teaching, and employing effective evaluation techniques, cause and improve learning quality. It is therefore recommended that the teacher training institution and the government of Eswatini work collaboratively in ensuring teacher competence in Fashion and Fabrics practical skills. Also, teachers must engage learners in a friendlier manner while conducting practical lessons.

Keywords: Learning quality. Teaching practices. Fashion. Fabrics.

Introduction

Change and innovations in curriculum are both inevitable and instrumental in shaping the teaching and learning environment that is better explained by the learning quality (Mabuza & Khoza, 2019). With unavoidable and steady changes influencing education, "educators are called to challenge current paradigms about best practices in instructional design and delivery and redefine how they are integrated into the curriculum" (Munro, 2005, p1). The term "best practices" has been considered the standard classification pervading the teaching and learning process. However, this term is not new in education circles, although scholars suggest that it originates from other disciplines. Zemelman, Daniel and Hyde (2012) found that the articulation "best practice" was initially obtained from the careers of medicine, law, and architecture, in which "best practice" is a regular expression used to portray strong, legitimate, best in class work in a field. Therefore, if a teacher is following best practice standards, he or she is aware of current research; and consistently offers clients and students the full benefits of the latest knowledge, technology, and procedures (Stronge, 2002). For teachers, best practices allude to their toolbox of classroom exercises, systems, and strategies. Such are created over long periods of sharpening their specialty and imparting skill to colleagues and students. Equipped with commendable teaching practices, educators endeavour to spur students on, and to improve the delight and adequacy of learning (Gurney, 2007). This suggests that a dialogue on best practices may help to recognise and discern the most effective teaching strategies well packaged as key themes for any professional

development conference. Educators continually engage in the exploration and experimentation with practices that lead to predicting learning quality. Standard curriculum practices may not fulfil the needs of a fluid learning condition. Munro (2005) opines that a training that is esteemed in one setting will be esteemed diversely in some other setting, in which there maybe distinctive imperatives, restrictions, and conditions. This suggests that the content students learn and the means they use when learning must change with the changing context of learning. Instructors in all disciplines of education must guarantee that learners not merely comprehend the ideas and abilities they are taught. Learners should also be able to investigate and apply such understanding to various circumstances that emerge.

Consumer Sciences is a subject that imparts knowledge and practical skills to students. Although it has traditionally been dominated by the use of demonstrations on both nutrition and needlework, education is a continually changing discipline. New research is constantly considering novel practices to improve student gains in the classroom, and to increase overall knowledge retention (Mabuza, 2014). In order for students to be successful in school and in life, teachers must constantly improve their teaching practices. Such practices must be based on new methods introduced to ensure that students are engaged, invested, and increasing their academic achievements.

Statement of the problem

Factors that affect the quality of learning include the following: the learning activities, the interaction between teacher and learner, the pedagogy or teaching method chosen, the class sizes, the classrooms conditions, the workplaces, and other availability of teaching facilities. Teachers may influence such factors to varying extents. Consumer Sciences, just like other skills-oriented subjects, places emphasis on the development of the learner's cognitive, psychomotor, and affective abilities, by imparting knowledge and practical/hands-on skills (Mantyi-Ncube, 2012). Therefore, the teacher need not be content with subject matter only. The teacher should be creative, and skilful, adequately managing and manipulating the teaching and learning environment to yield the desired learning outcomes. A 'resourceful' teacher is able to garner resources for teaching, using the available resources inventively. Highly skilled teachers, with sufficient time and appropriate resources, may develop or adapt a curriculum well suited to their students. They are, therefore, able to use the pedagogies most appropriate to their students, the curriculum, and the resources available.

According to the curriculum founder, Harold Rugg, although any curriculum must be student-centred, the teacher is the manager of all practices in the teaching and learning environment. Many teachers having the same curriculum and resources, there are certain to be different outcomes, owing to the type and use of approved practices. The Ministry of Education and Training has imposed that all Swazi students should enrol in at least two life-skills subjects in their Eswatini General Certificate of Secondary Education (SGCSE); Consumer Sciences is one of them (Gamedze, 2012). Discrepancies in schools' performances and quality of education in the SGCSE Fashion and Fabrics national examinations have been observed, irrespective of the biannual workshops held aimed to equip Consumer Sciences teachers with the necessary knowledge, skills, and approaches to this curriculum. Magagula (2010) observed the same discrepancies when comparing rural and urban schools in the

Hhohho region in their Consumer Sciences performance. This study tackles the problem of which practices are perceived by teachers as predictors of learning quality in terms of their school performance in Consumer Sciences.

Objectives of the study

The main aim of the study was to explore the best practices in the teaching and evaluation of learning outcomes of Consumer Sciences in the Hhohho and Manzini regions, Eswatini, that are predictors of learning quality. The specific objectives were to:

1. Describe the demographic characteristics of teachers in terms of gender, age, school location, type of school, educational attainment, and length of teaching experience;
2. Discuss the practices that predict learning quality of students; and,
3. Determine the differences between the perceptions of teachers on the best teaching practices.

Significance of the study

This study has the potential to be replicated, and to serve as a model for other schools, in which teachers work with similar demographics, confronting similar challenges. Findings of the study will benefit teachers, students, other researchers, and the Consumer Sciences inspectors. Teachers seek methods which foster student learning and improve academic achievement. This study will therefore assist teachers in understanding the various teaching practices favoured by themselves and their students. This study has revealed certain factors responsible for other schools' unsatisfactory performance in Consumer Sciences national examinations. It can, therefore, be used by the Consumer Sciences inspectorate to guide their workshops and in-service training. Last, the study reveals patterns in teacher practices, student-learning styles, teacher and student demographic characteristics, and student achievement. This could provide the basis for further research.

Teaching practices and student achievement

A majority of studies (Lavy, 2011; Jacob & Lefgren, 2008; McGaffrey *et al.*, 2001) consider that teaching practices do not examine certain teaching practices: rather, they analyse the relationship between a teacher's evaluation score on a standard-based teacher evaluation system, and student achievement. Jacob and Lefgren (2008) investigated the connection between the school principal's assessment of a teacher and the real accomplishment gain learners have on the grounds that they are instructed by this teacher. The various assessment plans measure a piece of instructor quality. In investigating the connection between an assessment score and student achievement, it is unclear which part of the evaluated practices is (most) important for the student outcome (Blazar & Kraft, 2017).

Lavy (2011), estimated experimentally the connection between classroom teaching practices and learners' accomplishments. Lavy (2011) found solid proof that two vital teaching practices cause learners' accomplishment development. Specifically, classroom teaching that approves learners' insertion of information and perception

had a solid and constructive outcome on test scores. Such referred particularly to young ladies and students from poor financial backgrounds. Second, the utilization of classroom procedures that invest learners with diagnostic and basic skills has an excellent result, particularly among students from educated families. This finding likewise emerges in various other studies that view the effect of different classifications of practices on learners' accomplishment (Schwerdt & Wuppermann, 2011). Additionally, McGaffrey *et al.* (2001) analysed data to decide whether learners have higher test scores in maths if their instructor utilises techniques in accordance with a teaching reform advanced by the National Science Foundation. Once more, educational and intuitive techniques or change-based and conventional practices are estimated using a collected dimension incorporating different teaching practices. The authors estimate an effect of a teaching style but not of a single teaching practice.

Only three studies have analysed the impact of single teaching practices. Matsumura, Slater, Junker, Peterson, Boston, Steele and Resnick (2006) observe the effect that the standard of assignments has on student accomplishment. In employing a stratified linear modelling, the author found that additional intellectually difficult assignments were associated with higher gains in test scores. Wenglinsky (2001) analysed the impact of various teaching practices on student test scores in maths and science. He found that the use of hands-on learning activities such as solving real-world problems and working with objects, an emphasis on thinking skills, and frequent traditional testing of students, but also, more individualised assessment through projects and portfolios, were positively related to students' test scores, considering student background and prior performance. Bonesrønning (2004) analysed different facet of student assessment of whether grading practices affect student accomplishment. The findings of this study provide proof that simple grading deteriorates student achievement. This, therefore, suggests that educators need to employ several assessment practices if teacher effectiveness is desired.

Wenglinsky (2001) also tried to fill the gap within the literature by mistreating the link between student tutorial action and teacher room practices. These were further alternative aspects of teaching, such as the skilled development academics receive in support of their classroom practices. Also included were many traditional teacher background characteristics, named here as "teacher inputs." The author found that classroom practices indeed have a marked impact on student action and performance. This impact is at least as strong as that of student background. The author emphasised that schools indeed matter, owing to the overwhelming influence of the classroom practices of their teachers.

Research design

This study utilised a quantitative approach, employing the quantitative data garnered from a closed-ended survey questionnaire. Quantitative approaches to data analysis are of great value to the researcher who is attempting to draw meaningful results from a large body of qualitative data. The main beneficial aspect is that it provides the means to separate out the large number of confounding factors that often obscure the main qualitative findings. Quantitative analytical approaches also allow the reporting of summary results in numerical terms to be given with a specified degree of confidence. The researcher purposes to use extreme care when working with the data to be collected to ensure the confidentiality of all participants. The study utilised a correlational approach to the study variables, these being teacher

practices. Although correlational analysis is limited in its ability to identify patterns of cause and effect (Ary, Jacobs, Razavieh, Sorensen, 2006), it is appropriate for examining the theorised hypotheses of the study, which focus on describing relationships between variables (content knowledge, teaching styles, classroom-management styles, student performance and the various demographic characteristics such as gender, type of school, and school location).

Population and sampling procedure

This study relied on respondents who were teachers. The teacher-respondent population for the study comprised the 98 Consumer Sciences teachers in the Manzini and Hhohho regions. The teachers' names were acquired from the senior Consumer Sciences inspector and the president of the Eswatini Consumer Sciences association (SHEA). The teachers were selected randomly.

Instrumentation

A structured questionnaire was developed using information from literature and consisting of five sections. All Likert scales used were adopted from scales by Vagias (2006). Section A comprised teachers' demographic characteristics i.e., age, gender, school location, type of school, and age, gender, school location, educational attainment, and length of teaching experience. Section B contained competency statements on teachers in handling both theory and practical lessons. Items in this section were lifted from the SGCSE Fashion and Fabrics syllabus. For sections C and D, a six-point Likert scale was established using the information obtained from literature. The six-point Likert scales were used by teachers in rating their level of agreement with the statements in the questionnaire. Teachers were required to mark with a cross the response that best suited their views, using in a six-point scale. Section C elicited preferred teaching styles. Items for this section were lifted from the Teaching Styles Inventory by Grasha-Reichmann. Section D contained classroom-management styles. Section E contained evaluation of learning-outcome practices used by the teachers. A five-point frequency scale was used to measure the frequency with which teachers apply such practices. To establish reliability of the instrument, a pre-testing was conducted with 20 Consumer Sciences teachers in the Shiselweni region. The Cronbach's Alpha method was used to establish the internal consistency coefficient (r). Reliability was calculated to 0.89, 0.72, 0.81 and 0.82 for content knowledge, teaching styles, classroom-management styles, and evaluation techniques, respectively.

Data-gathering procedure

The questionnaire was published online using SurveyGold version 8. The teachers were notified of the questionnaire and given a web link through the teachers' Facebook profiles. The questionnaire was also posted on the Consumer Science Teachers' Facebook group account, along with a connotation explaining the nature of the study and the importance of the response; and requesting their participation. The online survey has been a faster way of collecting data from the respondents compared with other survey methods such as the paper-and-pencil method and personal interviews. Digital questionnaires give the best sense of anonymity and privacy. This study allowed respondents the benefit of maintaining their anonymity,

thus putting respondents at ease, and encouraging them to answer truthfully. Follow-ups were made using a reminder five days after the questionnaire had been published. Follow-ups were made to reduce non-response error.

Statistical treatment of data

Analyses of the data were executed using the Statistical Package for Social Sciences (SPSS) version 20 for Windows. Data were classified, tabulated, and analysed according to the objectives of the study.

1. Demographic data describing the respondents were analysed by using descriptive statistics. Frequencies, means, standard deviations, and percentages were used to analyse the data related to section A on the demographic characteristics of teachers.
2. ANOVA was utilised to determine whether there were differences in the practices regarding teachers' various demographic characteristics.
3. Multiple regression was employed to determine whether practices were predictors of learning quality.

Ethical considerations

In educational research, the assurance of dignity, rights, safety, and welfare of participants must be the principal concern. According to Opie and Sikes (2004, p. 25), "any research that involves people has the potential to cause (usually unintentional) damage". Respondents were assured that participation in this research was voluntary, and that decisions on participation in this study were made from an informed position. Consent was therefore sought from the educators. Furthermore, assurance of confidentiality of all information on participants was maintained by not attaching names and identifiers of subjects to the data. Lastly, permission to conduct the study was sought from the Director of Education.

Findings

Predictors of learning quality

Are the teaching practices (content knowledge competences, teaching styles, classroom-management styles and evaluation techniques) predictors of quality of learning? Multiple regression was performed to find out whether teachers' competence (theoretical and practical subject matter), practices on various teaching styles (delegator, facilitator, personal model, formal authority, and an expert), practices on classroom management (authoritarian, authoritative, laissez-faire and indifferent), and evaluation techniques are predictors of learning quality. Results reflected in Table 1 implied that the overall regression model was significant, $F(12,146) = 7.574$, $p < 0.001$, $R^2 = 0.355 = 35.5\%$ measure of effect. This means that only 35.5% of variation in the learning quality (2012 Fashion and Fabrics IGCSE exam) is explained by teacher's competence (theoretical and practical subject matter), practices on differing teaching styles (delegator, facilitator, personal model, formal authority, and expert), practices on classroom management (authoritarian, authoritative, laissez-faire and indifferent), and evaluation techniques.

Specifically, teacher's competence on practical subject matter was a positive predictor of learning quality $t(146) = 2.86$, $\beta = 5.42$. This finding means that the more competent the teacher is in imparting practical skills to students, the higher the grades students obtain. This observation concurs with the findings of Maina (2009) that teachers' competence in practical skills improves the overall student achievement. The Ministry of Education and Training, through the inspectorate, must therefore ensure teacher competence if learning quality be desired. Lessez-faire classroom-management practices were also a positive predictor of learning quality $t(146) = 2.52$, $\beta = 2.59$. Therefore, the more that laissez-faire management is practised, the higher the grades students obtain.

This discovery, however, contradicts most scholars' findings, that laissez-faire management leads to negative student performance. For example, (Asmat, 2019; Adeyemi & Bolarinwa, 2013; Isundwa, 2015) associate laissez-faire methods with absenteeism, and poor return rate of school work, adversely affecting performance. Notably though, most scholars compared student performance and principals' laissez-faire leadership styles, not in the class as a classroom management style. No researcher has investigated the effect of this style in the teaching and learning of Consumer Sciences and/or Fashion and Fabrics.

This therefore implies that, for effective teaching of Fashion and Fabrics practical skills, the teacher must be open to the learners, and socialise horizontally with them. On the other hand, indifferent classroom-management style was a negative predictor of learning quality $t(146) = -2.64$, $\beta = -2.58$. Other scholars in education and psychology agree that this management style lowers motivation on the students' part, thus adversely affecting the learning quality. Lastly, evaluation techniques were a positive predictor of learning quality $t(146) = 2.02$, $\beta = 3.78$. This means that the more often good evaluation techniques are implemented, the higher the chance of obtaining good grades in Fashion and Fabrics. Olinia and Sullivan (2002) also assert that frequent student evaluation on acquisition of practical skills enhances student performance.

Table 1: Regression analyses of predictors of learning quality

Best Practices		β	$t(146)$	p
Content Knowledge	Theory Content Knowledge	2.66	1.51	0.132
	Practical Content Knowledge	5.41	2.86	0.005**
Teaching Styles	Delegator	-0.91	-0.97	0.33
	Facilitator	2.33	1.72	0.087
	Personal Model	-0.17	-0.11	0.909
	Formal Authority	-2.94	-2.04	0.042*
	Expert	-1.73	-1.45	0.147
Classroom Management Styles	Authoritarian	1.61	1.49	0.136
	Authoritative	-2.13	-1.70	0.09
	Laissez-faire	2.59	2.51	0.013*
	Indifferent	-2.58	-2.64	0.009**
Evaluation Techniques	Evaluation Techniques	3.782	2.015	0.046*

** Significant at 0.01

* Significant at 0.05

On the other hand, formal authority and indifferent classroom management practices were negative predictors of learning quality. The findings indicate that the more intensely these two styles were used, the lower the grades or learning quality. Both formal authority and indifferent management had a negative effect on the learning quality. This implies that teachers should augment their practical skills, evaluate learning according to goals, and give in to a more laissez-faire classroom environment, so that their students may excel.

Differences in the teaching practices regarding type of school

ANOVA was performed to compare practices of teachers from different types of schools, namely, government schools, community schools, and mission schools. Results shown in Table 2 indicate that teachers differed significantly on their competence on practical content knowledge, practices as personal models, and expert teachers, and classroom management practices as indifferent. Specifically, there was a significant difference between teachers' competence on practical content $F(2, 95) = 3.89, p < 0.05$, at the various schools, indicating that teachers from mission schools were more competent in practical subject matter. Post hoc analysis using Bonferonni-adjusted significance showed that teachers from mission schools did not significantly differ from those at government schools. On the other hand, they both differed significantly from those in community schools.

Findings also showed that there was a significant difference in teachers as personal models $F(2, 95) = 4.34, p < 0.05$ indicated that mission and government school teachers differed significantly from community school teachers regarding their practices as personal models. The same difference was observed in teachers as experts $F(2, 95) = 6.34, p < 0.05$. Post hoc analysis using Bonferonni-adjusted significance showed that teachers from mission and government schools were more expert at teaching than were community school teachers. Lastly, there was a significant difference between teachers' classroom-management practices, specifically pertaining to indifferent management style $F(2, 95) = 4.53, p < 0.05$, indicating that teachers from government schools were more indifferent. Post hoc analysis using Bonferonni-adjusted significance showed that teachers from government schools did not greatly differ from those in community schools. On the other hand, they both differed significantly from those in mission schools. Mabuza (2014) and Nyoni (2017) also confirm that in Eswatini, government and mission schools differ in practice compared with community schools. At community schools there are most likely to be indifferent managers, using the personal model, and thus teacher competence is affected.

Table 2: Differences in the teaching practices regarding type of school

		Government		Community		Mission		F _{1,155}	p
Best Practices		M	SD	M	SD	M	SD		
Content Knowledge	Theory	4.51	0.56	4.27	0.91	4.45	0.75	0.94	0.39
	Content Practical	4.21 _a	0.61	3.81 _b	0.85	4.24 _a	0.62	3.89	0.02*

	Content								
Teaching Styles	Delegator	3.31	0.75	3.44	0.75	3.30	0.92	0.38	0.68
	Facilitator	4.10	1.01	4.19	0.75	4.21	0.65	0.17	0.84
	Personal Model	4.90 _a	0.62	4.63 _b	0.52	5.07 _a	0.62	4.34	0.01*
	Formal Authority	4.77	0.63	4.72	0.62	4.86	0.89	0.26	0.77
	Expert	5.14 _a	0.61	4.60 _b	0.82	5.09 _a	0.64	6.34	0.00**
Classroom-management Styles	Authoritarian	3.99	0.94	3.85	0.84	3.64	0.78	0.99	0.37
	Authoritative	4.65	0.56	4.48	0.75	4.74	0.43	1.28	0.28
	Laissez-faire	3.10	0.90	3.22	0.80	2.96	0.76	0.71	0.49
	Indifferent	2.77 _a	0.96	2.72 _a	0.94	2.03 _b	0.86	4.53	0.01*
Evaluation Techniques	Evaluation Techniques	4.10	0.65	3.93	0.54	4.10	0.54	1.01	0.36

** Significant at 0.01

* Significant at 0.05

Differences in the teaching practices regarding teacher's age

ANOVA was performed to compare practices of teachers according to their age levels. Results in Table 3 show that teachers of different ages differed on competence of theoretical and practical content and classroom management practices. Specifically, there were significant differences in teachers' content knowledge at 0.5 level of significance $F(1, 96) = 7.04$ $p < 0.05$ for theoretical content.

Table 3: Differences in the teaching practices regarding teacher's age

		Young		Old		F(1,156)	p
Best Practices		M	SD	M	SD		
Content Knowledge	Theoretical Content	4.2	0.84	4.61	0.63	7.04	0.01*
	Practical Content	3.91	0.78	4.18	0.7	3.32	0.07
Teaching Styles	Delegator	3.27	0.82	3.49	0.73	1.95	0.17
	Facilitator	4.25	0.82	4.06	0.83	1.42	0.24
	Personal Model	4.75	0.59	4.88	0.6	1.11	0.29
	Formal Authority	4.69	0.62	4.86	0.74	1.49	0.23
	Expert	4.96	0.62	4.79	0.9	1.33	0.25
Classroom-management Styles	Authoritarian	3.71	0.81	4.04	0.91	3.66	0.06
	Authoritative	4.72	0.62	4.43	0.63	5.21	0.03*
	Laissez-faire	3.25	0.77	2.98	0.86	2.6	0.11
	Indifferent	2.71	1.14	2.48	0.7	1.39	0.24
Evaluation Techniques	Evaluation Techniques	4.01	0.59	4.05	0.59	0.13	0.72

** Significant at 0.01

* Significant at 0.05

The findings indicate that the older the teacher, the more competent she/he becomes. Also, there was a significant difference ($p < 0.05$) on teachers being authoritative $F(1, 96) = 5.21$, $p < 0.05$, indicating that the younger the teacher the

more authoritative she was. This finding concurs with Cakır (2015), who also discovered that young teachers are more authoritative compared with their seasoned counterparts.

Differences in the Teaching Practices Regarding Educational Attainment

ANOVA was performed to compare practices of teachers according to their educational attainment. Results in Table 4 show that there were significant differences on the teaching styles practised by teachers of different educational attainment levels, specifically personal model $F(2, 95) = 6.044$, $p < 0.01$; formal authority $F(2, 95) = 3.517$, $p < 0.05$ and expert $F(2, 95) = 7.036$, $p < 0.01$ teaching styles. The findings indicated that Masters' degree holders practised these styles more often.

Table 4: Differences in the teaching practices regarding educational attainment

		Diploma		Bachelor		Master's		F (1,155)	p
		M	SD	M	SD	M	SD		
Best Practices									
Content Knowledge	Theory Content	4.22	0.68	4.40	0.78	4.63	1.00	0.55	0.57
	Practical Content	3.66	0.68	4.07	0.73	4.44	1.17	2.33	0.10
Teaching Styles	Delegator	3.56	1.03	3.34	0.73	3.35	1.02	0.41	0.66
	Facilitator	3.71	0.86	4.20	0.80	4.70	0.87	3.07	0.05
	Personal Model	4.45 _c	0.81	4.78 _b	0.53	5.65 _a	0.49	6.04	0.00**
	Formal Authority	4.38 _c	0.76	4.79 _b	0.62	5.25 _a	0.98	3.51	0.03*
	Expert	4.17 _c	1.28	4.97 _b	0.57	5.20 _a	1.07	7.03	0.00**
Classroom-management Styles	Authoritarian	3.73	0.94	3.84	0.87	4.45	0.27	1.32	0.27
	Authoritative	4.15	0.64	4.64	0.61	4.80	0.76	3.65	0.05
	Laissez-faire	3.00	0.80	3.17	0.83	2.80	0.76	0.62	0.53
	Indifferent	2.46	0.82	2.60	1.00	3.05	0.62	0.66	0.51
Evaluation Techniques	Evaluation Techniques	3.86	0.57	4.05	0.59	4.01	0.49	0.56	0.57

** Significant at 0.01

* Significant at 0.05

Post hoc analysis using Bonferonni-adjusted significance showed that Masters' degree holders significantly practised more favourably than Bachelor degree holders, who in turn significantly practised more favourably than the diploma holders in all three teaching styles. Akbari, Kiany, Naeeni and Allvar (2008) correlated teachers' teaching styles, sense of efficacy, and reflectivity of students' achievement outcomes. They also discovered that more qualified teachers practise more of the styles; and their performance was greatly improved.

Conclusion

Best teacher practices range from the planning of teaching through teaching approaches/strategies/styles to evaluation and feedback/reporting; thus they cannot all be observed in one study. In order to deal with manageable data and detailed analysis to determine the practices that predict learning quality, this study focused on four dimensions: content knowledge competencies, classroom-management styles, teaching styles, and evaluation of learning outcomes. It may be concluded that teachers' competence on practical subject matter, practising indifferent and laissez-faire classroom management styles, using a personal model approach to teaching, and employing effective evaluation techniques cause and improve learning quality. It is therefore recommended that the teacher training institution and the government of Eswatini work collaboratively in ensuring teacher competence in Fashion and Fabrics practical skills. Also, while Dlamini and Mantyi-Ncube (2014) observed that Fashion and Fabrics teachers are somewhat harsh and always remonstrating loudly with students, this study confirms that if teachers can be a little laissez-faire, the learning quality in this subject can be improved. It is therefore recommended that teachers engage learners in a friendlier manner while conducting practical lessons.

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