School Location as Determinant of Teachers' Job Performance in Private and Public Secondary Schools within Ibadan Metropolis, Oyo State, Nigeria

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Abstract
School location as determinant of teachers' job performance in Ibadan Metropolis, Oyo State, Nigeria, was investigated in this study. Descriptive survey research design was used and it was questionnaire based. The population of the study comprised public and private secondary school teachers in Ibadan Metropolis, Oyo State of Nigeria. Multi-stage, cluster, purposive and simple random sampling techniques were used to select 1,320 teachers (male and female) from the selected public and private secondary schools for the study. Two research questions were raised and two hypotheses were formulated. The data collected for the study were analyzed using descriptive analysis, simple regression analysis and t-test. All the hypotheses were tested at 5% level of significance. Among others, the findings revealed that school location has no significant relationship with teachers' job performance in Ibadan Metropolis, Oyo State, Nigeria. As a result of the findings, it was recommended that Government and private school proprietors should always ensure that school sites are favorably located.

Keywords: School Location, Teachers' Job Performance, Private and Public Secondary Schools

Word count: 160

Introduction

The place where school is located can determine to a greater extent the level of teachers' performance: as schools located in quiet and serene environments can boost teachers' performance as well as increase their productivity. Ajayi & Akinsanya, 2016 buttressed this by saying that the place where school is located can affect achievement either positively or negatively because the location is linked with retention or provision of necessary school facilities. So also, bad location such as noisy and polluted surroundings may make the teachers exhibit low performance on the job as polluted surroundings may be hazardous and detrimental to their health. As a result of this, teachers are much concerned with the surroundings where their schools are located. Njiru, 2014 pointed out that workers are concerned with their work environment for their personal comfort as well as for facilitating efficiency at work.

Location could be termed the settlement in which schools are located which may be main city (urban) or less city (rural). Arop and Owan, 2018 asserted that school location refers to where a school is situated or sited; it can be located in a rural location (less city) or urban location (main city). Ezike (1997 cited in Ajayi & Akinsanya, 2016 asserted that the school location is seen in terms of main city (urban) and less city (rural). Main cities refers to a settlement where development and growth are high and active with; large population, having social amenities like, commercial buildings, tarred roads, bridges, railways, banks, industries, post office, cinema houses, recreational facilities and better standard of living. On the other hand, less cities are sparsely populated, settlers live in natural environment, having agriculture (farming and animal rearing) as their major occupation and people living in less cities enjoy quiet and relaxed environment. Schools located within main cities are expected to have more industries and activities than schools located within less cities. So also, teachers and students of schools located in industrial areas are more likely to be

experiencing pollutions (water, air and noise) which may be detrimental to their health (as exposure to noise can lead to adverse health effects like stress, ear loss, unhappiness and high blood pressure), academic performance of students as well as teachers' job performance. For example, some schools are located within market areas, church or mosque areas and industrial areas. Such schools are prone to noise pollution while those located close to industrial areas are also prone to noise pollution, water pollution as well as air pollution. Zulkepli & Hazel, 2020 buttressed this by saying that many schools are located near busy places such as city, shop and residential area. This occurs because of limited places to build a school or the rapid development surrounding the schools.

Schools located in serene areas are likely to provide more conducive learning environment, which may in turn boost teachers' job performance and as well increase their productivity. In other words, teachers are likely to performed better in quiet environment than in noisy environment. For example, the performance of teachers that have their schools located within Government reserved areas (GRA) may be higher than teachers who have their schools located in industrial areas and market places. Zulkepli & Hazel, 2020 corroborated this when he said that schools must be located in a quiet environment as noise pollution in school environment disturbs the activities in school such as study, discussion and teaching session. The negative effect of noisy environment to teachers can cause them to shout on top of their voices which can make their voice to crack thereby causing discomfort and health challenge to them.

Teachers' job performance can be defined as the skill, knowledge and competence with which a person executes the duties and responsibilities associated with job description (Dike & Eric, 2019). It is the way and manner with which teachers' exhibit their competence and professional skills to accomplish the tasks related to their job description: prepare lesson notes,

manage classrooms, interpret curriculum, students' disciplining, guiding and counseling students, conducting tests and examinations and marking scripts. There is no gaining saying that enabling environment like good school location will significantly influence teachers' performance positively while unfriendly atmosphere can jeopardize their performance. In other words, schools located in serene and comfortable environment are significant when we talk of teachers' performance, as this may make teachers happier and boost their performance while poorly located schools may lead to health impediment for teachers and student alike, disrupting teaching-learning activities and can infringe on teachers' performance. Consequently, efforts must be geared by educational stakeholders towards locating school sites in friendly and welcoming environment as there is a significant relationship between school location and teachers' job performance (Konstantopoulos, 2006; Nsa, Offiong, Udo, & Ikot, 2014).

2. Statement of the Problem

Teachers all over the world are expected by their employers and educational stakeholders to carry out their duties in such a way that appreciable performance will be enhanced: secondary schools in Ibadan Metropolis are not excluded. For them to be able to perform or discharge their duties effectively, the location of the schools where they work has to be conducive. But it is disheartened that the sites where some schools are located are hazardous and harmful for healthy living thereby exposing teachers working in these schools to serious health risk. Some schools are located very close to industrial areas, churches and mosques while some are located close to markets areas. Unfavorable location of schools may result into; interference (noise pollution, air pollution and water pollution) of effective teaching and learning activities, serious challenge to teachers' health (noise pollution, air pollution and water

pollution) thereby infringing on - teachers' wellness and personal comfort. Unfavorable location of schools can jeopardize productivity as well as job performance and most importantly, achieving educational aims and objectives may be difficult.

Many researchers have worked on school location and teachers' performance (Darma, 2017; Emu & Nwannunu, 2019) but have not been specific in respects of the exact location of the schools like whether the schools are located beside church, mosque, market place, industrial areas among others. This is the gap this research work has filled. In view of this, this study investigated school location as determinant of teachers' job performance in both public and private secondary schools in Ibadan Metropolis. Ibadan Metropolis in this study comprises of all the 11 local government areas in Ibadan land.

3. Research Questions

1) What is the distribution of schools in Ibadan Metropolis based on their location?
2) What is the level of teachers' job performance in public and private and secondary schools in Ibadan Metropolis?

4. Hypotheses

1) There will be no significant relationship between school location and teachers' job performance in Ibadan Metropolis.
2) There will be no significant gender difference in teachers' job performance in secondary schools in Ibadan Metropolis.

5. Methodology

A descriptive survey research design was adopted in the study. The population of this study comprised all the public (335) and private (478) secondary schools of Ibadan (comprising of 11 local government areas) in Oyo State, Nigeria.

Multi-stage, cluster, purposive and simple random sampling techniques were used for selecting the samples (respondents). By the time this research study was carried out, there were total of 813 public and private secondary schools (335 and 478 respectively) in the 11 local government areas in Ibadan Metropolis, Oyo State of Nigeria. These schools are clustered into main and less cities. At the first stage, 6 public and 6 private schools were randomly selected from each local government area in both main and less cities respectively making total number of 132 (16%) schools. Second stage, from 132 schools selected, 10 teachers were purposively and randomly selected from each school making a total sample of 1320 teachers.

The research instrument used in this study is divided into 3 sections: A, B and C. Section A had to do with respondents' bio-data. Section B had items that interrogated the research questions. Section C had items that measured the postulated hypotheses on all the variables used. Items were structured using four Likert rating scale (Very Often = 4, Often = 3, sometimes = 2 and Rarely = 1.

A pilot study was carried out to validate the instrument and the reliability of the instrument was tested using the test-retest method to establish the stability principle and the coefficient at 0.763. The data collected were subjected to statistical test and analysis using descriptive statistics (percentage, mean and standard deviation for respondents bio-data and research questions) while simple regression analysis was used to answer hypothesis one and t-test for hypothesis two at 5% level of significance.

6. Results

Research question 1: What is the distribution of schools in Ibadan Metropolis based on their location?

Table 1a: Distribution of Schools in Ibadan Metropolis based on Location

Item	SA	A	D	SD	No Res.	Mean	Std. D
My school is located in a noisy environment	89 7.5%	240 20.2%	412 34.6%	398 33.4%	51 4.3%	2.02	0.934
Because my school is located in an industrial area, I experience environmental pollution	45 3.8%	233 19.6%	329 27.6%	312 26.2%	271 22.8%	2.04	1.305
My school is located in a quite environment	326 27.4%	437 36.7%	152 12.8%	219 18.4%	56 4.7%	2.77	1.068
The location of my school provides conducive learning environment	294 24.7%	563 47.3%	173 14.5%	97 8.2%	63 5.3%	2.94	0.869
My school is located in an unsafe area and this does not give me personal comfort	105 8.8%	257 21.6%	430 36.1%	353 29.7%	45 3.8%	2.10	0.944
The security of my school is adequate	234 19.7%	607 51.0%	208 17.5%	98 8.2%	43 3.6%	2.85	0.840

Weighted Mean = 2.45

Source: Fieldwork, 2019

Table 1b: Distribution of Schools in Ibadan Metropolis based on Location

Item	Beside Church/ Mosque	Beside Market Place	Beside Industrial Area	Beside Airport/ Railway	No Response	Mean	S.D
Reason school is considered a noisy environment	219 (18.4%)	90 (7.6%)	190 (16.0%)	103 (8.7%)	588 (49.4%)	2.29	1.131
Item	**Water Pollution**	**Air Pollution**	**Noise Pollution**	**Others**	**No Response**	**Mean**	**S.D**
Type of pollution in the area where schools are located	86 (7.2%)	168 (14.1%)	222 (18.7%)	362 (30.4%)	352 (29.6%)	3.08	1.593
Item	**Within Residential Area**	**Within GRA**	**In Isolated Area**	**Others**	**No Response**	**Mean**	**S.D**
Reason school location is considered a quiet environment	513 (43.2%)	236 (19.8%)	192 (16.1%)	141 (11.8%)	108 (9.1%)	1.98	1.227

Source: Fieldwork, 2019

Tables 1a and 1b present answers to research question 1 on the distribution of schools in Ibadan Metropolis based on their location. From Table 1a, the respondents agreed with the following statement: My school is located in a quite environment (mean = 2.77); the location of my school provides conducive learning environment (mean = 2.94); the security of my school is adequate (mean = 2.85). On the other hand, the respondents disagreed with the following statements: My school is located in a noisy environment (mean = 2.02); because my school is located in an industrial area, I experience environmental pollution (mean = 2.04); my school is located in an unsafe area and this does not give me personal comfort (mean = 2.10). The implication of the finding is that most of the schools in Ibadan Metropolis are located in quiet environments and the locations of schools provide conducive learning environment. Also, there is no security challenge in most of the secondary schools in Ibadan Metropolis.

Research question 2: What is the level of teachers' job performance in public and private secondary schools in Ibadan Metropolis?

Table 2: Level of Teachers' Job Performance in Public and Private Secondary Schools in Ibadan Metropolis

Item	Very Often	Often	Some-time	Rarely	No Res.	Mean	Std. D
My performance can still be effective even if my school is located in an industrial environment.	301 25.1%	281 23.6%	466 39.2%	123 10.3%	19 1.6%	2.65	0.976
Working in a serene environment can enhances my performance	661 55.5%	287 24.1%	211 17.7%	12 1.0%	19 1.6%	3.36	1.809
My performance can be low when distracted with noise pollution	361 30.3%	309 26.0%	364 30.6%	109 9.2%	47 3.9%	2.81	1.990
I am always happy that I work in a quiet atmosphere and this boosts my performance	451 37.9%	356 29.9%	297 25.0%	64 5.4%	22 1.8%	3.02	0.927
Schools located close to airport/railway can bring about stress and poor performance	418 35.1%	342 28.7%	274 23.0%	132 11.1%	24 2.0%	2.90	1.018
Air polluted environment can affect my performance negatively	400 33.6%	350 29.4%	272 22.9%	139 11.7%	29 2.4%	2.87	1.021
My school is located in a noisy environment and this hinders my performance	104 8.7%	121 10.2%	253 21.3%	682 57.3%	30 2.5%	1.70	1.016
My performance can be very low if my school is located beside markets	395 33.2%	128 10.8%	405 34.0%	229 19.2%	33 2.8%	2.60	1.160
Weighted Mean = 2.73							

Source: Fieldwork, 2019

Note: Mean ranges form

0 – 1.49 = Very Low
1.50 – 2.49 = Low
2.50 – 3.49 = High
3.50 – 4.0 = Very High

Research question 2 was raised on the level of teachers' job performance in public and private secondary schools in Ibadan Metropolis. The table shows that the respondents agreed with the following: my performance can still be effective even if my school is located in an industrial environment. (mean = 2.65); Working in a serene environment can enhances my performance (mean = 3.36); My performance can be low when distracted with noise pollution (mean = 2.81); I am always happy that I work in a quiet atmosphere and this boosts my performance (mean = 3.02); Schools located close to airport/railway can bring about stress and poor performance (mean = 2.90); Air polluted environment can affect my performance negatively (mean = 2.87); My performance can be very low if my school is located beside markets (mean = 2.60). My school is located in a noisy environment and this hinders my performance (mean = 1.70). The weighted mean is 2.73, an implication that the job performance of teachers in public and private secondary schools in Ibadan Metropolis is high.

H_{01}: There will be no significant relationship between school location and teachers' job performance in Ibadan Metropolis

Table 3: Relationship between School Location and Teachers' Job Performance in Secondary Schools in Ibadan Metropolis

Variable	N	Mean	Std. Dev.	R	P value	Remarks
School Location	1190	15.0882	5.26951	0.011	0.724	Not Sig.
Teachers' Job Performance	1190	30.3531	4.62734			

Result of hypothesis formulated on relationship between school location and teachers' job performance is presented in Table 3. The result revealed that there was no significant relationship between school location and teachers' job performance (r =

0.011; P > 0.05), the hypothesis is therefore accepted at 0.05 level of significance. This implies that school location has no significant relationship with secondary school teachers' job performance in Ibadan Metropolis. Mean values of school location and teachers' job performance were given as 15.0882 and 30.3531 respectively while standard deviation values of the two variables are 5.26951 and 4.62734.

H_{02}: There will be no significant gender difference in teachers' job performance in secondary schools in Ibadan Metropolis

Table 4: Summary of T-Test Table Showing Gender Difference in Teachers' Job Performance in Secondary Schools in Ibadan Metropolis

Variable	N	Mean	SD	T	Df	Sig	Rmk
Teacher Gender: Male Female	481 620	22.160 21.640 21.858	3.35058 3.37883 3.37339	2.541	1099	0.291	Not Sig.
Teachers' Job Performance	1101						

Not Significant at 0.05 level of significance

The result of hypothesis formulated on gender difference in teachers' job performance is presented in t-test table in Table 4. The table revealed that there is no significant difference in the job performance of male and female teachers in public and private secondary schools in Ibadan Metropolis (t = 2.541; df = 1099; P > 0.05), then, the hypothesis is accepted at 0.05 level of significance. This implies that there is no significant difference in the job performance of male and female teachers. The mean values for male and female teachers in the table are given as 22.160 and 21.640 respectively while the standard deviation values of male and female teachers are 3.35058 and 3.37883 respectively.

7. Discussion of Findings

Research question one was raised to examine the distribution of schools in Ibadan Metropolis based on their location. Result from Tables 1a and 1b show that most of the schools in Ibadan Metropolis are located in quiet environments and the location of schools provide conducive learning environment (weighted mean of 2.45). Also, there is no security challenge in most of the secondary schools in all the 11 local government area in Ibadan Metropolis. Thus, location of schools in Ibadan Metropolis, did not have noise problem and did not have any negative influence on teachers' performance. These findings agree with the opinion of Zulkepli & Hazel, 2020 that some schools in residential area did have noise problem.

Research question two was formulated to examine the level of teachers' job performance in public and private secondary schools in Ibadan Metropolis. Result from Tables 2 show the weighted mean as 2.73, an implication that the job performance of teachers in public and private secondary schools in Ibadan Metropolis is high. The findings corroborated the view of Chandrasekar, 2011 that workplace environment affects teachers' morale, productivity and job performance both positively and negatively. When locational variables are conducive, teachers' job performance tends to increase and they tend to record high performance. As shown in the result of this study, schools in Ibadan Metropolis are located in quiet environments and the location of schools provide conducive learning environment and this is why study revealed that teacher' job performance was high.

Hypothesis one was carried out to find the significant relationship between school location and teachers' job performance in Ibadan Metropolis. Result revealed that there was no significant relationship between school location and teachers' job performance. The hypothesis was accepted. This implies that school location had no significant relationship with secondary school teachers' job performance in Ibadan

Metropolis. This finding corroborated Musibau& Adigun 2010 cited in Owan, V., Duruamaku-Dim, J., Ekpe, M., Owan, T., & Agurokpon, D 2019 that school location had no significant influence on teachers' work performance.

Hypothesis two was postulated to find the significant gender difference in teachers' job performance in secondary schools in Ibadan Metropolis. Result revealed that there was no significant difference in the job performance of male and female teachers in public and private secondary schools in Ibadan Metropolis. Hypothesis is accepted. This implies that there is no significant difference in the job performance of male and female teachers. This means that being a male or female teacher does not matter as regards teachers' job performance in Ibadan Metropolis secondary schools. Supporting this finding is Anumaka&Ssemugenyi, 2013 that productivity (performance) did not significantly differ among male and female academic staff.

8. Conclusion

Through the findings of this study, it was concluded that school location did not have any statistical significant relationship on teachers' job performance in secondary schools in Ibadan Metropolis, Oyo State, Nigeria.

9. Recommendations

1. Efforts should be made by Government and private school proprietors to always locate schools in conducive environments free from environmental pollutions.
2. Government and private school proprietors that have their schools located around noisy environments should endeavor to build high fence around their schools; this might help to reduce noise pollution.
3. Government should map out modalities that will help to regulate pollutions around school locations like mandating

industries near schools to construct bridges or drainages that will help reduce water pollution.

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Influence of Teaching Methods on Teacher Job Performance in Oyo State, Nigeria

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Abstract
The study investigated the influence of teaching methods on teacher job performance in Oyo State, Nigeria. Teaching methods examined include: teacher based, student based, interactive and problem solving. The study was a descriptive survey research which was questionnaire based. The population of the study was all the public secondary school teachers in Oyo State, Nigeria. The research instrument used for data collection was Teacher Job Performance (TJP), with a reliability value = 0.83. Hypotheses were tested at 5% level of significance. Data collected for the study were analyzed using descriptive statistics, Multiple Regression Analysis and t-test for research questions and hypotheses. The study revealed amongst others that the level of teacher job performance was high with the overall weighted average of 2.702. Also, there existed a significant combined influence of teaching methods on teacher job performance in Oyo State. The study concluded that teachers in Oyo State adopted more of teacher based method, interactive method, problem solving method and less of student based method. On the basis of the findings of the study, it is recommended that the government through secondary school management board should device a framework for checkmating and evaluating the effectiveness of teaching methods engaged by teachers.

Keywords: Teaching Methodology, Student Based Method, Teacher Job Performance
Word Count: 200

Introduction

A teacher is a professionally trained individual who has acquired the necessary skills and developed the passion to teach, impart and guide others especially, the younger generations. Ojomu (2016) conceived a teacher as an individual who identifies with students' problems; encourages them to overcome their challenges by turning their weaknesses into strengths. A teacher understands the ability of his students, believes that every child has his own potential which must not be underestimated; and helps to maximize such potentials by sharing his own experiences and encouraging others (Adebayo, 2015; Lanham, 2015). A teacher puts all his efforts to bring up the students in line with societal standards and values.

In the 21st Century, schools become very crucial to supporting the rapid developments of individuals in local communities, societies and international relations. In this connection, teachers in the era of rapid change are often required to take up expanded roles and responsibilities, including curriculum development, mentoring, staff development facilitator, researcher, team leader, decision maker and member of management board (Fawehinmi, & Adegoriola 2016).However, it is imperative that for a visionary teacher to perform effectively within and outside the classroom and the school system as a whole. He must ensure adequate and proper delivery of lesson contents, engage relevant teaching style, manage time effectively and other duties assigned to him. Teachers must be abreast of the fundamental principles of teaching that will enhance effective discharge of assigned duties. Essentially teachers are to impact on the three domains of cognitive, affective and psychomotor domain of learners through the teaching methodology adopted (Abdullahi, 2015).

However, the attainment of education goals both in broad and specific terms and the ability of teachers to meet societal expectations are all a function of teacher job performance. Job performance is the entire behaviour of workers in relation to

the task assigned to them. It is the assessment of workers aimed at determining whether workers meet up with the job specifications and set standards. Teacher job performance is the measurement of teacher's productivity relative to the designed job specifications and standards. It is the overall behaviour of teachers which is evaluated on the basis of teaching institutions' established core values and ethics. It implies the degree or extent to which a teacher executes his role with reference to certain specified standards set by the ministry of education or school board (Atto, 2017; Adeyemi, 2018). Moreover, Apanio (2016) opined that teacher job performance should be regarded not as a stable characteristic of the teacher as an individual but as a product of the interaction between certain teacher characteristics and other factors which vary according to situation in which the teacher performs.

At present, a large number of teachers in Oyo State seem to perform below job specification and societal expectations. Their attention and loyalty for effective job performance is somehow lacking. This is evident as teachers seldom attend to the basic classroom schedules as may appear on the time tables except on strict supervision and monitoring from the head of department, the school principal and state inspectorate division of education (Abdullahi, 2015). Teachers hardly take pleasure in any school related activity especially when such activity is not confined within the school environment and it will not attract financial benefits. They tend to believe that their salaries alone can no longer sustain them and their immediate families. Hence, their attention is geared towards attending to some private endeavours elsewhere in a bid to provide supplement to their economic demands. They run helter-skelter trying to seek alternative means of livelihood. Indeed, it is not uncommon to see public secondary school teachers in Oyo State floating their private businesses within the school premises even during official school hours. They rarely create time to prepare lesson materials or lessons notes for adequate teaching.

Undoubtedly, a teacher with a high level of job performance is more likely to produce stable and balanced individuals who will be well equipped and pro-active in the course of nation building. Contrarily, a teacher with a low level of job performance might end up producing confused individuals who would be lazy, nonchalant and unmotivated towards the task of nation building. They become problematic and liability to the entire nation instead of great assets. Consequently, the attainment of national objectives via the school system might be far from being reached.

Different studies have attributed low teacher job performance to irregularity in payment of teachers' salary and other allowances, dilapidated structures in schools, non availability of instructional materials, poor condition of work, poor recognition of teachers and failure to involve teachers in education policy formulation (Dickson, 2015; Ronkey, 2019; Adeyemi, 2018; Rauf, 2018). However, this study aimed at investigating the influence of teaching methods on teacher job performance in Oyo State. Teaching methods examined are; teacher based method, student based method, interactive method and problem solving method.

Teaching methods are the general principles, pedagogy and management strategies used for classroom instruction by the teacher. They are principles used by teachers to enable learning; as well as the means by which the teacher attempts to impact the desired learning experience in the students (Adekanye, 2016). The primary purpose of teaching at any level of education is to bring a fundamental change in the learner. Hence, to facilitate the process of knowledge transmission, teachers should be able to apply appropriate teaching methods that best suit specific objectives. The teacher must therefore make the choice of his teaching strategy with due consideration to what fits the educational philosophy of the society, classroom demography, subject area or content taught and school mission statement (Albert, 2018; Anthony, 2018; Alade, 2018;).

Statement of the Problem

A close observation of public secondary school teachers in Oyo State in recent times revealed that teachers seem to perform below job specification and societal expectations. This has given so much concern to all education stakeholders in the state. Low job performance by teachers is somehow producing devastating effects on the educational system of the whole country. A teacher with low job performance will possibly lack enthusiasm, passion and empathy required of a teacher. This implies that such a teacher might not be able to impart decisively on learners and failure to bring about the desired change in such learners. The overall effect of the aforementioned can result to a poor quality output in form of non resourceful individuals with blurred vision who are nonchalant and not proactive towards the goal of nation building. Also, the low standard of education noised about in the nation today could be traced to low job performance of teachers. It is therefore imperative that the goal of nation building vis-à-vis the school system might be a mirage. Low level of job performance has been attributed to several factors. Poor salary, inadequate instructional materials and facilities, poor recognition of teachers, poor working conditions, poor subject mastery, qualification, experience and opportunity for advancement have been identified by some researchers (Moses 2017, Lanham 2015; Alto 2017). However, there seem to be limited information and research on the subject of teacher job performance with reference to teaching methods. To this end, this study seeks to examine the influence of teaching methods on teacher job performance in Oyo State, Nigeria. Gender will equally be examined as an intervening variable to find out if there will be significant difference in the job performance of male and female public secondary school teachers in Oyo State.

Research Questions

1. What are the teaching methods often used by public secondary school teachers in Oyo State?
2. What is the level of public secondary school teachers' job performance in Oyo State?

Hypotheses

Ho1: There will be no significant combined influence of teaching methods (teacher based method, student based method, interactive method and problem solving method) on teacher job performance in public secondary schools in Oyo State.

Ho2: There will be no significant relative influence of teaching methods (teacher based method, student based method, interactive method and problem solving method) on teacher job performance in public secondary schools in Oyo State.

Ho3: There will be no significant gender difference in public secondary schools teacher job performance in Oyo State.

Methodology

The research design is descriptive design of survey type. The study population comprises all public secondary school teachers in Oyo State. Sample techniques used were cluster, purposive and simple random sampling techniques. At present, there are a total of six hundred and four (604) public secondary schools in Oyo State. These schools are clustered over the three (3) senatorial districts with their local government areas. The first stage was the selection of the local governments per the senatorial districts whereby five (5) local governments were selected randomly making fifteen (15) local government areas. The second stage was the selection of the schools per each selected local government. Simple random sampling technique was used to select ten (10) public secondary schools in each selected local government area making a total of one hundred

and fifty (150) schools. Purposive sampling and simple random sampling techniques were used to select teachers at the third stage. Some schools have large population of teachers while some have a small number of teachers, as low as eighteen (18). Hence to enhance an adequate representation of teachers from each school, the researcher purposively selected twelve (12) teachers randomly from each selected public secondary schools making a total of one thousand and eight hundred (1800) teachers (10%, 17%, and 12% per senatorial district respectively).

One thousand and five hundred (1500) questionnaires were retrieved (83% of the total). This is represented in table 1 below:

Table 1: Sampled Respondents

Senatorial Districts (1)	No of Sampled LGAs per Senatorial Districts % (2)	No of Sampled Schools (i.e. 10 schools per LGA)% (3)	No of Sampled Teachers per Sampled Schools (4)	Total No of Sampled Teachers (%) (5=3*4)
Oyo South	5 (56%)	50 (31%)	12	600 (10%)
Oyo North	5 (38%)	50 (29%)	12	600 (17%)
Oyo Central	5 (45%)	50 (22%)	12	600 (12%)
Total	**15 (45%)**	**150 (25%)**	**36**	**1800 (12%)**

Source: Fieldwork, 2019

The research instrument for this study is questionnaire titled Teacher Job Performance (TJP). This was divided into three sections namely; A, B and C. Section A was designed to elicit information on personal data of the respondents. Section B was designed to examine teaching methodology engaged by teachers. While section C was adapted structured items to elicit information on teachers' job performance using four likert scale (very often=4, often=3, not often=2 and never=1).

A pilot study was carried out to validate the instrument and the reliability of the instrument was tested using the test-retest

method to establish the stability principle and co-efficient is 0.83. The data was subjected to statistical test and analysis, using descriptive statistics like percentage and mean for the research questions. While Multiple Regression Analysis (ANOVA) was used for hypotheses one and two and t-test was used for hypotheses three all at 5% level of significance.

Result of the Findings

Research Question 1: What are the teaching methods often used by public secondary school teachers in Oyo State?

Table 2: Teaching Methods

S/N	Items	Very Often	Often	Not Often	Never	Weighted Average
1.	Teacher based	687(45.8%)	573(38.2%)	157(10.5%)	83(5.5%)	3.2427
2.	method Student	176(11.7%)	364(24.3%)	636(42.4%)	324(21.6%)	2.2613
3.	based method	313(20.9%)	557(37.1%)	483(32.2%)	147(9.8%)	2.6907
4.	Interactive method Problem method	253(16.9%)	602(40.1%)	498(33.2%)	147(9.8%)	2.6407
			Overall Weighted Average			**2.7088**

Source: Fieldwork, 2019

Decision Rule:
0-1.49= Very Low, 1.50-2.49= Low, 2.50-3.49= High, 3.50-4.00= Very High

Table 2 present teachers' level of adoption of teaching methods such as teachers based method, student based method, interactive method and problem solving method. Overview of the level of adoption of methods identified above revealed that public secondary school teachers in Oyo State adopt more of teacher based method, interactive method, problem solving method and less of student based teaching method.

Research Question 2: What is the level of teacher job performance in Oyo State?

Table 3: Teacher Job performance in Oyo State

S/N	Items	Very Often	Often	Not Often	Never	Weighted Average
1.	Work towards achieving teaching objectives.	898(59.9%)	362(24.1%)	178(11.9%)	62(4.1%)	3.8287
2.	As a teacher, I meet the criteria for job performance.	1254(83.6%)	238(15.9%)	5(0.3%)	3(0.2%)	3.3973
3.	Demonstrate expertise in teaching related tasks.	418(27.9%)	897(59.8%)	183(12.2%)	2(0.1%)	3.1540
4.	I fulfill all the requirements of teaching job.	599(139.9%)	719(47.9%)	181(12.1%)	1(0.1%)	3.2773
5.	I could manage more responsibility than typically assigned.	363(24.2%)	542(36.1%)	417(27.8%)	178(11.9%)	2.7267
6.	I am competent in all areas of teaching job.	958(63.9%)	362(24.1%)	179(11.9%)	1(0.1%)	3.5180
7.	I handle tasks with proficiency and meet deadlines.	661(44.1%)	299(19.9%)	242(16.1%)	298(19.9%)	2.8820
8.	I perform well in the overall teaching job by carrying out tasks as expected.	1078(71.9%)	420(28.0%)	1(0.1%)	1(0.1%)	3.7167
9.	I plan and organize my lessons to achieve teaching objectives conscientiousness	1259(83.9%)	238(15.9%)	5(0.1%)	1(0.1%)	3.8367
10.	I am punctual in arriving at school.	358(23.9%)	542(36.1%)	599(39.9%)	1(0.1%)	2.8380
11.	I am punctual in attending classes.	360(24%)	900(60.0%)	180(12.0%)	60(4.0%)	3.0400
12.	I take undeserved work holiday.	3(0.2%)	3(0.2%)	477(31.8%)	1017(67.8%)	1.3280
13.	I close towards the end of the day.	2(0.1%)	1138(75.9%)	239(15.9%)	12.1(8.1%)	2.6807
14.	Gives advance notice if unable to come to school.	181(12.1%)	1018(67.9%)	179(11.9%)	122(8.1%)	2.8387
15.	Engage in personal business during the school hour.	0(0.0%)	1(0.1%)	361(24.1%)	1138(75.9%)	1.2420
16.	Take unnecessary time off work.	1(0.1%)	2(0.1%)	299(19.9%)	1198(79.9%)	1.2040
17.	Get involve in idle conversation during the school hour.	0(0.0%)	0(0.0%)	180(12%)	1320(88%)	1.1200
18.	Spend a great deal of time in personal phone conversation.	1(0.1%)	123(8.2%)	717(47.8%)	659(43.9%)	1.6440

19.	Helps other teachers with their works when they are absent.	360(24%)	720(48%)	181(12.1%)	239(15.9%)	2.8007
20.	Volunteers to do things not formally required by teaching job.	182(12.1%)	359(23.9%)	362(24.1%)	597(39.8%)	2.0840
21.	Takes initiatives to orient new teachers.	899(59.9%)	422(28.1%)	60(4.0%)	119(7.9%)	3.4007
22.	Assist teachers with high workloads and periods.	358(23.9%)	360(24%)	422(28.1%)	360(24%)	2.4773
23.	Get involved in extracurricular activities.	0(0.0%)	840(56%)	480(32%)	180(12%)	2.4400
24.	Makes innovative suggestions to improve the overall quality of teaching.	478(31.9%)	601(40.1%)	359(23.9%)	62(4.1%)	2.9967
25.	Willingly attends programs that will contribute to the improvement of teaching, learning process.	478(31.9%)	660(44%)	360(24%)	2(0.1%)	3.0760
	Overall Weighted Average					2.7019

Source: Fieldwork, 2019

Decision Rule:
0-1.49= Very Low, 1.50-2.49= Low, 2.50-3.49=High,3.50-4.00= Very High

Job performance of teachers sampled in the study as evaluated on the yardstick of job plan and organization, punctuality, presence in school and notice for been absent, engagement within school hours and among others, reflected that on the average teachers sampled in the study possess attributes of high level of job performance with an overall weighed average of 2.70 against the expected of 2.50.

Hypothesis One: There will be no significant combined influence of teaching methods (teacher based method, student based method, interactive method and problem solving method) on teacher job performance in public secondary schools in Oyo State.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Durbin Watson
1	.723a	.734	.713	4.99722	.713	5.808	8	1492	1.523

a. Predictors(constant): Teaching Methods
b. Dependent variable: Job Performance

ANOVA$_b$

Model		Sum of Square	Df	Mean Square	F	Sig
1	Regression	528.534	8	187.500	5.808	0.01
	Residual	50165.38	1492	33.557		
	Total	50693.914	1500			

a. Predictors (constant): Teaching Methods
b. Dependent variable: Job Performance

The result shows that the combined influence of independent variable that is, teaching methods (teacher based method, student based method, interactive method and problem solving method) revealed that there is significant influence on job performance of teachers in Oyo State $P<0.05$. R^2 is 73.4% and Standard Error estimated Mean is 4.99722. Hence the null hypothesis is rejected and accepted the alternative; there is significant combined influence of teaching methods on job performance of public secondary school teachers in Oyo State

Hypothesis Two: There is no significant relative influence of teaching methods (teacher based method, Student based method, interactive method and problem solving method) on teacher job performance in public secondary schools in Oyo State.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig
		B	Std. Error	Beta		
1	(Constant)	57.215	.567		445.855	.000
	Teacher Based Method	.527	.363	.059	5.358	.004
	Student Based Method	.523	.365	.053	3.436	.000
	Interactive Method	.564	.368	.055	3.468	.002
	Problem Solving Method	.517	.364	.051	3.329	.000

a. Dependent variable: Job Performance

The result shows that teaching methods has positive influence on teacher job performance. Specific Coefficient estimate stood at 0.527($p = 0.004 < 0.05$) for teacher based method, 0.523 ($p = 0.000 < 0.05$) for student based method, 0.564 ($p = 0.002 < 0.05$) for Interactive Method and 0.517 ($p = 0.000 < 0.05$) for problem solving method. Therefore the null hypothesis is rejected and accepted the alternative; there is significant relative influence of teaching methods on job performance of public secondary school teachers in Oyo State.

Hypothesis Three: There will be no significant gender difference in the job performance of teachers of public secondary schools in Oyo State an overall weighed average of 2.70 against the expected of 2.50.

Gender Difference

Variable	Gender	N	Mean	StdDev	Std Error Mean	t	P
Job performance	Female	895	67.597	8.222	0.1471	-3.639	0.120
	Male	605	48.963	6.997	0.1714		

Significant at 0.05 level of significance.

The result shows that average score of female teachers level of job performance is 67.597 while that of male is 48.96. Skewed statistics revealed that the distribution of teacher job performance is negatively Skewed. Independent t-test statistics revealed that there is no significant gender difference in public

secondary school teachers' job performance in Oyo State. Therefore, the null hypothesis is accepted.

Discussion of Findings

For research question one, analysis of this study revealed that teachers in Oyo State adopt more of teacher based method, interactive method, problem solving method and less of student based method while for research question two, the study revealed that the level of teacher job performance in public secondary schools in Oyo State is high with an overall weighted average of 2.7019 against 2.50.

For hypothesis one, analysis of this study revealed that the combined influence of teaching methods exerted significant positive influence on job performance of teachers in Oyo State while for hypothesis two this study revealed that teaching methods exerted relative positive influence on teacher job performance of teachers in Oyo State. For hypothesis three, analysis conducted in this study revealed that there is no significant gender difference in job performance of public secondary school teachers in Oyo State.

Conclusion

The study on the basis of its findings concluded that public secondary school teachers in Oyo State exhibited a high level of job performance. Also, the result revealed that teachers in Oyo State adopted more of teacher based method and less of student based method. Again, teaching methodologies (teacher based method, student based method, interactive method and problem solving method) exerted a combined and significant influence on public secondary school teacher job performance in Oyo State. Also, there was no significant gender difference in the job performance of public secondary school teachers in Oyo State.

Recommendations

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

i. Teachers should endeavor to make the choice of their teaching methods with due consideration to what fits the education philosophy of the society and specifically the mission statement of the school.Teaching methods of teachers should be related to both the subject and the content taught.

ii. Teachers should take into consideration classroom demography, individual differences and group interests while making decision about the teaching methods to engage in teaching-learning process.

iii. Teachers should keep abreast of new methods and techniques in teaching through regular in-service training.

iv. The government through secondary school management board and ministries of education should device a framework for checkmating and evaluating the effectiveness and the relevance of teaching methods engaged by teachers.

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Promoting Enterprise Culture among Office Technology and Management Students for Sustainable Living

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Abstract
Several attempt shave been made by Nigerian government in order to find solutions to graduates' unemployment without significant success. Nigerian graduates lack necessary skills, knowledge and ability to work in teams, think creatively or interact effectively with colleagues and potential customers. An enterprise culture which is a critical mix of success oriented attitudes of initiative, creativity, intelligent, risk taking, collaboration and opportunity recognition is the missing ingredient. To succeed in this period of job uncertainty, Office Technology and Management students should not rely on white collar job or paid employment on graduation but must maximize the use of the skills, knowledge and ability acquired while in school to create enterprises in order to earn a living and contribute to nation building. The researchers take a look at promoting enterprise culture among Office Technology and Management students for sustainable living. In doing this, relevant literatures were reviewed on the key words: Enterprise, Culture, Entrepreneur and Office Technology and Management. The paper

identified ways of promoting enterprise culture among Office Technology and Management students and concludes with suggestions.

Keywords: Enterprise, Entrepreneur, Culture, Office Technology and Management.
Word Counts: 176

Introduction

Despite the fact that Nigeria is endowed with abundant human and natural resources, the current economic situation has impacted negatively on the citizenry. This situation has constituted a great challenge to the peaceful co-existence of both the poor and the rich. In Nigeria today, most graduates are unemployed because of the limited vacancies available in the labour market and the type of training received while in school which seems not to lead to self-employment. Unemployment has become a major problem bedeviling the lives of Nigerian youths causing frustration, dejection, and depending on family members and friends (Lucas, Alaka & Odozi 2014). Corroborating this, Ajufo (2016) stated that high rate of unemployment among the youths in Nigeria has contributed to the high rate of poverty and insecurity in the country. In response to massive unemployment and under-employment with consequent negative implications for youth restiveness and insecurity of lives and property, the Presidency in 2006 directed all Nigerian higher educational institutions to include entrepreneurship education as a compulsory course for all students with effect from 2007/2008 academic session (Igbinedion & Ehirheme, 2015). The intention of the Federal Government was to inculcate enterprise culture in the learners.

Clarification of Concepts

Enterprise in a simpler term is a business venture or undertaking that lead to profit generation. It can also be seen as

of a company or business, a large project or development of business by the people of country rather than by a government (Komolafe, 2017). Ekpenyong (2015) viewed enterprise as a set of personal competencies and attitude such as creativity, innovativeness, analytical ability, initiative, interpersonal skills, self-awareness and achievement motivation.

Entrepreneur is the person who uses his/her ability to maximize his potentials through the discovery of new and existing business ideas as he uses proven principles in managing small and medium scale businesses until they grow (Oviawe, 2017). Also Oshorun (2018) defined entrepreneur as one who establishes and manages a business. Therefore, entrepreneur can be seen as an individual who organizes, operates and assumes the risk of a business venture in expectation of the profit. An entrepreneur can either be innovative or imitative. Innovative entrepreneur is the one who establishes and manages a business never done before, while an imitative entrepreneur is the one who establishes and manages an existing business (Oshorun, 2018). The Longman Active Study Dictionary (2009) defined culture as the ideas, ways of life, tradition, etc of a particular society or group of people. In this context, culture is an imbibed knowledge, skills, beliefs and ideas in an individual or group of individuals which drive such people to develop self- employment motives.

Office Technology and Management is an aspect of Vocational and Technical Education (VTE) that equips an individual with the necessary skills, knowledge and ability needed for performance in the business world. Office Technology and Management expose the recipients to the practical applications of basic business skills for real work situations which plays a vital role in reduction of unemployment among Nigerian youths. Office Technology and management is an aspect of vocational and technical education aims to prepare its recipients for the world of work in order for the recipients to become self-reliant or self-employed instead of seeking for

paid-employment. Office technology and Management programme developed different types of skills in the students that can be of immense help to them in the world of work. It is a course of study where the students are exposed to the acquisition of vocational skills in office and management as well as enterprise. Office Technology and Management programme was designed to equip students with secretarial/office skills for employment into various fields of endeavour. In addition to the acquisition of vocational skills, students are equipped with effective work competence and socio-psychological work-skills, which are essential in everyday interactions with others (Akasi & Adebayo, 2016).

The current Office Technology and Management curriculum as reviewed in 2004 by National Board for Technical Education, lays much emphasis on computer and computer related courses. These courses are divided into: (a) Special Area, which includes secretarial studies, technique in office management and control (b) Information and Communication Technology Application, which includes computer appreciation, web page design, desktop publishing, database management, entrepreneurship, career development, just to mention a few and (c) general education relating to contemporary problems usually called general studies. The goal of OTM programme at both the National and Higher National Diploma (ND and HND) levels are: acquisition of secretarial skills, acquisition of general education and laying foundation for advanced studies. Entrepreneurship is one of the courses offered in Office Technology and Management programme and the goal of entrepreneurship education is to inculcate in the trainees the ability to:

- identify and solve problems using critical and creative thinking:

- work effectively with others as a proactive team member and cultivate the habit of achieving organizational goals and objectives:
- organise and manage one-self and ones activities:
- collect, analyse, organize and critically evaluate information (to make decisions that must be carried through):
- communicate and negotiate effectively:
- reflect on experiences and explore various strategies for effective learning:
- become curious leading to readiness to experiment and innovate i.e being never satisfied with status quo; and
- consider self-employment as a viable option upon graduation from their institutions (Igbinedion & Ehirheme, 2015).

The Federal government of Nigeria included entrepreneurship in the curriculum of all programmes in higher institutions of learning in order to enhance or promote enterprise culture in the learners and to enable the graduates to be self-reliant or employed instead of seeking for white-collar jobs that cannot go round the Nigerian graduates and in order to reduce the rate of unemployed graduates in Nigeria.

Office Technology and Management programme which is practical in nature lay much emphasis on courses such as computer appreciation, web page design, desktop publishing, database management, entrepreneurship and career development. Thus, the lecturers should inspire and equip the recipients with enterprise culture that will stimulate their creativity, creative thinking, innovativeness, enhance leadership skills, increase community/societal awareness and enhance educational experience of culture of future leaders. In consonance with this, Section 3 of Decree No 50 (Federal Republic of Nigeria, 2013) setting out minimum academic standards for the nation, the Federal Government spelt out the

goals of Technical and Vocational Education (TVE) to include those of providing the technical knowledge and vocational skills necessary for agricultural, commercial and economic development; and giving training and impart the necessary skills to individual for self-reliance economically leading to the production of craftsmen, technicians, technologists and engineers and other skilled personnel who will be enterprising and self-reliant. Also, the Federal government gives implicit recognition to the type of vocational education curriculum that would give birth to a creative nation, a nation capable of solving its economic and technological problems and raising a self-reliant citizenry. This can be achieved through Office Technology and Management graduates that have developed enterprise culture, those who are not ready to rely on paid employment for a successful living (Komolafe, 2017)

Enterprise culture is the development based on creativity. The aim of enterprise culture is to move from a culture of dependency to culture of self-reliance. Enterprise culture is a major determinant in business success. It is a culture that is imbibes in an individual which drive such a person to develop interest in self-employment. Igbinedion & Ehirheme (2015) defined enterprise culture as an enterprising habit and practice that permits encouragement and makes initiatives and innovation in a social environment. Therefore, enterprise culture can be seen as a norm, value and beliefs in the act of initiating, doing, achieving and building an enterprise or organization rather than just watching, analyzing, or describing one. Enterprise culture improves the productivity of an individual and enhances success.

Promoting Enterprise Culture among Office Technology and Management Students

Based on these courses which are offered in Office Technology and Management programme: computer appreciation, web page design, desktop publishing, database management,

entrepreneurship, career development and other courses such as keyboarding, word processing, law and principle of accounting, the following are the means by which enterprise culture can be promoted by Office Technology and Management lecturers which will be beneficial to the students.

(1) **Awakening creativity in the students:** Creativity is a potential property of every individual. It is a pervasive factor that cannot be reasonably isolated from general intelligence. Creativity therefore can be seen as the capacity to originate, invent, reflect, analyse and synthesise. Ekpenyong (2015) stated that creativity is the emergence in action of a novel relational product, growing out of the uniqueness of the individual on the one hand and the materials, events, people, or circumstances of his life on the other hand. Creative act result in some observable products such as works of art, painting, invention, new or novel ideas, solution of social, personal or interpersonal problems.

It is in obvious awareness of the role of creativity that the national education policy (Federal Republic of Nigeria, 2013) had to refer to Technical and Vocational Education as the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. Office Technology and Management courses should be taught with all sense of purpose in order to promote enterprise culture in the recipients.

(2) **Knowledge Exchange:** Knowledge exchange deals with sharing of ideas and knowledge to develop a multi-disciplinary approach to creativity that bring in different skills and approaches to business establishment. Knowledge exchange can be in form of alliance or networking among higher institutions of learning. The reason for this is for institutions to develop capabilities or competencies in non-core areas.

Through knowledge exchange students can visit other institutions to capture the different advantages of such institutions or organization, research and debate. Such network is a transformative force which promotes exchange of best practice among institutions which enhance the promotion of enterprise culture in the learners. Buttressing this, Oteh (2017) stated that transformative forces are people with new ideas to address major problems who are relentless in the pursuit of their vision, people who simply will not take no for an answer. Knowledge exchange lead to development of novel and creativity in Office Technology and Management students which foster development of business enterprise.

(3) **Exhibition:** Office Technology and Management is practical based because of the skill courses which characterized the programme and should not have rote memorization of facts in order for the students to develop the required skills, knowledge and abilities needed to be self-sustained (Ekpenyong, 2015). Office Technology and Management lecturers should organize exhibition on regular basis in which students will be mandated to participate fully by displaying their products: through this, enterprise culture will be developed in them.

(4) **Purposeful Teaching and Learning:** Learning is useless if it will not alter the behavior of the learners and be applied in future physical situation in solving identified or meeting real life situations. Office Technology and Management lecturers should therefore teach computer appreciation, web page design, desktop publishing, database management, entrepreneurship, career development with specific purpose in mind. Teaching and learning should not be for passing examinations with good grades; it should be a means for future living. It is pertinent for OTM lecturers to always stress the usefulness of any course they teach their students because all the courses taught during

the course of the programme are working together to make a qualitative product which is a means of promoting enterprise culture.

(5) **Knowledge of the Subject-Matter:** Professional teachers have often been criticized for paying attention to" how" of teaching and ignoring the "what" of their function. This is because both inputs are strong factors in determining the quality of a teacher's products. It cannot be overemphasize that the OTM lecturers should have a certain degree of mastery over what he/her teaches. Such knowledge would enhance self-concept and ensures that the students spend their quality time in school in a worth-while manner.

(6) **Industrial Visits:** Opportunities to acquaint oneself with real life situation is very essential for OTM students, because the programme is work-oriented because of the following courses which are offered: computer appreciation, web page design, desktop publishing, database management, entrepreneurship, career development, Office Technology and Management lecturers should form the habit of creating avenues for students to go for industrial visits as this idea would add value to the theories already thought in the class. The visit would expose these students to the skills and practice, modern office gadgets and other office facilities. The visit can also help in industrial placement during the one year industrial attachment and boost the creativity and innovative abilities of the students in order to promote enterprise culture in them.

(7) **Career Talk:** This is another vital instrument that can be used for promoting enterprise culture and this can be put in operation by inviting successful entrepreneur to share their experiences in their profession to students. Such career talk could be organized when students are still in school. The

essence of career talk is to serve as a platform to guide students in taking appropriate career in line with their interest, capacity and needs of the society.

(8) **Wide Exposure:** Office Technology and Management students should be exposed to a wide variety of texts including trade magazines, textbooks, case studies and journal articles that will widen their knowledge, innovative ability and arouse interest for establishment of business enterprise. Corroborating this, Komolafe (2015) opined that requiring students to read advanced academic articles help scaffold students to higher reading and writing levels which can increase student's sense of self-competency, their understanding of the process of knowledge creation and most importantly the link between theory and practice.

(9) **Recognize New Opportunity:** In order to promote enterprise culture, it is very important to teach the students how to conduct environmental scanning and needs for recognizing new opportunities within and outside their immediate environment. Hence the need to conduct Strength, Weakness, Opportunity and Threat (SWOT) analysis is very germane towards promoting enterprise culture that will lead to economic self-sufficiency.

Areas of Possible Enterprise in Office Technology and Management Programme

The following are possible areas of enterprise in Office Technology and Management programme:

1. **Word Processing Centre/Business Centre:** A business outfit that provides secretarial or writing and editing services. This centre could offer both general office and specialized documentation services using modern digital equipment such as

computers, photocopiers, printers, spiral binders, scanners, colour copiers, Rizo machines etc.

2. **ICT Training/Development Consult:** Here two or more entrepreneurs could register as an ICT training consultant and engage in providing training/manpower development in word processing, desktop publishing, webpage design.
3. **Publishing company**: Here the entrepreneur could register a small or medium scale publishing firm to assist clients to professionally type academic journals, type-set textbooks, annual accounts, magazines, pamphlets, etc for a profit.
4. **Digital Devices/Accessories Retail Outlets:** An entrepreneur could involve himself in the service of acquiring digital devices/accessories such as computers and house phones together with accessories such as power bank, phone chargers, USB cords, memory cards, modems, flash drives etc for retail at a profit.
5. **Internet Café/Cyber Café**: This is a place where internet services are provided for a fee usually based on time spent. An entrepreneur could capitalize on this and acquire a number of computers and internet connectivity to offer internet service to clients for money.

Conclusion

Promotion of enterprise culture among Office Technology and Management students is a vital issue in this period of job uncertainty. If Office Technology and Management students can develop enterprise culture, it will arouse their interest in self-employment that will make them to be self-sustained and contribute to economic and national development of this nation after graduation.

Suggestions

Based on the conclusion, the following suggestions are proffered:

1. School management should support the promotion of enterprise culture by providing resources and/or facilities and positive school environment that will give room for practical and exhibition.
2. Heads of Departments of OTM and lecturers should regularly organize career talk for the students from time to time and invite successful entrepreneurs as resource persons in order to share their experiences that will be a source of encouragement to the students.
3. Lecturers should not make entrepreneurship a course textbook, rather it should be taught using experiential methodology such as action learning, group-based learning and case study.
4. Lecturers should stimulate and sustain the interest of the students by way of motivation in order to imbibe enterprise culture that will make them to be self-sustained.
5. Students should endeavor to develop required skills and maximize the use of such skills by establishing self-owned business in order to become employers of labour.

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Perception and Utilisation of Mobile Information and Communication Technology for Learning in Secondary Schools in Ekiti State, Nigeria

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Abstract
The gains associated with the integration of mobile information and communication technology (MICT) for learning has led stakeholders, few school proprietors to avail their schools with digital devices. However, MICT deployment does not necessarily interpret to student's technology utilisation for learning purposes. This current study presumed that the use of MICT for learning

purpose is subjective to the perception of the students, since perception drives the actual use of technology. Thus, the purpose of this study is to investigate the perception and utilization of MICT for learning in secondary schools in Ekiti State. A quantitative research approach of a survey type was employed, while adopting a multistage sampling technique to select 100 secondary school students in Ekiti State, Nigeria. This study employed a validated researcher-designed questionnaire with a reliability value of 0.73. Data collected were analysed using mean, rank ordering and t-test. The study revealed that secondary school students perceived MICT useful and easy to use; they use MICT for learning; and irrespective of their gender, they have similar perception to the use of MICT for learning. The study concluded that integrating MICT into senior secondary school curriculum is imperative, and students need to be motivated to use MICT for learning purpose. It is therefore recommended that stakeholders should provide policies that will encourage the full integration of MICT for learning in secondary schools, as this will interpret to greater academic achievement and equally ease the achievement of Nigeria national educational goals.

Keywords: Perception; Utilisation; Instructional Technology; Mobile Information and Communication Technology; Perceived Ease of Use; Perceived Usefulness.

Introduction

Nigerian education is primarily targeted towards achieving five primary goals as captured in the National Policy on Education, namely: developing morally sound, patriotic and effective citizenry; integrating individuals into a Nigeria society; providing all citizens with equal access to qualitative educational opportunities; inculcating national consciousness and unity; and developing appropriate skills such as mental, physical and social abilities and competencies that are required to live and contribute positively to the Nigerian nation (Federal Republic of Nigeria, FRN, 2013). These novel goals are generated based on

the recognition that the role of education in the development of a nation is immense, and it serves as the cornerstone of a knowledge-based economy that can support sustainable development and economic growth.

Abanikannda and Ajani (2019) emphasized that the understanding of the impactful roles of education have necessitated Nigerian Government to enact several policies, and equally generated conscious effort at devoting immense resources to create a better country. Significant among various other policies enacted was the National Information Communication Technology Policy, (Ministry of Communication and Technology, 2012). Part of the objectives of this policy was to transform and redrive different national sectors including the educational sector through Information and Communication Technology (ICT). Emphatically, FRN (2013) emphasized the need for the adoption of ICT at all levels of education in order to aid the achievement of Nigerian national goals.

The decision of the Nigerian government in selecting Information and Communication Technology (ICT) as a major driver to achieving the general Nigerian national goals, but inclusive of its capability to achieve all of her specific goals (a-e) as stated in the National Policy on Education (FRN, 2013).Evidently, the advancement in ICT has endeared virtually all walk of life to embrace its utilisation for specific and varied purposes. ICT has evolved new communication systems and practices with which human activities are now conducted. Physical life events are now transformed to virtual realities, driven through digital devices and data networks.

Information and Communication Technology (ICT) has comprehensively impacted its benefits on every society as the greatest agent of human development. Significant to education, the educational sector has graciously enjoyed in the emergence of ICT. The flexibility and ability of ICT to cater for individual needs has greatly enchants educators to integrate it into

instruction. The integration of ICT into education provides greater opportunity for individualized and personalized learning (Oladosu, Adedokun-Shittu, Sanni & Ajani, 2020); facilitates higher efficiency, productivity, and educational outcomes (Kwok, 2017); improves the quality of cognitive, creative and innovative thinking among students (Adedokun-Shittu, Ajani, Nuhu, & Shittu, 2020); influence students' higher–order thinking skills (Polly, 2011); promotes self-paced learning, collaborative learning, and active participation in classroom (Oladosu *et al.,* 2020; and host of others.

In providing credence to the active role of ICT in 21st century education, Shehu, Urefhe, and Promise (2015) claimed that ICT has increasingly become the critical determinant of educational success in the 21st century. Corroborating Shehu *et al.,* (2015), Abanikannda and Ajani (2019) concluded that the interactive, mobility, and ubiquitous nature of ICT networks which are accessed through various mechanisms, especially Mobile ICT (MICT) has given credence to the increasing usage of ICT in human daily lives without biasness or restrictions of location, time, place, gender and age. The significance of MICT for instruction, especially for learning in the 21st century where majority of the learners are digital natives (Prensky, 2001) cannot be underestimated.

Researchers such as Oladipupo, Nuhu, Ajani, and Ishola (2019) believe that learning in the 21st century cannot be said to be complete and successful, if institutions and/or instructors fail to incorporate MICT into the learning system. Mehdipour and Zerehkafi (2013), and Oladipupo *et al.,* (2019) posited that the components of MICT, especially for mobile learning, which attracts the attention of many researchers in the world cannot be deflated from the evidence that MICT created an avenue for blended learning environment or fully online learning. The effectiveness of MICT for learning has been established through various nodes and empirical evidences abound on its motivational, interest stimulating, and knowledge facilitation

role in the classroom (Ali, Haolader, & Muhammad, 2013; Oladosu, *et al.,* 2020; Adedokun-Shittu, *et al.,* 2020).

In other to promote the use of MICT in Nigerian schools, Nigerian Government through the National Policy on Education (FRN, 2013) stated that instruction should be learner-centred; practical and activity-based; experiential and technology supported. This statement of purpose indicated that learning should be based on active participation rather than passive activities. While this is understandable, it is also important to note that, the introduction of technology in schools require an adequate understanding of stakeholders' perception about the technology, especially the students who are the end-users. The fact that most of the secondary school students are digital natives does not guarantee the automatic use of the technology for learning.

In some schools where MICT is already been employed, most of the users, especially teachers and students are overwhelmed with the benefits, and this have necessitated teachers and students alike to use MICT without understanding the fundamentals of integrating and utilising MICT for classroom instruction (Adedokun-Shittu, Olasehinde-Williams, Obielodan, & Salawu, 2017). Equally, Adedokun-Shittu, et al., (2017) averred that MICT utilisation in the 21st century classroom has extended beyond the use of any available technological tool, such technology should be able to engage learners in the classroom activities.

Based on the understanding that the students are the end-users of MICT, their perceptions towards the technology should be a significant concept to be investigated. In the opinion of Schacter (2011), perception is described as the identification and interpretation of sensory information to represent and understand the environment to meet desired goals. For the proper understanding of perception in this study, studies such as Oladosu *et al.,* (2020), McNair and Green, (2016) and Adetunla (2016) shed some light on why most technological

products are not used appropriately for learning, especially by the students. One of the major reasons primarily identified and attributed as a key factor is the technology itself and users' factors such as users' perception on the technology. In relation to perception towards MICT, MICT is technology dependent, hence, the prediction of conceptual models such as; Theory of Reasoned Action [TRA] (Fishbein & Ajzen, 1975); Theory of Planned Behaviour [TPB] (Ajzen, 1985); Technology Acceptance Model [TAM] (Davis, 1989); Social Cognitive Theory [SCT] (Bandura, 1989); Model of PC Utilisation [MPCU] (Thomson, Higgins, & Howell, 1991);Innovation Diffusion Theory [IDT] (Rogers, 2003);and Unified Theory of Acceptance and Use of Technology [UTAUT] (Venkatesh, Morris, Davis, & Davis, 2003) comes to mind.

Significant among these models, TAM (Davis, 1989) is the most profound conceptual model that is frequently used in studies to explain and predict the use of technology dependent resources. Thus, it is equally found appropriate for this study, because of the nature of MICT and the characteristics of the stakeholders, in this case, secondary school students.TAM (Davis, 1989) theorized that the acceptability and usage of technological resources is strongly dependent on critical variables such as how user(s) perceived it, either in terms of its ease to use or its usefulness in meeting their goals. Oladosu *et al.,* (2020) further asserted that TAM expatiated on the actual use of technological tools such as MICT is influenced by the user's behavioural intentions, attitude, perceived usefulness, perceived ease of use of the technology, other external variables such as self-efficacy, anxiety, motivation, external control, and a host of other external factors. This is shown in Figure 1 below.

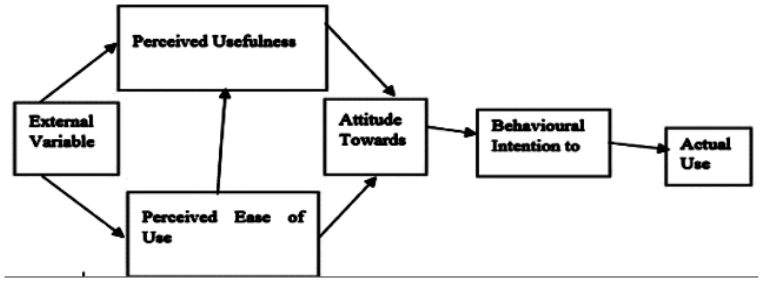

Figure 1: Technology Acceptance Model
Source: Davis (1989)

Critical to this current study, perception as a concept was adopted and conceptualized as Oladosu *et al.,* (2020) positioned that perception cannot be identified as a standalone concept, without understanding the intestinal variable such as perceived usefulness (PU) and perceived ease of use (PEoU). Oladosu *et al.,* described PU as the degree to which user believes the target system would enhance his or her job performance, while the PEoU was described as the degree to which user expects the target system to be free of effort in achieving desired outcome. As regards this, MICT will be positioned to be perceived useful when they can use it in achieving learning goals, and it will be perceived easy to use, if it becomes easy to learn with.

Within the context of this study, MICT deployment does not necessarily interprets to student's utilisation of the technology for learning, it can only be used for learning when they have positive perception towards MICT. In the report of Adedokun-Shittu et al., (2020), the authors claimed that, various Government in Nigeria, such as the case of Osun State provided digital devices to public secondary school students in the State, but unfortunately, most of the students do not use the devices for learning purposes, rather they play games, listen to music,

or watch videos with the devices. The researcher concluded that efforts are still needed to identify the negative skewness in this event. This current study presumed that in situation like this, students' perception (PU and PEoU) towards learning devices are critical, as this will help in understanding students' perspectives to how the devices can be designed and deployed to achieving educational goals. Thus, the purpose of this study is to investigate the perception and utilization of MICT for learning in secondary schools in Ekiti State.

Research Question

To address the focus of this study, the following questions were raised and answered:

1. What is the perceived usefulness of MICT for learning among senior secondary school students?
2. What is the perceived ease of use of MICT for learning among senior secondary school students?
3. Do senior secondary students utilise MICT for learning?

Research Hypotheses

H_{01}: there is no significant difference between male and female senior secondary students' perceived usefulness of MICT for learning.

H_{02}: there is no significant difference between male and female senior secondary students' perceived ease of use of MICT for learning.

H_{03}: there is no significant difference between male and female senior secondary students' utilisation of MICT for learning.

Methodology

This study adopted a quantitative research design of a survey type, while targeting government-owned secondary school students in Ekiti State, Nigeria. Multistage sampling technique was employed to select the sample size. First stage included a purposive sampling technique to select one school in Ekiti State.

The school was selected on the basis of the availability of MICT devices in the school, and students having access to the devices. The second stage employed a simple random sampling technique to select 100 participants for the study.

The research instrument for the study was a researcher-designed questionnaire with 4 sections. Section A of the instrument solicited for the demographic data of the respondents; Section B was interested in respondents' PU of MICT; Section C elicited information on respondents PEoU of MICT for learning; and Section D solicited for information on respondents' utilisation of MICT for learning. Sections B, C and D were rated on a modified Likert Mode Scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) with weighted value of 4 to 1 in terms of scoring. In ascertaining the reliability coefficient of the instrument, Cronbach Alpha Coefficient was used to determine the internal consistency reliability of the instrument revealing a value of 0.73. The data collected were analysed using descriptive and inferential statistics with the use of Statistical Package for Social Sciences (SPSS) software version 23.0. Frequency distribution and mean were used to answer the research questions while, *t*-test was used to test all the hypotheses at 0.05 level of significance.

With considerations for the ethical concerns of participants in this study, the researchers sought consent of the respondents and subsequently informed them about the study procedure and the importance of the study. The respondents were not compelled to respond to the instrument and voluntary participation was ensured. All the respondents were given a sense of autonomy, and anonymity, confidentiality and privacy of the respondents were maintained and considered. Data collected were treated with utmost confidentiality and anonymity.

Results

Administration of Instrument and Demographic Information

Table 1: Presentation of Demographic Data Based on Class

Class	Frequency	Percentage	Gender	Frequency	Percentage
S. S. 1	40	40.0	Male	43	43.0
S. S. 2	28	28.0	Female	57	57.0
S.S. 3	32	32.0	-	-	-
Total	**100**	**100**	**-**	**100**	**100**

Table 1 revealed the proportion of respondents that participated in the study according to their class and gender distribution. Indicatively, most of the students were in S. S. 1, compare to those in higher classes: S. S. 3 (32%) and S. S. 2 (28%). Equally, the proportion of female respondents were larger than the male respondents. Indicating that females were more than males. In summary, S. S. 1 students and female students were the majority of the participants in this study.

Research Question One: What is the perceived usefulness of MICT for learning among senior secondary school students?

Table 2: Perceived Usefulness of MICT for learning

S/N	Item	Mean	Rank Ordering
	Using mobile information and communication technology for learning can help me to accomplish my learning task more effectively.	3.71	1st
	The use of mobile information and communication technology for learning can help me in focusing better in the classroom.	3.52	3rd
	With mobile information and communication technology, I can easily generate useful and current information for learning.	3.52	3rd
	Using mobile information and communication technology for learning can make learning livelier.	3.43	5th
	Using mobile information and communication technology for learning can prepare students for the technology-driven world of work.	3.64	2nd
	Grand Mean	**3.56**	

Table 2 revealed the perceived usefulness of MICT for learning. The Table indicated that all the items have a mean score higher than the benchmark of 2.50. Indicatively, students perceived that if they use MICT for learning, it can help them to accomplish their learning task more effectively; it can prepare them for the technology-driven world of work; can easily generate useful and current information for learning; can help them in focusing better in the classroom; and make learning livelier. Cumulatively, the grand mean of **3.56>2.50** indicated that senior secondary school students perceived MICT for learning useful.

Research Question Two: What is the perceived ease of use of MICT for learning among senior secondary school students?

Table 3: Perceived Ease of Use of MICT for Learning

S/N	Item	Mean	Rank Ordering
	Use of mobile information and communication technology for learning facilitate student/teacher interaction.	3.55	1st
	The use of mobile information and communication technology for learning requires less effort to operate.	3.24	3rd
	Using mobile information and communication technology for learning is flexible to interact with.	3.01	5th
	I believe that interacting with mobile information and communication technology for learning make learning flexible.	3.12	4th
	learning is enriched with the use of mobile information and communication technology for learning.	3.34	2nd
	Grand Mean	**3.25**	

Table 3 revealed the responses of students' perceived ease of use of MICT for learning. All the items have a mean score above the benchmark of 2.50. Students perceived that MICT for learning facilitates student/teacher interaction; learning is enriched with the use of MICT for learning; requires less effort to operate; make learning flexible; and is flexible to interact with. Cumulatively, the grand mean of 3.25>2.50 implies that senior secondary school students perceived MICT for learning easy to use.

Research Question Three: Do senior secondary students utilise MICT for learning?

Table 5: Utilisation of Mobile Information and Communication Technology (MICT) for Learning.

S/N	Item	Mean	Rank Ordering
	The use of mobile information and communication technology aids students' quick access to learning materials.	3.81	1st
	Mobile information and communication technology encourage learners computing ability.	3.53	2nd
	Mobile information and communication technology usage provide sharing of information resources.	3.52	4th
	The use of mobile information and communication technology provides a platform for interaction among teachers and learners.	3.53	2nd
	Mobile information and communication technology usage encourages active learning and academic achievement.	3.42	5th
	Grand Mean	**3.56**	

Table 4 revealed the responses of students' utilisation of MICT for learning. All the items have a mean score above the benchmark of 2.50. Students stated that MICT for learning aids students' quick access to learning materials; encourage learners computing ability; provides a platform for interaction among teachers and learners; and encourages active learning and academic achievement. Cumulatively, the grand mean of **3.56>2.50** implies that senior secondary school students use MICT for learning.

Hypotheses Testing

Hypothesis One: There is no significant difference between male and female students perceive usefulness of MICT for learning.

Table 6: *t*-test Analysis of Gender Difference in Perceived Usefulness of MICT for Learning

Gender	N	X	SD	df	t	Sig. (2-tailed)
Male	43	3.57	0.21	98	1.01	0.31
Female	57	3.53	0.19			

Deductively, Table 6 showed that there was no significant difference between male and female students perceive usefulness of MICT for learning. This is reflected in the findings of the hypotheses tested df (98), t= 1.012, p>0.05. Thus, the hypothesis which states that "there is no significant difference between male and female students perceive usefulness of MICT for learning" is accepted.

Hypothesis Two: There is no significant difference between male and female students perceived ease of use of MICT for learning

Table 7: *t*-test Analysis of Gender Difference in Perceived Ease of Use of MICT for Learning

Gender	N	X	SD	df	t	Sig. (2-tailed)
Male	43	3.30	0.36	98	1.14	0.29
Female	57	3.18	0.69			

Deductively, Table 7 showed that there was no significant difference between male and female students perceived ease of use of MICT for learning. This is reflected in the findings of the hypotheses tested df (98), t= 1.14, p>0.05. Thus, the hypothesis which states that "there is no significant difference

between male and female students perceived ease of use of MICT for learning" is accepted.

Hypothesis Three: There is no significant difference between male and female students' utilisation of MICT for learning

Table 8: *t*-test Analysis of Gender Difference in Utilisation of MICT for Learning

Gender	N	X	SD	df	t	Sig. (2-tailed)
Male	43	1.32	0.16	98	0.34	0.74
Female	57	1.33	0.33			

Deductively, Table 8 showed that there was no significant difference between male and female students' utilisation of use of MICT for learning. This is reflected in the findings of the hypotheses tested df (98), t= 0.34, p>0.05. Thus, the hypothesis which states that "there is no significant difference between male and female students' utilisation of MICT for learning" is accepted.

Discussion

This study investigated the perception and utilisation of MICT for learning in secondary schools in Ekiti State, Nigeria. Generally, this study found out that secondary school students perceived MICT useful and easy to use; they use MICT for learning; and irrespective of their gender, both male and female students have similar perception to the use of MICT for learning in Ekiti State, Nigeria. Specifically, secondary school students perceived MICT to be useful and easy to use for their learning. This finding corroborated the report of Oladosu *et al*., (2020) on the perceived usefulness and ease of use of social media among Arabic students in Kwara State. The researchers claimed

that due to the characteristics of the newer categories of students being digital natives, they have positive perception towards technological resources. This positive perception most times encourages them to use technological resources for learning. However, sometimes they can be distracted if not monitored.

Other studies such as the study of Basavaraja and Kumar (2017) which reported significant correlation between students' perception and the actual use of ICT resources. The report indicated that as much as students are readily intertwined with ICT principles, they might not be academically inclined towards using them for purposive learning. This finding is found critical to the finding of this current study which related to how students' perception could interpret to its actual use for learning. This implies that, when students perceived a technology to be useful, its utilisation will be guaranteed. This study found that external variables such as student's gender do not interfere with students' perception of MICT. Critical among several other studies is the finding of Wong, Teo, and Russo (2012) who reported that gender had no moderating effect between perceived usefulness, perceived ease of use and actual use of ICT resources usage. Specifically, this outcome may be due to equal access of both male and female students to MICT thereby bridging the gender gap.

Conclusion and Recommendation

Based on the findings of this study, it can be concluded that senior secondary school students have positive perception on the usefulness and ease of use of MICT for learning, while not been gender sensitive. It is therefore recommended that students need to be motivated to use MICT for learning purpose and stakeholders should provide policies that will encourage the full integration of MICT for learning in secondary schools, as this will interpret to greater academic achievement

and equally ease the achievement of Nigeria national educational goals.

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Influence of Psychological Distress and Gender on Creative Thinking Ability of Students in Tertiary Institutions in Ibadan, Oyo State Nigeria

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Abstract
Creative thinking ability is a key component in human development and has been elusive among undergraduates in Nigerian Tertiary Institutions. The ability to reflect and rationalize the thought process is a requisite for innovative research and entrepreneurial skill. This study examines the influence of psychological distress and gender on creative thinking ability of students in some selected tertiary institutions in Ibadan, Nigeria.

A cross sectional survey design and a purposive sampling technique was adopted to select 390 participants with age ranges between 15-40years, $\bar{x}=17.89$, $SD=7.86$ into the study. A structured questionnaire focusing on socio-demographic profile, psychological distress and creative thinking ability was administered to the participants. Two hypotheses were formulated, tested and confirmed. Data were analyzed using descriptive, independent sample t-test and multiple regression statistical tools. The results showed that gender $(388)=3.24, P<.01$)has significant influence on creative thinking ability, indicating males($\bar{x}=36.34, SD=4.44$)exhibit more creative thinking ability than females ($\bar{x}=34.78, SD=4.90$). Additionally, stress($B=.06, \beta=.37, P<.01$), anxiety($B=-.02, \beta=-.16, P<.01$)and depression($B=-.02, \beta=.02, P<.01$)independently and jointly ($F[3,390]=26.42, R=.41$, $R^2=.17, P<.01$) predicts creative

thinking ability. The study concluded that psychological distress (stress, anxiety and depression) and gender have significant influence on creative thinking ability of students. The implication and recommendation of study were discussed accordingly.

Keywords: Gender, Psychological Distress, Creative Thinking ability
Word count: 190

Introduction

Creativity can be defined from different perspectives, as some defined creativity as the creation of something new and innovative, different from the known and existence, which include individual ways of problem solving, discovery of the unknown (Ozimec 1987; Wang, 2011), others conceptualized creativity as the entire process through which ideas are generated, developed and transformed into value relevant; to innovation and entrepreneurship (Robinson 2001). In Torrance (2008), creativity is described in two folds; this include the verbal and figural, and the ability to sense problems and challenges in other to make deductions, produce new ideas, and communicate results to the wide community. Creative thinking according to Runco, Plucker, and Lim,(2001) is the idea generation which cuts across levels, and depended on the identity of an individual or the personality (Jaussi, Randel, & Dionne, 2007). However, this study is guided by the definition of Kaufman, Cole, and Baer, (2009) who conceptualized creative thinking ability as the everyday self and scholarly performance including writing and music, the mechanical or scientific, and artistic skills of an individual.

The process of adapting creative and innovative way of thinking among undergraduates is demanding, especially when students determines to be higher-flier, and as such faced with innovative challenges on the paths to achieve their academic objectives (Haijan, 1999). Extant studies on creativity (Chang &

Birkett, 2004; Vass, 2006; Matud, Rodrguez, & Grande, 2007; Dietrich, 2008; Olatoye, Akintunde, & Ogunsanya, 2010) have defined and advanced works and understanding on what creativity really represent, however, several factors are still left unexplored especially the socio-demographics and psychological distress factors (Naderi, Abdullah, TengkaAizen, Sharir, & Mallan, 2009).

The benefits of creativity to individuals, families, institutions as well as to the societies is imperative, because creative thinking ability is linked with productivity, adaptability, development, sustainability and good mental health (Runco, 2004; Kerr & Gagliardi, 2003). Indeed, creativity drives the economy, sustains development and at the same time, foster and work on preserving cultural and historical heritage of social community (Majstorivić, 2012). In the official reports of European Union (2007), it was presented that creativity is a major driving force of knowledge creation, social and economic advancement through the development of a knowledge and sound society. Thus, the quest to develop new products and services by business men and women, to create jobs and make our youth employable especially in Nigeria demands innovative ideas, in view of this, severe contemporary problems in this modern day can only be solved by creative people, which necessitate the need to build creative thinking ability, and as such, this concept is important in the area of education (Barta, Hokanson, Sahin, & Abdelsamea, 2015). In the theory of planned behavior, individual posits that intentions reflect the motivational and inspirational factors influencing behavior, which are reliable indicators of how person is willing to attempt to exact new behavior that include creative thinking ability (Ajzen, 1991). Moreover, despite the fact that creative thinking ability seems to be the most furtive human characteristics which improve and progress humanity (Simonton, 2002), the lack of ability to think creatively among youths form over one-third (31.6 percent) of the growing population in Nigeria is presently

affecting the cultural, social and economic status of the country (National Population Commission, 2013; Hassan & Ogunyemi, 2008). Creativity has the potential to transform the nation; it is however disheartening, the underdevelopment of creativity in the developing societies including Nigeria is a growing concern. Meanwhile, before the independence of Nigeria, creative arts, pot making, gold smiting, to mention but a few, transmitted from one generation to the other; is increasingly dying out and grossly affecting the Nigerian society (Animasahun, 2013).

Creativity and Psychological Distress

Creativity and Stress

World Health Organization (2019) reports that about twenty percent of young adults experience one psychological health problem or the other, especially in the quest to achieve their academic goals. Such distress like anxiety, stress and depression thereafter limits their intellectual and emotional flexibility, weaken their creative thinking ability and undermine their interest in new ideas, knowledge and experiences (Sarah, Waseem, Satish, Mukthi, Rajashree, & Supreet, 2014).

Additionally, mental health of students has become a growing concern among teachers and mental health professionals because depression and anxiety are the two most widespread mental health problems found among college students (Council Report, 2003; Oliver, Reed, Katz, & Hagh, 1999). Poor academic performance has been linked to depression and serious health problems of the students (Dyrbye, 2006; Rana, & Mahmood, 2010). However, in Nandamuri, and Gowthami, (2011) it was revealed that several factors such as surprise quizzes, frequent assignments, financial constraints, semester/trimester system, fear of failure and competition among fellow students are factors, that limit student's creative thinking ability and performance. Unfortunately, these stressors have the capability to detract the student thereafter making them disorganize, disoriented, and

unable to cope with the academic situation which results to dropout. The processes have implications and ripple effects on the economy, such as increase in unemployment and criminal activities. Studies have shown that stress predicts creative thinking ability (Oliver, et al.,1999; Shanteau & Dino, 2002). An author revealed that stress might increase creative thinking ability by encouraging the use of creative thoughts and engage in a problem focused solving strategy that leads to enhanced creativity (Julie, 2009), it was also found out that students' under stress are left with fewer cognitive resources for other tasks and as such decrease their creativity (Byron, Nazarian & Khazanchi., 2010). In a meta-analysis conducted by Byron and Khazanchi, (2010), the authors discovered that there exist a curvilinear relationship between evaluative stress and creativity, as low evaluative contexts of stress increase creative performance over control conditions, whereas highly evaluative contexts of stress decreasecreative performance.

Creativity and Anxiety

Over the years, anxiety has formed parts of the most common mental, emotional, and behavioral complications in people across age grade and in many countries (Khouzam, 2009; Fiori, Wanner, Jomphe, Croteau, Vitaro, Tremblay, Bureau & Turecki, 2010), and this is characterized by most of the common symptoms like; unpleasant and vague sense of apprehension that is accompanied by autonomic symptoms such as palpitation, headache, perspiration, tightness of the chest, restlessness, mild stomach discomfort, coupled with inability to sit or stand still for a longer period of time (Sadock & Sadock, 2007). Study has indicated that many adolescents and youths do not have the capability to meet their daily life problems, thus, these people become vulnerable in their abilities to confront their daily realities of life (Family Education Association Teachers of Tehran City, FEATTC, 2009). Anxiety is seen as the positive attitude in finding new solutions to

problems which invariably influence creativity thinking ability (FEATTC, 2009), facilitate creative behaviour such as drawing and abstract thinking ability (Henderson, Rosen & Mascaro, 2007) and significantly correlates with creativity and entrepreneurial skills (Tabrizi, Talib & Yaacob, 2011), however, Faleye, (2010) discovered that there are no significant differences in anxiety between male and female students, where anxiety had no significant influence on creative thinking ability, as the daily problems is enough to stump creative ideas (Beghetto & Kaufman, 2007). However, Byron and Khazanchi, (2010) found out that anxiety and creativity have a negative implication among students in high school and also a significant linear prediction (Tabrizi, et al.,2011), whereby anxiety decrease the mental power of students (Passer, Smith, Holt, Bremner, Sutherland & Vliek, 2009).

Creativity and Depression

Evidences from several creative thinkers such as Sylvia Plath and Emily Dickinson who have suffered severer psychopathologies that include depression, suggests that depression with other cognitive distortions are linked with creativity (Thomas & Duke, 2007). In Akinola and Mendes (2010), it was found out that among participants during creative tasks, they exhibit depressive symptomatology (such like restlessness, sadness, depression, poor appetite, unfriendliness), additionally, the authors discovered that there is higher prevalence of depression among people working in the creative arts compare with scientists. In an experimental study conducted by Fong, (2006), the author discovered that individuals experiencing emotional ambivalence with simultaneous experience of positive and negative emotions show some creative ability to perform certain task. However, in Singh and Tung,(2013), it was shown that there is a significant negative relationship between psychological distress and creativity where the negative

direction of the correlation specifies that as creativity increases while psychological distress decreases.

On the other hand, Fialkoff, (2011) indicated that there was no overall significant relationship between depression and creative intelligence among undergraduates, even though a significant evidence suggest that higher depression scores signifies lower mathematical creative intelligence. Though, in the Existentialist Emotion Theory according to Sartre (2002), it was explained that the experience of emotion serves as an escapist choice to intentionally change one's perception of reality which can invariably influence the creative thinking ability of individuals.

Creativity and Gender

Creative thinking ability has been found to be inter-related with gender especially among the young individuals. Many times, individual's state of being male or female which is typically their social and cultural differences has been associated with creative thinking ability.

In Baer and Kaufman (2008), the authors established that, gender role in creative thinking ability still become an important concept among creative thinkers, psychology of entrepreneurial, economic and human development. Stephens, Karnes and Whorton, (2001) shows that gender differences havea significant influence on creativity, making gender a vital concept in the study of creativity among students. Similarly, Matud, and Grande, (2007) revealed that gender differences significantly influence dimensions of creativity such as figural fluency, figural originality, verbal fluency, originality, resistance to premature closure, figural creativity index, and the overall average standard score on creativity scale. Likewise in Barta *et al.,* (2015), gender significantly reflect difference on domains of creative thinking ability including their originality, elaboration, abstractness of titles and resistance to premature closure capacities but not on fluency domain of creative thinking ability.

On the contrary, finding has shown that male and female students were found not to differ on general creativity tests and it sub-domains including fluency, originality, flexibility and creativity motivation in a Nigerian sample (Oyundoyin & Olatoye, 2007). Similarly, Adekaye, (2016) discovered that no significant gender difference was uncovered in the constructs of creativity (appropriateness, consistence and effectiveness), as gender did not statistically and significantly influence creative thinking ability among the students of higher institutions. Equally, Ayyıldız-Potur and Barkul (2009) found out that, student's gender did not significantly differ in creativity.

Though, female participants were discovered to have higher creative thinking ability than their males counterpart (Anwar, Shamim-ur-Rasool, & Haq, 2012; Hong, Peng, O'Neil, & Wu, 2013), especially on fluency and flexibility (Awamleh *et al.* 2012; Hong *et al.* 2013). However, some researchers found out that male students significantly differ on creativity compared with female students in all the domains of creativity (He, Wong, Li, & Xu 2013). Naderi*, et al.,* (2009) revealed that there are significant differences between male and female students on the overall creative perception, with male scoring higher than female on perception of creativity.

Thus, the findings from previous literature on the influencing roles of socio-demographic factor (gender) and psychological distress (depression, anxiety and stress) on student's creative thinking ability are uncertain, as some studies established the influence of psychological distress and gender on creativity while others do not. This however, shows some inconsistency in the findings which might be due to cultural context, holistic approach or other limiting factors among students. In response to the identified gaps in knowledge of the previous studies, it is therefore imperative to further study the influence of psychological distress and gender on creative thinking ability.

Research Questions

In view of literature review, two research questions were raised:

- Will gender significantly influence creative thinking ability?
- Will psychological distress (stress, anxiety and depression) independently or jointly influence creative thinking ability of students of Tertiary Institutions?

The study therefore sets to answer the research questions.

Research Hypotheses

Based on the reviewed literature and the research questions, the following hypotheses were formulated:

Gender will significantly influence creative thinking ability, with male students performing better in creative thinking ability than female students.

Psychological distress (depression, anxiety and stress) will significantly predict creative thinking ability of students

Methodology

Design

The study adopted a cross sectional survey research design. The independent variables are: psychological distress (depression, anxiety and stress) and gender (male and female) while the dependent variable is creative thinking ability.

Study Setting

The settings for this study include three higher institutions in Ibadan, Oyo State, Nigeria. Institutions include: University of Ibadan (Federal), The Polytechnic, Ibadan (State) and Lead City University, Ibadan (Private).

1. **Participants and Procedure for Selection**

Purposive sampling method was employed to recruit participants into the study; having identified the paucity in

previous studies on creative thinking ability of students as such larger percentage of the participants could be found in these settings. The researcher located the student in their respective classes after their lectures and sought their consent for voluntary participation. The researcher explained the purpose of the study to them and strictly followed other ethical regulations in this study. The same procedure was followed in other locations of the study. Data collection lasted for two weeks in each selected institution. 400 questionnaires were administered, 394 were returned across the institutions while 390 were good for the analysis.

Among the recruited participants, about 130 (33.3%) were Lead City University students, while 180 (46.15%) University of Ibadan students and 80 (20.1%) were Polytechnic of Ibadan students at the time of the study. Their age ranges between 15 and 40 years with mean of 17.89 and standard deviation of 7.86. About 240 (61.5%) males and 150 (38.5%) females participated in the study. At the time of the study, about 100 (25.6%) students were in 100 Level, 227 (58.2%) students were in 200 Level, 47 (12.1%) students were in 300Level, 6 (1.5%) students were in 400 Level while 10 (2.6%) students were in 500 Level.

2. **Research Instrument**

A structured self-report questionnaire was employed as instrument for data collection. The questionnaire gathered information on both the dependent and independent variables from the participants. In this study, the demographic information were age, gender, school type, level of study, and the previously attended secondary school.

Creative thinking ability was measured using abridge version of Kaufman Domains of Creativity Scale (K-DOCS), the 50-items scale was developed by Kaufman (2012) to measure individual's potentials based on his /her performance. The K-DOCS was in 5-likert response format ranges from, much less

creative=1, less creative=2, neither more nor less creative=3, more creative=4, much more creative=5; example of the items are*: "Finding something fun to do when I have no money"* all scored directly with scores ranges from 50-250. Higher scores indicate higher creative ability and vice-versa. The scale has five broad domains: Scholarly, Mechanical/Scientific Self/Everyday, Performance (encompassing writing and music), and Artistic. The author reported high internal consistence and convergent validity with Big Five Personality Factors (Kaufman, 2012), while in this study the Cronbach alpha for K-DOCS was 0.75 which was moderately reliable.

Additionally, depression, anxiety and stress scale (DASS-21) was utilized to measure psychological distress. The scale was developed by Lovibond, and Lovibond, (1995). The 21-items scale was developed to measure emotional states in terms of three domains: depression, anxiety and stress with seven items in each. The DASS-21 was in 4-likert response format ranges from, did not apply to me at all=0, applied to me to some degree =1, applied to me to a considerable degree= 2, and applied to me very much=3. Example of the items is*: "I found it hard to wind down" "I couldn't seem to experience any positive feeling at all".* Items were scored based on each domain with each domain score multiply by 2, the scores ranges between 0-42 in each domain. Higher scores indicate tendency to the symptoms of that domain. The author reported effective validity (Lovibond & Lovibond, 1995), The researcher documented 0.86 Cronbach alpha in this study.

3. **Data Collection**

All completed questionnaires were analyzed using Statistical Package for the Social Sciences (SPSS^{v20}) software. Independent sample t-test analysis was employed as a statistical tool for the first research hypothesis, because the independent variables: gender (male and female) was dichotomous. While, multiple regression was utilized to analyze the second hypothesis since

the domains of the psychological distress (depression, anxiety and stress) appears in interval measurement.

Results

The result for the first hypothesis which stated that gender will significantly influence creative thinking ability, with male students performing better in creative thinking ability than female. The hypothesis was tested using t-test for independent sample. The result is presented in table 1.

Table 1: Summary of t-test for independent sample showing the differences in the levels of gender on creative thinking ability

Variables	Gender	N	$\bar{x}$	SD	t	df	F	P
Creative thinking ability	**Male Students**	240	36.34	4.44	3.24	388	1.89	**<.01**
	Female Students	150	34.78	4.90				

From the table 1 above, it was revealed that, gender significantly influence creative thinking ability ($t(388)=3.24$, $p<.01$). This implies that the gender of the student significantly influence their creative thinking ability. Further observation showed that, male students ($\bar{x}=36.34$, $SD=4.44$) significantly different on creative thinking ability than female students ($\bar{x}=34.78$, $SD=4.90$). This result suggests that, male students involved more in creative thinking ability than female. The research hypothesis was therefore accepted and confirmed.

Additionally, the second hypothesis stated that, psychological distress (depression, anxiety and stress) will significantly predict creative thinking ability of students. This

was tested with multiple regression analysis. The results are presented in table 2.

Table 2: Summary table of multiple regressions showing the joint and independent predictive strengths of depression, anxiety and stress on creative thinking ability.

Predictors	B	***β***	**T**	Sig	**R**	R^2	**Δ $R^{2(\%)}$**	F	p
Depression	-.02	.02	2.02	**.001**					
Anxiety	-.02	-.16	2.45	**.001**	.41	.17	16.4	26.42	**<.01**
Stress	.06	.37	2.09	**.001**					

Dependent variable: creative thinking ability

From the table 2 above, it was showed that psychological distress (depression, anxiety and stress) [F (3,390) =26.42, R =.41, R^2 =.17, P <.01] jointly predict creative thinking ability of students. That is, the multiple regression coefficients of psychological distress including depression, anxiety and stress of the students shown the relationship strength of .41(41%) on their creative thinking ability, with coefficient determination of about .17(1.7%) that occurred in creative thinking ability of the students that is due to the joint relationship of the psychological distress. Moreover, there was an independent prediction of depression (B=-.02, *β*=.02, t=2.02, P<.01) on creative thinking ability. This simply showed -.02 unstandardized regression coefficients which is the negative variance in the students creative thinking ability; also depression accounted for about .02 changes that occurred in students creative thinking ability. Additionally, Anxiety (B=-.02, *β*=-.16, t=2.45, P<.01) independently predict creative thinking ability. Which implies that the anxiety level of student accounted for -.16(16%) negative changes that occurred in students creative thinking ability; and stress (B=.06, *β*=.37, t=2.09, P<.01) also independently predict creative thinking ability; where stress

level of the student accounted for .37(37%) positive changes that occurred in students creative thinking ability. From the above results, depression and stress accounted for positive changes that occurred in student's creative thinking ability, while levels of anxiety accounted for negative changes that occurred in student's creative thinking ability. More so, some levels of student psychological distress (depression, anxiety and stress) significantly and independently predict creative thinking ability among students. The research hypothesis was therefore accepted and confirmed.

Discussion of Findings

This study examined the influence of psychological distress (depression, anxiety and stress) and gender (male and female) on creative thinking ability of students in tertiary institutions in Ibadan, Oyo State, Nigeria. The result shows that gender (male and female) significantly influenced creative thinking ability of students, with male students reporting more of creative thinking ability than their female counterpart. The result depicts that gender of the students in tertiary institutions significantly influence their creative thinking ability. This result supported the Stephens *et al,'s* (2001) findings on the gender role in creativity, the authors found out that gender difference significantly influence creativity and as such become important concept among creative thinkers and societies aiming to build entrepreneurial skills and human development. More so in Hong, *et al.'s* (2013) study where gender differences was revealed to significantly influenced dimensions of creativity supported the result of the present study. Specifically in this study, male students of the higher institutions significantly reported more creative thinking ability than their female counterparts. This result buttressed gender-dependent biological variations that emphasized the cognitive differences between male and female; such as in genetic differences, brain differences and hormonal differences in context of overall size,

variability and organization, with males contributing more than females (Carrel & Willard 2005). These differentiations are possibly due to their early developmental phase (Lentini, Kasahara, Arver, & Savic, 2013). Moreover, the result of this study aligned with the idea submitted by Abraham, (2015) that both sexes do not differ in terms of generic/specific intellectual abilities but differs in the functional task sets or cognitive styles and cognitive strategies which creative thinking ability is the byproduct. Likewise, the result of this study sustained findings by He, *et al.,* (2013) where male and female students were significantly different on creativity, with male students reporting higher scores than female.

However, the result of this study disconfirmed the findings of Oyundoyin and Olatoye, (2007); and Adekaye, (2016) who discovered in their study that male and female students were not significantly different on general creativity tests and its subdomains; the differences in the instruments and methodology of these studies and the present study may possibly be responsible for these variations in results even though Nigerian samples were used.

Furthermore, levels of student's psychological distress (depression, anxiety and stress) independently and jointly predict creative thinking ability. In this result, depression contributed little changes that occurred in creative thinking ability of the students. This result upholds the findings of Thomas and Duke, (2007), where it was discovered that psychopathology including depression is linked with creativity. More so, in Thomas and Duke's (2007) research discoveries supported this submission, that depression significantly predict creativity especially during the creative task (Akinola & Mendes, 2009), similarly, the result supported Akinola and Mendes's (2010) research result who found out among their participants of study that some depressive symptoms such as sadness, poor appetite and unfriendliness were shown during creative task. The result also buttressed the findings of Verhaeghen, *et al.,*

(2005) where the authors found out that there are significant interactions between depression and creativity, and controlling for extraneous factors depression significantly predict creative thinking ability. However, anxiety negatively predicts creativity thinking ability as students' creative thinking ability increases, level of their anxiety decreases. The student's autonomic arousal and subjective experience of anxious feeling negatively improves their creative abilities. As participants become anxious the level of their creative thinking ability and ideas decreases. This result held the position of Singh and Tung, (2013), in their study, anxiety significantly has negative prediction of creativity. Surprisingly, stress which is the other component of psychological distress significantly predict more than one-quarter of their creativity thinking ability of the selected students. This result showed that stress encounter by students which may have many sources positively predict their creative thinking ability. The result further revealed the joint prediction of psychological distress (including depression, anxiety and stress) on creative thinking ability. This result buttressed the existentialist emotion theory according to Sartre (2002), the experience of emotion serve as an escapist choice to intentionally change one's perception of reality; since psychological distress is mostly emotional reactions that is shown in behaviors, this significantly determines the students' creative thinking ability.

Conclusion

The study examined the influence of psychological distress (depression, anxiety and stress) and gender on creative thinking ability of students of tertiary institutions in Ibadan, Oyo State, Nigeria. Gender significantly influenced creative thinking ability, with male participants show more creative thinking ability than female students. Furthermore, psychological distress which include depression, anxiety and stress independently and jointly predict creative thinking ability of student, as depression and

stress positively and independently predict creative thinking ability in little and average level respectively; while anxiety negatively predict creative thinking ability of students of selected higher institutions in Ibadan, Nigeria.

Implication and Recommendations

From this study, it was observed that gender significantly influence creative thinking ability, with creative thinking ability documented among males than females. This result implies that male students who are supposedly the future generation of the country have the higher tendencies to be innovative and engage in entrepreneurial programs to enhance their human capital than females. Also, since there are gender differences in creative thinking ability, the government, academic institutions, non-governmental organizations and other concerned bodies should consider gender when administrating programs that enhance creativity and entrepreneurial skills.

In addition, the study revealed that psychological distress significantly predict creative thinking ability, as depression and stress positively predict creative thinking ability, anxiety negatively predict creative thinking ability among students of tertiary institutions. The result indicates that the emotion affects and experiences include their state of depression and stress, coupled with various stressors significantly important to their creative thinking ability. The students tend to perform creatively when faced with stressful or demanding activities. As such, authorities of the tertiary institutions, concerned authorities and possibly the government should consider the student's psychological state when programs introduced to improve creative and entrepreneurial skills development are implemented, in the quest to reduce poverty and improve quality of life.

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Job Satisfaction and Self-Efficacy as Correlates of Job Performance of Physical Education Teachers in Kwara State

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Abstract

A rising demand in the educational system has made the teaching profession extremely challenging, as high performance is expected from Physical Education teachers. This study assessed job satisfaction and self-efficacy as correlates of job performance of Physical Education teachers in Kwara State. The variables are wages/remuneration, job security, training opportunity, promotion and educational attainment as correlates of job performance of Physical Education teachers in the study area. Descriptive research design of survey method was adopted for the study.120 respondents were sampled. Researchers' structured questionnaire was the instrument for data collection. The instrument was validated by lecturers in Human Kinetics Education. The data collected were analyzed using inferential statistic of Pearson's Product Moment Correlation at 0.05 alpha level.

The findings revealed that: satisfaction with wages/remuneration; job security; training opportunity; promotion policy and educational attainment are significant correlates of job performance of Physical Education teachers in Kwara State. This

study concludes that the government should motivate physical education teachers by giving special remuneration particularly for those teaching practical skills to increase job performance.

Introduction

A sound educational system is considered to be the backbone of developing a nation and the teacher is the pivot around which the entire educational system evolves. Teachers are considered to be the major and first instrument in education. School relies upon teachers in preparing generations of students and in facing challenges that hamper their ability to perform responsibilities; this is because teachers are important components of educational system. Teaching could be viewed as the art and science of instruction and pedagogy activity. The main task of the teacher is to teach, teachers are also engaged in a wide variety of tasks along with the basic face-to-face teaching, such as curriculum design and development, school planning, information technology, workplace, health and safety, resource management, students' welfare, as well as playground and sports supervision.

Physical Education teachers are responsible for the education of primary and secondary school students in physical activity and psychomotor learning (Kenioua, Bachir & Bacha, 2016). The Physical Education class was once little more than an organized recess; however, physical education teachers now engage students in much more than game play. Shorfi (2012) posited that recent developments have steered the Physical Education curriculum towards the goal of overall wellness and teachers now incorporate health and nutrition topics into their classes. While demands on teachers have increased, there has been little change in their patterns of employment, compensation and career advancement.

A high demand in educational system has made the teaching profession extremely challenging and quality performance is expected from Physical Education teachers.

Teachers who are satisfied with their jobs usually have a high degree of self-efficacy and professional capabilities and feel that they could manage, organize and perform specific tasks and behavior, even in case of failure. Babita and Gurmit (2014) pointed out that teachers who are not satisfied with their job might be less committed and are likely to perform below their capabilities. Therefore, what is of utmost importance is the improvement in the learners as a result of teacher's job performance.

Job performance could be viewed as the work-related activities expected of an employee and how well those activities were executed. Thus, the concept of performance could be operationally defined as the overall expected value from employees' behavior carried out over the course of a set period of time. Job satisfaction has received much attention among researchers globally; this made Kinman and Wray (2014) to describe teaching as an emotional activity noting that teachers experience emotional exhaustion, burn out and depersonalization. Hulin and Judge (2003) affirmed that job satisfaction includes multidimensional psychological responses to one's job and that such responses have cognitive (evaluative), affective (or emotional) and behavioral components. From these definitions, positive attitude by employees influence job satisfaction positively while low job satisfaction negatively influence job performance.

Researchers have also reported that self-efficacy beliefs are related to performance (Muhammet, Ramazan, Hanifi, 2017; Shen, Leslie, Spybrook, & Ma, 2012; Caprara., Barbaranelli, Steca., & Malone, 2006)). In fact, self-efficacy is considered to be one of the most influential psychological constructs mediating achievement. Self-efficacy refers to individuals' beliefs about their capabilities to carry out a particular course of action successfully (Robert & Ming, 2010). Teachers' self-efficacy is a vital factor and still a worthy variable in educational research. The idea that teachers' self-belief is a determinant of teaching

behaviour is simple yet powerful idea. Teachers efficacy is defined as a teacher's judgment of his/her own capability to bring about desired outcomes from students' engagement and learning, even among those students who may not be difficult or unmotivated (Akomolafe, Ogunmakin, & Fasooto, 2014).

A strong sense of efficacy enhances human accomplishment and personal wellbeing in several ways. People with high assurance in their capabilities approach difficult tasks as a challenge to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep commitment, produces personal accomplishment, reduces stress and lowers vulnerability to depression (Bandura, 2012). In contrast, a teacher who doubts his/her abilities may shy away from difficult tasks which he/she views as personal threats. Such a person has low aspirations and weak commitment to the goals to be pursued in their chosen profession. When such happens, it does not require much failure for such individual to lose faith in capabilities and to fall easy victim to stress and depression.

Muguonga, Muguna & Muriithi (2015) in a study in Kenya indicated that compensation plays an important role in determining employees' job satisfaction. Muguonga *et al.* (2015) further posited that the perception of being paid what one is worth predicts job satisfaction. Remuneration such as wages and salary has impacts on the value of teachers' efficiency and increases the performance outcomes. It increases their performance, satisfaction and productivity. The perception of teachers about the organization benefits policy is if pay is good the teachers' performance will be good, quality and quantity of work will also increase.

Job security also exerts some influence on teachers, For example, a teacher with high job security may invest more in their performance out of loyalty or because they view their jobs as long term commitments. On the other hand, workers may take advantage of job insecurity and do as little work as

possible. Job security can also be costly to the firm since dismissal of employees requires more time, effort, and compensation (Leung, 2009).

Wong, Tang, & Cheng (2014) averred that there are various extrinsic motivators of teachers' commitment to job, among them, the reward system in terms of pay and promotion is obviously important. Prompt promotion has direct implication for the consequences on the performance and its satisfaction. Organizations cannot operate alone without the involvement of human beings who are employed to handle specific duties, and it is the performance of these staff that will lead to success or failure of the organization. It is therefore imperative that every organization give required attention by rewarding performance of its workers through prompt promotion, so as to ensure effectiveness and high productivity. Particularly in education, attention should be given to the quality performance of the teachers, since they are in the forefront among those responsible for achieving the goals of education.

According to Ojo (2015), the issue of measuring teachers' performance becomes more challenging in a subject area such as Physical Education. In this context, Physical Education becomes the cornerstone in learning and teaching, and the most important factor in the education process. This requires the availability of an effective Physical Education teacher who seeks to be competent and influential. However, the subject matter of Physical Education has often suffered from two related issues. On one hand, it has often suffered from being handled by incompetent teachers due to inadequate personnel. This happens when the subject is handled by generalist teachers with little or no preparation in Physical Education content. On the other hand, budget cut backs often have a negative impact on the time and resources required for teaching Physical Education in the class.

The foregoing challenges have been compounded by low commitment on the part of Physical Education teachers

themselves towards teaching the subject. This has affected and is still affecting the teaching of the subject in most Nigerian schools. It was the contention of the researchers that conducting this type of study at this time would restore Physical Education to a place of relevance among other secondary school subjects being offered by students.

Statement of the Problem

Teachers' self-efficacy has important implications in education as it is capable of facilitating effective learning outcomes for students and the teacher is able to develop a higher level of aspiration. Previous researches have proved that many teachers exhibit dissatisfaction in their jobs due to job stress (Chaplain, 2008; Schwarzer & Hallum, 2008). In Kwara State, Physical Education teachers feel overwhelmed by the challenges of the school context. There is a shortage of qualified manpower to teach the subject effectively due to apathy on the part of school administrators and bias from Government officials that make it difficult for the subject to occupy a place of relevance as stated in the National Curriculum for Basic Education.

Many of them lack motivation on the job due to inadequate opportunity for training and development. In some cases they use their personal equipment to teach practical skills due to lack of funds. Considering the core objectives of Physical Education as a subject which are to develop youth that are physically, morally and mentally sound, Physical Education teachers are in the key position in raising future leaders. It is important that studies on self-efficacy and job satisfaction of Physical Education teachers should be conducted in order to improve their performance on the job. In this context, the findings will contribute to understanding of the relationship between self-efficacy and job satisfaction. It is on the above premise that this study examined job satisfaction and self-efficacy as correlates of job performance of Physical Education teachers in Kwara State.

Objectives of the Study

Objectives of this study are to:

1. Assess whether satisfaction with wages/remuneration is a correlate of job performance of Physical Education teachers in Kwara State;
2. Examine whether job security is a correlate of job performance of Physical Education teachers in Kwara State;
3. Determine whether training opportunity is a correlate of job performance of Physical Education teachers in Kwara State;
4. Examine whether promotion policy is a correlate of job performance of Physical Education teachers in Kwara State

Hypotheses

1. Satisfaction with wages/remuneration will not be a significant correlate of job performance of Physical Education teachers in Kwara State.
2. Job security will not be a significant correlate of job performance of Physical Education teachers in Kwara State.
3. Training opportunity will not be a significant correlate of job performance of Physical Education teachers in Kwara State.
4. Promotion policy will not be a significant correlate of job performance of Physical Education teachers in Kwara State.

Methodology

This study adopted descriptive research of survey type. The design involved collection and analysis of data for the purpose of describing them exactly as they occur. Based on the information collected, the researcher was able to take objective decisions. The population comprised 270 Physical Education teachers in Junior Secondary schools in Kwara State. Simple random sampling technique was used to select 120 Physical

Education teachers out of 270 Physical Education teachers in secondary schools as sample for the study.

The research instrument was researchers' self-structured questionnaire, divided into two sections, A and B. Section A elicited information on demographic characteristics, such as age, educational qualification, years of teaching experience, gender among others while section B contained items on variables of study; satisfaction with wages/remuneration, job security, training opportunity and promotion policy. The instrument was scored on a four-point modified Likert scale rating of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) that enabled the respondents to indicate the extent of their agreement or disagreement with the options supplied.

Content validity of the questionnaire was carried out by three (3) lecturers (experts in the field of Human Kinetics Education). Suggestions made were incorporated to ensure the validity of the instrument is enhanced. The reliability of this instrument was conducted using test re-test method. Cronbach alpha statistic was used to determine the reliability, coefficient value of 0.73 was obtained. The researcher administered the questionnaire with help of five(5) trained research assistants. The data collected was subjected to analysis using inferential statistic of Pearson Product Moment Correlation (PPMC) to test the hypotheses at 0.05 alpha level.

Hypotheses Testing

1: Satisfaction with wages/remuneration will not be a significant correlate of job performance of Physical Education teachers in Ilorin.

Table One: PPMC analysis on wages/remuneration as a correlate of job performance of Physical Education Teachers in Kwara State.

S/N	Items	SA	A	D	SD	Row Total	Cal. R	P-Value	Remark
1.	Prompt payment of salary makes me perform better in discharging my duty as a physical education teacher	17 (14.2%)	49 (40.8%)	45 (37.5%)	9 (7.5%)	120			
2.	Rewards attached to my job as physical education teacher motivates me to put more effort into my job	41 (34.2%	64 53.3%	8 (6.7%)	7 (5.8%)	120			
3.	Prompt release of claims as physical education teacher increases my job performance	39 (32.5%)	62 (51.5%)	14 (11.7%)	5 (4.2%)	120	0.81	0.001	H_o Rejected
4.	I perform better when I receive award for my efforts towards student academic performance	65 (54.2%)	45 (37.5%)	6 (5.0%)	4 (3.3%)	120			
5.	Availability of bonus improves my job performance as a PE teacher	65 (54.2%)	46 (38.2%)	5 (4.2%)	4 (3.3%)	120			
	Column Total	227	266	78	29	600			

$P < 0.05$

Table one presents analysis on wages/remuneration as correlates of job performance of teachers. The analysis indicated a calculated r value of 0.81 and a p- value of .001 which is significant at 0.5 alpha level. Therefore, the null hypothesis is rejected. This implies that satisfaction with wages/remuneration is a significant correlate of job performance of Physical Education teachers in Kwara State.

2: Job security will not be a significant correlate of job performance of Physical Education teachers in Ilorin.

Table Two: PPMC analysis on job security as a correlate of job performance of Physical Education Teachers in Kwara State

S/N	Items	SA	A	D	SD	Row Total	Cal. R	P-Value	Remark
1.	Threats of job loss from employers affect Physical Education teachers' job performance.	44 (36.7%)	58 (48.3%)	7 (5.8%)	11 (9.2%)	120			
2.	My employment on full-time basis motivates me to perform better in teaching of Physical Education	25 (20.8%)	81 (67.5%)	5 (4.2%)	9 (7.5%)	120			
3.	Absence of threat with retrenchment helps my performance as a Physical Education teacher	18 (15.0%)	78 (65.0%)	17 (14.2%)	7 (5.8%)	120	0.68	0.001	H_o Rejected
4.	Positive attitude of school administrators is a way of increasing Physical Education teachers' job performance	16 (13.3%)	43 (35.8%)	44 (36.7%)	17 (14.2%)	120			
5.	Not being coerced to teach Physical Education has been of help in boosting my job performance	34 (28.3%)	57 (47.5%)	25 (20.8%)	4 (3.3%)	120			
	Column Total	137	317	98	48	600			

$P < 0.05$

Table two presents analysis on job security as correlate of job performance of teachers. The result indicated a calculated r value of 0.68 and p-value of .001 which is significant at 0.05 alpha level. Therefore, the null hypothesis is rejected. This implies that job security is a significant correlate of job performance of Physical Education teachers in Kwara State.

3: Training opportunity will not be a significant correlate of job performance of Physical Education teachers in Ilorin.

Table Three: PPMC analysis of training opportunity as a correlate of job performance of Physical Education Teachers in Kwara State.

S/N	Items	SA	A	D	SD	Row Total	Cal. r	P-Value	Remark
1.	Regular training of Physical Education teachers improves their job performance	89 (74.2%)	25 (20.8%)	4 (3.3%)	2 (1.7%)	120			
2.	Full sponsorship of Physical Education teachers for training and workshops contributes to increased job performance	20 (16.7%)	85 (70.8%)	6 (5.0%)	9 (7.5%)	120			
3.	Allowing Physical Education teachers to further their education results in enhanced performance	32 (26.7%)	61 (50.8%)	0 (0.0%)	27 (22.5%)	120	0.76	0.001	H_o Rejected
4.	Ensuring Physical Education teachers benefits from training opportunities increases their performance	34 (28.3%)	52 (43.3%)	15 (12.5%)	19 (15.8%)	120			
5.	Provision of special allowance for Physical Education teachers training improves their performance	15 (12.5%)	64 (53.3%)	12 (10.0%)	29 (24.2%)	120			
	Column Total	190	287	37	86	600			

$P < 0.05$

Table three presents analysis on training opportunity as correlate of job performance of teachers. The result indicated a calculated r value of 0.76 and p-value of .001 which is significant at 0.5 alpha level. Therefore, the null hypothesis is rejected. This implies that training opportunity is a significant correlate of job performance of Physical Education teachers in Kwara State.

4: Promotion policy will not be a significant correlate of job performance of Physical Education teachers in Ilorin.

Table Four: PPMC analysis on promotion policy as correlate of Job Performance of Physical Education Teachers in Kwara State.

S/N	Items	SA	A	D	SD	Row Total	Cal. r
1.	Frequency of promotion of Physical Education teachers improves their job performance	41 (34.2%)	56 (46.7%)	15 (12.5%)	8 (6.7%)	120	
2.	Clearly defined promotion criteria increases Physical Education teachers Performance	0 (0.0%)	112 (93.3%)	4 (3.3%)	4 (3.3%)	120	
3.	Prompt release of promotion benefits enhance Physical Education teachers' performance	59 (49.2%)	48 (40.0%)	6 (5.0%)	7 (5.8%)	120	0.77
4.	School administrators objective recommendation for promotion serves as morale booster for Physical Education teachers job performance	80 (66.7%)	28 (23.3%)	6 (5.0%)	6 (5.0%)	120	
5.	Unbiased selection for promotion enhance Physical Education teachers job performance	14 (11.7%)	92 (76.7%)	7 (5.8%)	7 (5.8%)	120	
	Column Total	194	336	38	32	600	

$P < 0.05$

Table four presents analysis on promotion policy as correlates of job performance of teachers. The result indicated a calculated r value of 0.77 and p-value of .001which is significant at 0.5 alpha level. Therefore, the null hypothesis is rejected. This implies that promotion policy is a significant correlate of job performance of Physical Education teachers in Kwara State.

Discussion of Findings

The findings revealed that satisfaction with wages/remuneration is a significant correlate of job performance of Physical Education teachers in Kwara State. One important factor that contributes

positively to job satisfaction is the salary. More precisely, according to the economic theory, utility from work, measured as job satisfaction, depends positively on income and negatively on hours of work, and that it depends also on a set of other job-specific and worker-specific characteristics (Vila & Garcia-Mora, 2005). Over the years teachers' earnings have increased considerably less sharply than those of other groups. So, while teachers may actually be better off in real terms than they were few decades ago, they may feel worse off because of their decline in status relative to other professional groups.

The findings further revealed that job security is a significant correlate of job performance of Physical Education teachers in Kwara State. Literature has documented that job performance is associated with job security. Emberland and Rundmo (2010) were also of the opinion that job satisfaction is associated with job the insecurity that the employees feel; they underlined the fact that job insecurity is related to psychological problems. In addition, based on the stress theory, job insecurity is a stressor factor, given the fact that the possible loss of a job position creates anxiety to the employees (Arabi, 2000)

The outcome of this study revealed that training opportunity is a significant correlate of job performance of Physical Education teachers in Kwara State. This finding tallies with the submission of UNESCO (2005) that how teachers are prepared for teaching is a critical indicator of education quality. Preparing teachers for the challenges of the changing world will equip them with subject-specific expertise; effective teaching practices; an understanding of technology and the ability to work collaboratively with other teachers.

The outcome of the study further revealed that promotion policy is a significant correlate of job performance of Physical Education teachers in Ilorin. The outcome of this study is in consonance with that of Derri, Papamitrou, Vernadakis, Koufou

and Zetou (2014), they submitted that promotions are used to reward employees for better performance and to motivate them for greater effort. It could be affirmed that when employees experience success in mentally challenging occupations which allow them to exercise their skills and abilities; they experience greater levels of job satisfaction. Previous finding has shown that job satisfaction is strongly influenced by motivation; emphasis should be placed on teacher motivation. Theories of motivation are one of the most important aspects of organizational theory with particular importance for the development of interpretative models of employee performance, because they focus on work efficiency and on the factors that they maximize this efficiency (Kotler & Keller, 2006).

Conclusion

Based on the finding, the study concludes that: satisfaction with wages/remuneration was a significant correlate of physical education teachers' job performance. Job security was a significant correlate of job performance of physical education teachers. Furthermore, training opportunity was also a significant correlate of physical education teachers' job performance. Lastly, promotion policy was also a significant correlate of job performance of Physical Education teachers in Kwara State. Therefore, to increase job performance of physical education teachers, there is need to direct attention at ways of utilizing these factors to increase teachers' performance.

Recommendations

Based on the findings of this study, the following were recommended:

1. There is need for the government to motivate physical education teachers by giving special remuneration particularly for those teaching practical skills to increase job performance.

2. Job security of Physical Education teachers should be prioritized to boost their commitment as this might in turn lead to increased job performance.
3. More training opportunities in form of seminars and workshops should be provided for Physical Education teachers to boost their performance on the job.
4. Promotion policy should be designed in a manner that will recognize competence and hard work to benefit Physical Education teachers.

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Impact of E-Learning on Learners Academic Achievement in Secondary Schools in Olamaboro Local Government Area, Kogi State

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Abstract
This study focused on finding out the impact of e-learning on the academic performance of students in Secondary Schools in Olamaboro Local Government Area, Kogi-State. Descriptive survey design was used for the study. The Population is made of all teachers and students in the secondary schools spread across twenty six (26) schools in Olamaboro LGA., with three thousand, five hundred and seventy students (3,570) and two hundred and five teachers (205) respectively. The sample size for this study is two hundred and eight (208) using simple random sampling technique through balloting without replacement was used to select three teachers from each of the twenty six schools making 78 teachers and five students each making a total of 130 students. The instrument used for this study was a self-structured questionnaire titled impact of E-learning on the academic achievement of students Questionnaire (IELAASQ). The instrument for data collection was validated to determine the

reliability of the instrument, Cronbach Alpha of 0.72 was obtained. All the 208 representing (100%) the questionnaire was rated on a four point response scale. The findings among others reveal that; e-learning impact positively on the academic performance of students and that some challenges are faced by students in an e-learning programme. Based on the findings of this study, recommendations were made including that, E-learning programme should be adopted in teaching and learning. Also, training programme should be organized for teachers in the use of e-learning tools etc.

Keywords: E-learning, Academic Achievement, Learners, Secondary Schools
Word Count: 238

Introduction

Changes and developments in the informatics and communication technology field, as in any other field, affect the field of education (Tekin & Polat 2016). New methods appear in education due to the effects of new technology. One such method is e-learning. E-learning refers to an educational method that takes place through the use of informatics and communication technologies, providing independence in terms of time and place (Sun, Tsai, Finger, Chen &Yeh, 2008). E-learning has become a new epitome and new underlying principles in library services as well as educational sector with a mission to serve as a development platform for present-day society based on knowledge. With e-learning, not only education methods but also course materials were transformed. E-Learning means a lot of different things and it is understood differently by people with very different roles. Olaniyi (2016) sees e-learning as learning that occurs at the computer. In our contemporary world, the learning through the aid of a computer simply means online knowledge acquisition through the internet or offline through CD-ROM. In other words, it is the use of network technologies to create, foster, deliver, and facilitate learning,

anytime and anywhere. Horton (2015) defines e-learning as the use of internet and digital technologies to create experiences that educate our fellow human beings. E-learning has the potential to revolutionize the way we teach and how we learn (DfES, 2013). To provide effective education in e-learning environments, educational materials must provide the required components such as text, sound, simple graphical presentations, video presentations, animations, simulations, games, test systems and feedback-enhanced interaction (Friesen, Fisher & Roberts 2001).

Elsewhere, Aljaafreh (2009) describes e-learning "as an umbrella term describing any type of learning that depends on or is enhanced by electronic communication using the latest Information and Communication Technologies (ICT)". It is also defined as "a generic term covering a wide set of ICT technology-based applications and processes, including computer-based learning, web-based learning, virtual classrooms, digital collaboration and networking" (Behera 2013). E-learning is a unifying term used to describe the fields of online learning, web-based training and technology delivered instruction. Garrison and Anderson (2012) defines e-learning as teaching and learning that is web-enabled. Building on the above descriptions the Europe : Promoting Digital Literacy initiative describes it as the "the use of new multimedia technologies and Internet for improving the quality of learning by means of access to resources and services, and long distance collaborations and exchanges". Furthermore, the Commonwealth of learning in 1998 described e-learning in two ways:

i) The application of information and communication technologies (ICT) to core institutional functions such as administration, materials development and distribution, course delivery and tuition, and the provision of learner services such as advising, prior learning assessment and program planning.

ii) As an organization that has been created through alliances and partnerships to facilitate teaching and learning to occur without itself being involved as a direct provider of instruction. The definitions of e-learning highlighted above encompass several forms of e-learning.

According to Aljaafreh (2009), the following forms could be identified:

Firstly, as a means of communication. Here, e-learning is used to support communication between students, teachers, tutors, or among a group of peers. The common features of these applications enables users to conduct synchronous and/or asynchronous communication, share common educational resources, facilitate working understanding concerning the co-ordination of work processes and procedures such as determining who does what, how and when.

Secondly, e-learning is used for simulation. Here, it is used to simulate real world environments thereby providing a link between the theoretical and practical worlds. For instance, students can employ simulations to prepare themselves before engaging in practical sessions, to reflect on and repeat specific activities after these experiences, and to simulate practice when actual real life practice do not exist.

Thirdly, e-learning used as a general resource. This is the use of computers and internet-based resources and services to enable students, for instance, learn through interactive e-learning units and rich media sources, using speech, video or interactive sequences or instructions. This is further evidential in the availability of university intranets or learning portals for students to log into such systems when at work or from home, or have access to digital libraries.

Fourthly, e-learning used as Learning Management Systems (LMS). A LMS is software that deploys, manages, tracks and reports on interactions between learner and content and between

the learner and the teacher. LMS combine with the capabilities of Learning Management Content System (LMCS) in content creation and storage. The LMCS can also serve as a data repository which allows developers and subject experts to share content and subject components over a network. In terms of characteristics, just as the rise of ICT fundamentally changed the nature of how work and communication gets done, it has also influenced the nature of how people learn. As most effective e-learning promotes self-regulated learning through appropriate coaching, it has encouraged more individuals to learn by themselves and to only learn what they really need to know to perform their task optimally. In terms of greater flexibility and timeliness, e-learning can suit educational needs at any time especially where traditional classroom-based learning is disruptive.

Summarizing, one can say that e-learning products come in many forms including learning management systems, collaborative learning tools, assessment products, and content development tools to mention few. These vary in terms of role, user, scalability, underlying infrastructure requirements and implementation approach. The e-learning market place is currently a very fragmented and rapidly evolving entity. With new products arriving, existing products being positioned as "e-learning" tools, and different vendors using different terminology, one need a more objective view of suitability of products against identified needs. This is because enabling applications and their related technologies do play a very important role however; they should never be in the front-line for the end users. Thus there is the need to compare different kinds of products to develop a coherent strategic approach to the use of technology in support of learning (Juhary, 2010). In conclusion, e- learning can be defined as the use of Information and Communication Technology (ICT) for example; Internet, Computer, Mobile phone, Learning Management System

(LMS), Televisions, Radio and others to enhance teaching and learning activities.

The use of new multimedia technologies and the Internet in learning is seen as a means to improve accessibility, efficiency and quality of learning by facilitating access to resources and services as well as remote exchanges and collaboration. E-learning has become a new paradigm and philosophy in education with a mission to serve as a development platform for present-day society based on knowledge. It is evident that the concept of e-learning is considered to be very attractive as a new learning model whose effect will be a positive one to the development of education in developing countries especially Nigeria, with all its potentialities. Although, not much effort is taken for its implementation, as it reflects in the academic performance of students.

Academic achievement has to do with what a learner is able to accomplish by execution of class work in the school. Olomo (2001) sees academic achievement as something a learner do or achieve at school, college or university, in class, in a laboratory or field work. Academic achievement according to *Larin theory* as presented by Okereke (2015) refers to some methods of expressing a student's scholastic standing. This can be regarded as a source or subject grade, an average for a group of subjects in a programme of study for example, Social Studies. The theory further stresses that there are two dimensions to academic performance namely: good and poor performances. Good academic performance leads to success while poor academic performance leads to failure. Each of these two performances is experienced by students in one form or the other. Tella (2017), states that a number of motivational processes are involved in performance. The processes are intrinsic motivation, which is based on internal factors such as self-determination, curiosity, challenges and effort, and secondly extrinsic motivation which

involves external incentives such as rewards and punishment. Some students (for example; Social Studies students) study hard because they are internally motivated to perform high standards in their work (intrinsic motivation) while other students study hard because they want to make good grades or avoid parental disapproval (extrinsic motivation). To make good grades, students have to retain what they have learnt.

According to Abimbade (2002) educational technology vis-à-vis instructional technology whether as a field of education or new terminology to what has been there before like teaching aids or apparatus, as it was earlier called but recent achievements in the field of computer and communication technologies have offered tremendous opportunities for learning by electronic means. Therefore, the world of technology continued to grow and today the whole world has become a global village. By the beginning of the 21st millennium educational technology has stretched educational boundaries and created new ones on a daily basis. One of these new and rapidly expanding boundaries is e-learning which is offering tremendous advantage to education sector.

The introduction of new multimedia technologies and the Internet in teaching-learning relationship has been seen as a means to improve accessibility, efficiency and quality of learning by facilitating access to information resources and services as well as remote exchanges and collaboration. Nonetheless, by the middle of the 20th century the growth in technology and applications even in the field of education has been unavoidable to be overlooked. It has been found that students in higher educational institutions that engaged in E-Learning, generally performed better than those in face-to-face courses. Holley (2002) find that students who participate in online/ E-Learning achieve better grades than students who studied traditional approach. As a result of this finding E- learning is growing very fast, become popular and that is

why many higher educational institutions are adopting to virtual learning system. E-Learning is widely used in many universities in the world today. Corroborating this, Nouri and Shahid (2005) study the views of two student groups comparing the traditional way of teaching with blackboard against the one using PowerPoint. The findings suggest that teaching with the help of such software as PowerPoint helps students' understanding of a topic; also, it is considered more fun thereby triggering student attention and resulting ultimately, into better student performance in the final examination.

The field of education has certainly been affected by the penetrating influence of ICT worldwide and in particular developed countries; ICT has made a very profound and remarkable impact on the quality and quantity of teaching, learning, research in the educational institutions (Ofodu, 2007). Information and communication technology has the potentials to accelerate, enrich, and deepen skill to motivate and engage students in learning to help relate school experiences to work practices it also help create viability for tomorrow's workers, contribute to radical changes in school and to strengthen teaching which provide opportunities for connection between the school and the world. ICTs are increasingly playing an important role in organizations and in society's ability to produce access, adopt and apply information. They are however being heralded as the tools for the post-industrial age and the foundations for a knowledge economy due to their ability to facilitate the transfer and acquisition of knowledge. Stressing the importance of the use of ICT in the teaching Olurunsola, (2007) posit that through ICT, educational needs have been met; it changes the needs of education as well as the potential processes. Messages can be communicated through the e-mail, telex or telephones particularly the mobile ones.

The pervasiveness of ICT has brought about rapid teleological, social, political transformation, which has eventuated in a network society organized around ICT (Yusuf, 2005). Going forward, the author, posited that it is an indispensable part of educational administration as its application makes institutions more efficient and productive, thereby engendering a variety of tools to enhance and facilitate teachers' pedagogical activities. For instance, e-learning is becoming one of the most common means of using ICT to provide education to students both on and off campus by means of teaching online offered via web-based systems (Olurunsola, 2007). Looking at the role of education in nation building and the population explosion the use of e-learning through ICT in the teaching and learning of becomes imperative. This is true because its adoption by the teachers will enhance effective teaching. Such issues like good course organization, effective class management, content creation, self-assessment, self-study collaborative learning, task oriented activities, and effective communication between the factors of teaching learning process and research activities will be enhanced by the use of ICT based technology.

Teaching and learning has gone beyond the teacher standing in front of a group of pupils and disseminating information to them without the students' adequate participation. With the aid of ICT, teachers can take students beyond traditional limits, ensure their adequate participation in teaching and learning process and adequately create vital environments to experiment and explore. This new development is a strong indication that the era of teachers without ICT skills are gone (Yusuf, 2005). Any classroom teacher with adequate and professional skills in ICT utilization will definitely have his students perform better in classroom learning.

However, despite its impact E-learning in Nigerian secondary schools is still a dream because of poor ICT infrastructure and other socio-economic reasons. Due to very high

primary cost of infrastructural development and to increase public access to internet and other ICTs, the developing countries are still far behind from getting benefit from the e-learning. The major problems facing the proper implementation of e-learning in Nigerian tertiary institutions according to Salawudeen, (2010) in general are as follows: -

Inequality of access to the technology itself by all the students

The cost of a personal computer (PC) and Laptop are still very high in Nigeria considering the income level of an average worker in the country. Few students that are privileged to have a PC/Laptop are not connected to the internet as these do attract extra cost which they cannot afford.

Technophobia

Most of the student has no computer education background, hence they are afraid of operating one, some go to the extent of hiring expert at a cost to fill their admission, registration and other documents meant for them to fill online. However, the very few who have access to the computer do not know how to use it and maximize its usage.

Internet Connectivity

The cost of accessing internet is still very high in Nigeria. Most Students make use of Cyber Café who charges between #100.00 and #150.00 per hour despite their poor services and slow rate of their server

School Curriculum

Most of the students admitted have no information technology/computer education knowledge because it was not entrenched in the curriculum at their elementary and secondary

education level. Not until recently when computer education is been introduced at elementary level and it is not yet a compulsory subject at the secondary level of our education.

Attitude of Students

ICT give room to independent learning and most students are reluctant to take responsibility for their own learning, but they preferred to be spoon-fed at all times.

Software and License Cost

It is very expensive to get some of the soft wares because they are not developed locally, they are developed in Europe and other developed countries to suit their own system and make their own living. The cost and even the interpretation some of the software's put off some of the students who showed interest.

Maintenance and Technical Support

There are few technical staff to maintain the system. This makes it very expensive for students that have PCs to maintain when a technical problem is noticed.

Electricity

The perennial problem in Nigeria is the problem of electricity instability which has been a major setback for our technological development. Some of the students that reside in cities and towns are faced with the problem of epileptic supply of electricity, while majority of them live in rural areas that are not connected to the national grid.

Similarly, Mugenda, (2006) points out that one of the greatest challenges in ICT use in education is balancing educational goals with realities. Elsewhere, Chipere, (2017) observes that funding for e-learning investment in education cost is an important factor that guides the adoption and growth of e-learning in a country.

Most developing countries are constrained by resource scarcity. Even where the importance of e-learning is recognized, allocation for the development of e-learning is often inadequate.

Inadequate time to prepare to teach with ICTs in classrooms is a major challenge to e-learning. According to Labourde, (2002) adequate time must be allowed for teachers' to develop new skills, explore their integration into their existing teaching practices and curriculum, and undertake necessary additional lesson planning, if ICTs are to be used effectively. Khalid, (2009) reports that lack of time required to successfully integrate ICT into their curriculum is a major obstacle in integration of e-learning to teaching and learning. The need for constant renewal in terms of content which means expanding NAT-based curricular requirements to accommodate widespread applications that have emerged over the last 4-5 years (networking, e-mail, and multi-media) is a huge challenge to e-learning.

Statement of the Problem

The importance of education is increasing because of increasing pressure to catch up with the developed world regarding, for example, global competitiveness. Despite this, it seems most Nigerian public secondary schools are confronted with traditional ways of pedagogy delivery which impede good academic achievement of students as poor digitalized literacy may not facilitate competitive teaching and learning with electronically delivery system at this era of global e-learning. Most libraries in secondary schools seem to have audio-visual learning materials that are hardly utilized as a result of incessant power outages and sometimes lack of awareness on the part of the students. Hence, traditionally the main learning approach focuses on teachers rather than the students. A teacher determines what to teach, how to teach and thus, less concern about the students that is at the receiving end.

It therefore seems, the survival of secondary schools in the 21st century will increasingly rely on various forms of electronic delivery system and communication facilities that are available in markets as requirements for educational flexibility. It is in view of this that, this study is poised at exploring the possibility of using e-learning platform to enhance students' academic achievement.

Purpose of the Study

The primary objective of this research is to ascertain the impact of e-learning on the academic achievement of students in Secondary Schools in Olamaboro Local Government Area Specifically, the study tried to;

i. determine the challenges faced by students in an e-learning programme in Secondary Schools in Olamaboro Local Government Area.
ii. examine how e-learning can impact to academic achievement of students in Secondary Schools in Olamaboro Local Government Area.

Research Questions

The following research questions guided this Study;

1) What are the challenges faced by students in an e-learning programme in Secondary Schools in Olamaboro Local Government Area?
2) What is the impact of e-learning on the academic achievement of students in Secondary Schools in Olamaboro Local Government Area?

Methodology

This study focused on finding out the impact of e-learning on the academic performance of students in Secondary Schools in Olamaboro Local Government Area, Kogi-State. The descriptive survey design was used for the study. The Population is made of all

teachers and students in the secondary schools Spread across twenty six (26) schools in Olamaboro Local Government Area, with three thousand, five hundred and seventy students (3,570) and two hundred and five teachers (205) respectively. The sample size for this study is two hundred and eight (208) using simple random sampling technique through balloting without replacement was used to select three teachers each from the twenty six schools making 78 teachers and five students each making a total of 130 students. The instrument used for this study was a 12 items self-structured questionnaire titled impact of E-learning on the academic achievement of students Questionnaire (IELAASQ), it has two sections, section A sought for the demographic data of respondents while section B has two clusters in line with the research questions. The instrument for data collection was validated by three experts two from the Department of Educational Foundations in and one from Measurement and Evaluation all from Kogi State University Anyigba. To determine the reliability of the instrument, the instrument was trial tested on five teachers and five students who were not part of the study but possesses similar characteristics. Cronbach Alpha was used and a reliability index 0.72 was obtained. All the 208 representing (100%) questionnaires were administered and returned for processing and analysis, the questionnaire was rated on a four point response scale. The research questions were answered descriptively using mean and standard deviation.

Results

Research Question 1: What are the challenges faced by students in an e-learning programme in Secondary Schools in Olamaboro Local Government Area?

Table 1: Mean ratings of respondents on the challenges faced by students in an e-learning programme in Secondary Schools in Olamaboro Local Government Area

S/N	Items	Teachers=78			Students=130		
		X	SD	DEC	X	SD	DEC
1.	Inadequate power supply	**3.45**	**.25**	**Agreed**	**3.21**	**.70**	**Agreed**
2.	Inadequate time to prepare to teach with ICTs	**3.50**	**.29**	**Agreed**	**3.85**	**.66**	**Agreed**
3.	Lack of funds to purchase infrastructures needed for e-learning	**2.54**	**.26**	**Agreed**	**2.75**	**.73**	**Agreed**
4.	lack of maintenance of existing facilities	**3.75**	**.31**	**Agreed**	**3.00**	**.77**	**Agreed**
5.	Unqualified manpower	**2.65**	**.31**	**Agreed**	**3.77**	**.69**	**Agreed**
6.	Inequality of access to the technology itself by all the students.	**3.77**	**.28**	**Agreed**	**2.85**	**.78**	**Agreed**

Source: Research Survey, 2021

Table 1 shows teachers' and students responses on the challenges faced by students in an e-learning programme in Secondary Schools in Olamaboro Local Government Area. The teachers have mean values ranging from 2.54 – 3.77 and standard deviation ranging from .25-.31 respectively while the students have mean values ranging from 2.75-3.85 and standard deviation ranging

from .66-.78 respectively. This shows that both teachers and students agreed on the challenges faced by students in an e-learning programme in Secondary Schools in Olamaboro Local Government Area. This is because the mean responses for both teachers and students went beyond the bench mark of 2.50 for acceptance.

Research Question 2: What is the impact of e-learning on the academic achievement of student in Secondary Schools in Olamaboro Local Government Area?

Table 2: Mean ratings of respondents on the impact e-learning on the academic achievement of student in Secondary Schools in Olamaboro Local Government Area.

S/N	Items	Teachers=78			Students=130		
		X	SD	DEC	X	SD	DEC
7.	Teaching with the help of such software as PowerPoint helps students' understanding of a topic.	**3.51**	**.34**	**Agreed**	**2.61**	**.70**	**Agreed**
8.	It triggers student attention and resulting ultimately, into better student performance in the final examination.	**2.53**	**.10**	**Agreed**	**3.82**	**.33**	**Agreed**
9.	Its impact on the quality and quantity of teaching, learning, research in the educational institutions.	**3.35**	**.06**	**Agreed**	**3.41**	**.80**	**Agreed**
10.	It changes the needs of education as well as the potential processes.	**3.00**	**.31**	**Agreed**	**2.77**	**.67**	**Agreed**
11.	Ability to learn faster	**2.97**	**.21**	**Agreed**	**3.69**	**.80**	**Agreed**
12.	It contributes to radical changes in school/strengthen teaching which provide opportunities for connection between the school and the world.	**3.01**	**.32**	**Agreed**	**3.00**	**.94**	**Agreed**

Source: Research Survey, 2021

Table 2 shows teachers' and students' responses on the impact e-learning on the academic achievement of student in Secondary Schools in Olamaboro Local Government Area. The teachers have mean values ranging from **2.53** – **3.51** and standard deviation ranging from .06-.34 respectively while the students have mean values ranging from 2.61-3.82 and standard deviation ranging from .33-.94 respectively. This shows that both teachers and students agreed that e-learning impact positively on the academic achievement of students in Secondary Schools in Olamaboro Local Government Area. This is because the mean responses for both teachers and students went beyond the bench mark of 2.50 for acceptance.

Discussion of Findings

Findings in table one identified the challenges faced by students in an e-learning programme in Secondary Schools in Olamaboro Local Government Area. The finding of this study is in line with Salawudeen, (2010) who opine that the major problems facing the proper implementation of e-learning in Nigerian tertiary institutions in general are; Inequality of access to the technology itself by all the students, internet connectivity, technophobia school curriculum, attitude of students, software and license cost, maintenance and technical support, electricity etc. Elsewhere, Chipere (2017) observe that funding for e-learning investment in education cost is an important factor that guides the adoption and growth of e-learning in a country. Noting that, most developing countries are constrained by resource scarcity. Even where the importance of e-learning is recognized, allocation for the development of e-learning is often inadequate.

The finding also in consonant with Labourde, (2002) who established that adequate time must be allowed for teachers' to develop new skills, explore their integration into their existing teaching practices and curriculum, and undertake necessary

additional lesson planning, if ICTs are to be used effectively. Corroborating the earlier view Khalid, (2009) reports that lack of time required to successfully integrate ICT into their curriculum is a major obstacle in integration of e-learning to teaching and learning.

Findings on table two showed that both teachers and students agreed that e-learning impact positively on the academic achievement of student in Secondary Schools in Olamaboro Local Government Area. This agrees with the findings of Nouri and Shahid (2005) who studied the views of two student groups comparing the traditional way of teaching with blackboard against the one using PowerPoint. The findings suggest that teaching with the help of such software as PowerPoint helps students' understanding of a topic; also, it is considered more fun thereby triggering student attention and resulting ultimately, into better student performance in the final examination.

Corroborating this Ofodu (2007) submit that the field of education has certainly been affected by the penetrating influence of ICT worldwide and in particular developed countries; ICT has made a very profound and remarkable impact on the quality and quantity of teaching, learning, research in the educational institutions. Information and communication technology has the potentials to accelerate, enrich, and deepen skill to motivate and engage students in learning to help relate school experiences to work practices it also help create viability for tomorrow's workers, contribute to radical changes in school and to strengthen teaching which provide opportunities for connection between the school and the world. ICTs are increasingly playing an important role in organizations and in society's ability to produce access, adopt and apply information. Similarly, Yusuf, (2005) observe that with the aid of ICT, teachers can take students beyond traditional limits, ensure their adequate participation in teaching and learning process and adequately create vital environments to experiment

and explore. This new development is a strong indication that the era of teachers without ICT skills are gone. Any classroom teacher with adequate and professional skills in ICT utilization will definitely have his students perform better in classroom learning.

Conclusion

From the results obtained in the study, it is evident that though, a number of challenges have been identified as facing the adoption of e-learning in teaching and learning, these challenges notwithstanding, with commitment of education stakeholders these challenges can be surmounted, as the effective use of e-learning programmes in teaching and learning in secondary schools engenders high academic achievement of students.

Recommendations

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

1) The challenges facing e-learning should be eliminated through the provision adequate time and other facilities.
2) E-learning programme should be adopted in teaching and learning in secondary schools (either in full or in part).
3) Students should also be taught how to use e-learning platforms for learning.

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Assessment of Stakeholders' Awareness and Implementation of the Early Childhood Education National Curriculum in Ilorin Metropolis

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Abstract

The study assessed the stakeholders' awareness and implementation of the Early Childhood Education National Curriculum in Ilorin Metropolis, Kwara State. Research and reports showed that the first six years of life are critical period of growth and development that form the foundations for achievement in life. Hence, the need for an integrated and holistic Early Childhood Development curriculum that guarantees best care and support to young children. The study adopted the descriptive survey research design. Purposive sampling technique was used to select thirty public primary schools within Ilorin metropolis. The samples comprised of thirty teachers/caregivers, thirty head- teachers and twelve local government education inspectors. Three self- developed questionnaire tagged 'teacher/caregivers awareness and implementation of ECE curriculum' (TAIEC): 'Head teacher awareness and implementation of ECE curriculum' (HAIEC) and education officer awareness and implementation of the ECE curriculum questionnaires. Data collected were analyzed using percentage, mean and standard deviation. The result showed low level of awareness of the ECE national curriculum by all stakeholders (<

2.50). Some of the problems facing the implementation of the ECE curriculum were also identified to include lack of funding, inadequate teaching and learning materials. The study recommended among others the awareness campaign by the government on the national ECE curriculum, workshop for stakeholders on how to implement the curriculum effectively. Caregivers were also advised to seek for knowledge on ECE and how to improvise teaching and learning materials rather than depending on government.

Introduction

Early childhood could be referred to as that period in life when man is free from any form of responsibilities and depends mainly on adult for care and protection. At this period, children learn mostly through imitation and play. This is the period in which the gap between the shelter of home and demand of school environment are bridged. The period of human development which falls between the age of 0 and 8. Since development is said to be moving at a very fast rate at this period, it could also be referred to as the most critical period therefore, environmental enrichment and deprivation could have a greater effect.

The effect of childhood care is long lasting because the foundation of development in later years is laid at this period. During this period, a lot of changes and progress are made in terms of learning, reasoning and in child's social relationship with others. The education given during this period plays a very significant role in the development of children.

Learning has been said starts from birth. Therefore, education starts once man begins to exist on earth, hence the need for a planned Early Childhood Education. Other terms used for early childhood education are Nursery Education, Early Childhood Care Development and Education, Pre-school Education, Pre-primary among others. Early childhood education according to National Policy on Education (2013) is all the care, protection, stimulation

and learning promoted in children from age 0 to 4 years in a crèche or nursery. At this period, all the purposes of ECE as stated by the policy are expected to have been met so as to lay a sound educational foundation for the child. Akinbote, Oduolowu and Lawal (2001) see pre-primary education as semi-formal education arrangement usually outside home environment where children from about 3 years old are exposed to mental, social and physical learning through play in a group setting before the age of formal schooling. Also Mishra (2008) refers to ECE as a programmes all aimed at the physical, cognitive and social development of children before they enter primary school.

It is clear that when children are nurtured through Early Childhood Education, the specialized programme has the capacity to reduce the problems of insecurity, religion and political intolerance and violence illiteracy and ignorance in these future leaders. In order to realize these benefits of ECE, there is therefore the need to have a dedicated, competent and well informed professionals who will be well trained, equipped with all the needed knowledge, teaching skills and curriculum implementation among others, to enhance the development of a whole child. Hence the need for awareness and effective implementation of the curriculum.

The word curriculum in a formal setting can be seen as the planned learning experiences offered to the learners in school. Curriculum according to Oyekere (2014) is a deliberate, systematic and planned attempt undertaking by the school to modify or change the behaviors of the citizen of a particular society. Omoniyi (2009) defines curriculum as made up of learning opportunities intended to bring about certain changes in pupils and the assessment of the extent to which changes have taken place. In the same vein, Offorma (2005) defines curriculum as programmes which is made up of three components: programmes of studies, programmes activities and programmes of guidance. It is therefore

the blue-print or instrument by which school seeks to translate the hope and values of the society in which it operates into reality.

Early Childhood Education Curriculum can be referred to as all learning experiences children between the ages 0-8 are exposed to in a formal school setting under the guidance and supervision of a teacher or caregiver. The Nigeria government according to the Nigerian Educational Research and Development council (NERDC) has translated the Convention on the Right of the Child (CRC) into Child Right Act and further into Universal Basic Education (UBE) Act of 2004, which placed ECE into the mainstream. These laws and acts provide the political impetus for interventions and actions that will improve the well- being of Nigerian children. Apart from the planning and institutionalizing of ECE, such that Nigerian children may have the opportunity for a qualitative head start, a curriculum also becomes imperative. Therefore, the NERDC and UNICEF took the lead in providing a national curriculum for ECE. For the aims and objectives of the curriculum to be achieved, the stakeholders must be conversant with the content and be effectively implemented.

Curriculum implementation is said to involved every actions put into place at the appropriate time and space by appropriate persons to effectively and efficiently 'deliver' the curriculum for optimum realization of the predetermined goals and objectives Duze (2011). From the foregoing, curriculum can be said to be all actions and processes designed for effective delivery of the curriculum in order to attain the predetermined goals and objectives of the curriculum. Yusuf (2014) opines that for curriculum to be well implemented, it requires the determination among the curriculum implementers (that is teachers, head teachers and others), resources by the government or funding agency and monitoring agents. Therefore, curriculum implementation is a collaborative effort between the curriculum planner and the implementers.

Without the collaborative effort among the stakeholders involved in the curriculum implementation such as head- teachers, class teachers or caregivers, pupils/learners, local government education officers, education supervisors and parents among others, little or no success may be achieved in curriculum implementation. Nwara (2017) observed that Early Childhood Education in Nigeria are been managed mostly by unqualified personnel expected to implement the ECE curriculum. This problem is aggravated by the non-training of the serving teachers to be able to cope with the demands of the new programmes. Since new curricula or even new methods of teaching calls for knowledge, understanding and skills required of a qualified and competent early childhood education teacher, therefore, teachers or caregivers has to be in tune with the recent trends towards acquainting themselves with the pupils or learners in the smooth implementation of a knowledge based early childhood education not only in Nigeria but the world in general. Against this background, Salami (2018) opines that teachers or caregivers at this crucial stage of learning should have mastery of the pedagogical and androgogical content of the curricular prescription of early childhood education in line with the international global practices, bearing in mind with the diversity and the differences that learner are characterized with. This he further reiterated that such degree of skills and aptitude with which teachers of early years exhibits goes a long way in the development and realization of the intricate objectives of education in terms of the cognitive, affective and psychomotor skills.

Statement of the Problem

It has long been realized that the period from birth to eight years is a period of immense opportunity for growth and development. It is the most delightful, yet risky period in the development of the child because the quality of experience gained during this

formative years can make or mar the child permanently. It is on this note that the Federal Government of Nigeria considered the institutionalization of ECE imperative. Therefore, NERDC and UNICEF took the lead in providing a national curriculum for ECE. However, the quality of experiences given to these children is still questionable as most centers seems to concentrate more on cognitive development than affective and psych-motive development which may be due to so many reasons. This include, non-awareness of the new early childhood education curriculum that has to do with the three domains of learning and lack of qualified teachers for ECE. Hence, the need to assess the stakeholder's awareness and implementation of the new ECE national curriculum.

Research Questions

1. What is the level of awareness of the new ECE national curriculum by the following stakeholder in Ilorin metropolis
   - Teacher/caregiver;
   - School head;
   - Local government education supervisor?
2. Is there any significant difference in the level of awareness among the various stakeholders?
3. To what extent has the ECE national curriculum being implemented in public primary school in Ilorin metropolis?
4. What are the problems facing the implementation of the ECE national curriculum in public primary school in Ilorin metropolis?

Methodology

The study adopted a survey design to assess the level of stakeholder's awareness and implementation of the new national early childhood education curriculum in public primary schools within Ilorin metropolis, Kwara State. The population of this study

comprised all the stake- holders in early childhood education within Ilorin metropolis that is Ilorin east, Ilorin south and Ilorin west local governments comprising about four thousand teachers and care-givers. The stakeholders includes Teachers/care-givers, Head teachers and Local inspectors of education. A sample of 30 primary schools were randomly selected using purposive random selection technique. The schools to be considered for the study must have pre-primary section. All the care-givers and school heads of the selected schools and the local education inspectors within the three local governments participated in the study. The sample therefore comprises of 30 head teachers, 30 teacher/care givers and 12 education inspectors to make a total of 72 samples. A researcher's developed questionnaire was used for the study. It is divided into four sections. Section A gathers information on highest qualification, gender, age, teaching experience. Section B collected information on extent of teachers' awareness of some aspects of the curriculum and it consists of questions selected from the curriculum. Section C solicited information on the implementation. For content and face validity of the instrument, the researcher gave the instrument to experts in the field of ECE , research and statistics for validation, correction, modification and content validity. Test-retest was used for the reliability test.

Data Analysis and Presentation

In this section, the results obtained in the study are presented in line with the three research question raised.

Bio Data Analysis of the Respondents

Table 1:Gender Distribution of the Respondents

Gender	Frequency	Percentage
Male	40	55.6
Female	32	44.4
Total	72	100.0

Results in Table 1 show the gender distributions of the respondents, where male respondents are 55.6% (40) and female respondents are 44.4% (32) which makes a total of 100%. The results imply that male respondents are more than female respondents in the study.

Table 2: Gender Distribution of the Respondents

Age	Frequency	Percentage
Below 30yrs	10	13.9
31-40yrs	53	73.6
41-59yrs	9	12.5
Total	**72**	**100.0**

Table 2 showed the age distribution of the respondents where age range below 30 years respondents were 13.9% (10), 31–40 years respondents were 73.6% (53) while age range between 41-59 years respondents recorded 12.5% (9). Age range between 31–40 years respondents were in majority.

Table 3: Qualification Distribution of the Respondents

Qualification	Frequency	Percentage
NCE	23	31.9
First Degree	35	48.6
M.Ed	10	13.9
Post Graduate	4	5.6
Total	**72**	**100.0**

Table 3 showed an evidence of qualification of the respondents were NCE respondents constituted 31.9% (23), respondents with first degree constituted 48.6% (35), M.Ed holders constituted 13.9% (10) and post graduate respondents constituted 5.6% (4). This revealed that respondents qualification who had first degree certificate (48.6%) were in majority while the least respondents' qualification (3.43%) was post graduate holders.

Table 4: Years of Experience of the Respondents

Experience	Frequency	Percentage
0-5yrs	11	15.3
6-10yrs	38	52.8
11-15yrs	13	18.1
16yrs & above	10	13.9
Total	**72**	**100.0**

Table 4 showed that 11teachers (15.3%) of the 72 sampled had between 0-5 years teaching experience. Another 38 teachers (52.8%) had between 5-10 years of teaching experience while 13 (18.1%) had between 11 to 15years teaching experience. The remaining 10teachers (13.9%) had above 16years teaching experience. This implies that 38 (52.8%) sampled is dominated by teachers with less than 10 years teaching experience.

Table 5: Years of Experience of the Respondents

Experience	Frequency	Percentage
0-5yrs	11	15.3
6-10yrs	38	52.8
11-15yrs	13	18.1
16yrs & above	10	13.9
Total	**72**	**100.0**

Table 5 showed that 11 teachers (15.3%) of the 72 sampled had between 0-5years teaching experience. Another 38 teachers (52.8%) had between 5-10years of teaching experience while 13 (18.1%) had between 11 to 15years teaching experience. The remaining 10 teachers (13.9%) had above 16years teaching experience. This implies that 38 (52.8%) sampled is dominated by teachers with less than 10 years teaching experience.

Research Question 1: What is the level of awareness of the new ECE national curriculum by the head teacher, teachers/caregiver and educational inspector in Ilorin metropolis?

Table 5: The Mean and Standard Deviation of the Level of Awareness of the New ECE National Curriculum by the Stakeholders.

Level of awareness of the new ECE national curriculum by the stakeholders	N	Mean
Head Teacher	30	1.56
Teacher/Caregiver	30	1.20
Educational Inspector	12	2.48

The result in the table 5 shows that the level of awareness of the new ECE national curriculum by the head teacher, teachers/caregiver and educational inspector in Ilorin metropolis had mean scores of 1.56, 1.20 and 2.51 respectively. As such, the result implies that there is low level of awareness of the new ECE national curriculum by the head-teacher, teachers/caregiver and educational inspector in Ilorin metropolis. This is because the mean responses of the stakeholders are all below the criterion level of 2.50 set as bench mark for accepting an item. All the items had means that are within the ranged of 1.20-2.48.

Research Question 2: Is there any difference in the level of awareness among the various stakeholders in Ilorin metropolis?

Table 6: Difference in the Level of Awareness among the various Stakeholders

Variables	N	Mean	Standard Deviation
Head Teacher	30	1.56	0.83
Teacher/Caregiver	30	1.20	0.80
Educational Inspector	12	2.48	0.87

Result in Table 6 shows the difference in the level of awareness among the various stakeholders in Ilorin metropolis. The mean score of head teachers, teacher/caregiver and educational inspectors are 1.56, 1.20 and 2.51 respectively. Also, standard deviation score of head teachers, teacher/caregiver and educational inspectors are 0.83, 0.80 and 0.87 respectively. Therefore, the results imply that there is a slight difference in the level of awareness among the various stakeholders in Ilorin metropolis.

Research Question 3: What extent has the new ECE national curriculum been implemented?

Table 7: Extent to which the New ECE National Curriculum has been Implemented

S/No	Items	Mean	Remark
1	Stakeholders are fully aware of the ECE programme and its objectives.	1.58	**Low Extent**
2	School organizes awareness campaign on ECE.	1.91	**Low Extent**
3	Every parent now sends their children/wards to ECE before primary school.	1.71	**Low Extent**
4	There is effective school community relationship in the implementation of ECE programme.	1.77	**Low Extent**
5	The ECE curriculum is closely monitored and supervised to actualize its objectives.	1.61	**Low Extent**
6	There is constant monitoring of ECE projects.	1.63	**Low Extent**
7	There is feedback to teachers after supervision of instruction	1.97	**Low Extent**
	Grand Mean= 2.5		

Results in Table 7 revealed the extent the new ECE national curriculum has been implemented as expressed by stakeholders, where decision rule says that the mean (X) of the scale used is 2.50, hence any score above 2.5 shows a "very high extent" while any score below 2.50 indicates "low extent" the new ECE national curriculum has been implemented in Ilorin metropolis. Therefore, all the scores in the table showed the new ECE national curriculum has not been implemented to a very high extent in Ilorin metropolis. This is because the mean responses of the stakeholders are all below the criterion level of 2.50 set as bench mark for accepting an item. All the items had means that are within the ranged of 1.58 - 1.97.

Research Question 4: What are the problems facing the implementation of the ECE curriculum?

Table 8: Problems Facing the Implementation of the Curriculum

S/No	Items	Mean	Remark
1	Inadequate provision of facilities.	3.38	**Strongly Agree**
2	Enrolment of large number of pupils into the ECE scheme.	3.08	**Strongly Agree**
3	Inadequate number of teachers.	2.68	**Strongly Agree**
4	Instability in government policies and actions.	2.97	**Strongly Agree**
5	Inadequate planning.	2.89	**Strongly Agree**
6	Poor funding.	2.65	**Strongly Agree**
	Grand Mean= 2.5		

Results in Table 8 revealed the problems facing the implementation of the ECE curriculum as expressed by stakeholders, where decision rule says that the mean (X) of the scale used is 2.50, hence any score above 2.5 connote "stakeholder strongly agree with the item" while any score below 2.50 indicates "stakeholder strongly disagree with the item". Since, all the scores in the table are above 2.50, every items in the table are the problems facing the implementation of the ECE curriculum in Ilorin metropolis. All the items had means that are within the ranged of 2.65–3.38.

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Assessment of Premarital Sex, Causes among Undergraduates of the University of Ilorin, Ilorin, Nigeria

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Abstract
Undergraduates who engage in pre-marital sex inside and outside the school campuses are on the increase every day. This study investigates assessment of pre-marital sex, and causes among undergraduates of the University of Ilorin. The purpose of the study was to assess whether peer group influence, mass media or poverty causes premarital sex among undergraduates in the University of Ilorin. The descriptive research design of survey type was used for the study. The population of the study comprised of all undergraduates resident in school halls within the University of Ilorin. A multi-stage sampling

technique which comprises of simple, proportionate and convenience sampling procedures were used to select two hundred and thirty (230) respondents out of seven hundred and ten undergraduates resident in the hostels as participants in the study. Researchers structured questionnaire was used. The reliability of the instrument established through test-retest method. The coefficient obtained was r = 0.83. Inferential statistics of chi-square was used to test the hypotheses developed for the study at 0.05 level of significance. The findings of the study indicated that peer group influence, mass media and poverty are major causes for pre-marital sex (92.83 > 21.03, 90.57 > 21.03 and 88.14 >21.03). The researchers concluded that peer group influence, mass media and poverty are major factors responsible for premarital sex among undergraduates in the University of Ilorin. The researchers recommend that the government should improve the economic condition of Nigerian citizens by provision of sufficient funds for education/facilities in all Nigerian secondary and tertiary institutions to reduce the financial problem faced by students in schools due to low financial support from their parents.

Keywords: Assessment, Causes, Premarital, Sex, Undergraduates
Word count: 269

Introduction

Premarital sex is sexual activity practised by people before they are married or who are not married to each other. The activity was considered a moral issue which was a taboo in many cultures and considered a sin by some religious bodies, but since the 1960s, it has become more widely accepted especially in western countries. Ajiboye, Aina, Oyebanji and Awoniyi (2014) opined that the age of first sex has significantly reduced generally in modern society, particularly in Nigeria. Youths often dare the consequences of premarital sex to fulfill sexual desire which in most cases have dire effects on their health, education and social lives.

Williams (2018) explained that premarital sex is universally known as two people having sex before marriage. In the past, premarital sex is considered as forbidden and doing so will lead to a heavy retribution. Now as society evolves, values and mind-sets develop and our degenerating society is slowly embracing premarital sex as a common thing in relationships. This had led to ambivalent responses from society as well as religions. The significant question is has our society embraced premarital sex? Does the youth of our society know the effects of premarital sex? Waiting until you're married to engage in sexual activity isn't just some antiquated ideal. It can be advantageous to both partners and the relationship itself. Likewise, engaging in sexual activity before being married can also affect a relationship in myriad ways.

Premarital sex is the involvement in sexual intercourse by persons who have not engaged in a marital vow or culturally recognized as having been enrolled in the marriage institution. Although marriage rites take different forms depending on cultural permissiveness, nevertheless the major thrust is the acceptance by the society. In most cases, premarital sex is not always a problem for individuals who are sexually matured since they may view it as a natural response to a natural stimulus. However, premarital sex is morally unacceptable in almost every human society that regards marriage as the legitimate requirement for sexual permissiveness, and especially among youths who are considered vulnerable to health-related problems. Both Christianity and Islam which are the major religions in Nigeria vehemently oppose premarital sex and thus prescribed specific punishment for culprits. Sometimes, premarital sex is rebranded as fornication because of its implication. In Islam, the Holy Quran Chapter 24 verse 2 prescribed that a man or woman caught in the act of fornication (sex before marriage, that is, premarital sex) should be flogged with a hundred stripes in the public and that no one should have compassion for the victim. In Christianity, the Holy Bible states

that: “the marriage bed should be kept pure, for God will judge all the sexually immoral” (Heb.13:4). In this context, keeping the marriage bed holy suggests abstinence from sex before marriage while sexually immoral refers to any unacceptable sexual acts particularly premarital sex. Thus, it is also clear that Christian faith is prohibited from engaging in sex before marriage (premarital sex) (Ajiboye *et al,* 2014).

The traditional practices which made premarital sex abominable paved way with the advent of civilization across the globe. In particular, the emergence of the so-called "sex liberation" in the Western world in the 1960s and 1970s significantly legitimized the acceptance of sexual behaviours, including premarital sex before marriage (Abraham & Kumar, 1999). The modern society thus appears to be more permissive in many ways because premarital sex has become an ‘ordinary’ activity that permeates the adolescent group in particular and the entire human existence. According to Ajiboye et al (2014): Arumala (2005), the prevalence of premarital sex among adolescents is evidenced in the magnitude of unwanted (teenage) pregnancies, abortions, high rate of Sexually Transmitted Diseases (STDs) and death resulting from sexual activities among the youths age group 13 to 21 years old. Wright, Williamson and Henderson (2006) corroborated this when he stated that, throughout the world; most young people have had sex before they reach 19 years of age (the adolescence and pre-marriage age) without engaging in the marital vow. He went further to identify some other ones who engage in so-called "sexually alternatives" such as fondling their sex organs (masturbation).

Peer pressure is always tough to deal with especially when it comes to sex. Some teenagers and youths decided to have sexual relationships because their friends think sex is cool. Others feel pressured by the person they are dating. Some find it easier to give in and have sex than try to explain why not. Some youths get

caught up in the romantic feelings and believe having sex is the best way they can prove their love. Jaccard, Blanton and Dodge (2005) found out that the odds of adolescents engaging in premarital sex increased 1.65 times when his or her best friend had engaged in such behaviour. This has also shown by Raffaelli and Crockett, (2003) who's opined that peer like roommates, classmates, Club associate and other members of one's social group members equally influence one to be a deviant or conformist. One of the reasons why teenagers and adult are involved in premarital sex is in influence from peers. An adolescent's decision to engage in sexual intercourse may be influenced by many different variables, one of which is their friends. Several studies have indicated that peer's sexual attitudes are closely associated with an adolescent's sexual behaviours.

The internet is a worldwide, publicly accessible network of interconnected computer networks that transmits information and services such as electronic mail, online chat, title transfer, interlinked web pages and other documents of the World Wide Web. Cayona (2012) argued that "easy access to the internet encourages youth to views free porn movies, sex video scandals, nude pictures and any other form of pornography". More so, when youths communicate through the various sources of mobile social network such as Facebook, 2go, Twitter and Whatsapp, they become more vulnerable to premarital sex. Through these, some female youth engage in romantic discussions with men who they have not seen physically and even go to the extent of visiting them in their houses or hotel rooms. Similarly, youths have unlimited access to books and magazines which contain distorted messages on sexuality, thereby promoting prohibited sexual behaviours.

Mahnaz, Fariba, Effat, Mahgol and Ali (2013) argued that failure of parents to provide the need of their children in school due to economic hardship experienced by parents may influence

female students to rely on opposite-sex friendship, especially, relationship with boys who spend money for them adequately. Sometimes, girls may have friendship with several boys simultaneously and accept the boy's sexual request to prolong the friendship. Barrett and Beckett (1996) explained that young girls were lured into premarital sex because of poor background in other to earn money for survival. Some students practice pre-marital sex due to the failure of their parents to give them enough financial support or when pre-marital sex is put as a determinant to pass a course in the school. This is also in line with the view of Adekunle (2011) who opined that Nigeria has a large number of adolescents living and making a living on the streets. This has been attributed to economic factors and exposure to all forms of risks. The result is the proliferation of prostitution among the adolescent with its attendant problem.

The study conducted by Musa and Abdullahi (2013) among three hundred and eighteen (318) youths of the University of Maiduguri. The result of the study indicated that pre-marital sex has several effects and consequences such as unwanted pregnancy, loss of respect, loss of family support, depression, abortion, sexually transmitted infections, poor academic performance and alienation from the larger society.

Some undergraduates in the study area engage in pre-marital activity strongly believing that they are in love and when they find out that there is no love, they become bored and unhappy with the relationship and they also grow dislike to their partners, they may undergo self-reproached and lowered self-esteem and shame. Apart from the psychological effect, they also experience loss of social reputation, pregnancy and problem of sexually transmitted diseases. The pain and consequences associated with unlawful sexual intercourse prompted researchers to carry out a research study with the purpose to correct or discourage the indulgence of

undergraduates in the study area from pre-marital sex which is against our religions and societal values.

Statement of the Problem

Some students especially at the university level need money and materials to meet up their academic programme and if such need cannot be provided for by their parents they use other means and the easiest alternative is to engage in unlawful sexual practice. Not all need of students based on the educational programme, in most cases, some of the students need was based on fashion. For instance, some students engage in premarital sex due to plan to change clothes, change cellular phone, seeking for more cosmetics, shoes or change accommodation from school hostel to 'Oke-Odo' which is the settlement loved to stay by some undergraduates without consideration for the health and academic consequences of their practices. Researchers observed the incident of premarital sex activity occurred between a male and female undergraduates resided at "Ile- apa" village which is closer to the school campus. The female student aborted the pregnant derived from her unlawful sexual practice with the opposite sex. Parents of the female student visited the place through information received from her roommate. Unfortunately, they met the girl inside her boyfriend's room and the two students were embarrassed. The student who engages in pre-marital sex is likely to stiffer negatively from long term physical, emotional, social and moral consequences than students who choose not to engage in it. Pre-marital sex is thus riddled with multiple emotional and mental consequences.

Premarital sex among Nigerian Youths has reached an alarming stage. Assessing the causes of premarital sex among undergraduates in the study area would help to understand causes of unlawful sexual practices among undergraduates to find ways to prevent the behaviour which posed a great threat to the future of

the numerous innocent students admitted yearly into the university. The outcome of the findings will provide measures need to put in place that will protect undergraduates against both immediate and long term consequences of premarital sex on students.

Research Questions

The following research questions were raised to guide the study:

1. Will peer group influence cause premarital sex among undergraduates of the University of Ilorin?
2. Will social media cause premarital sex among undergraduates of the University of Ilorin?
3. Will poverty cause premarital sex among Undergraduates of the University of Ilorin?

Hypotheses

The research hypotheses formulated for the study were as follows:

Ho_1: Peer group influence will not significantly cause premarital sex among undergraduates of the University of Ilorin.

Ho_2: Social media will not significantly cause premarital sex among undergraduates of the University of Ilorin.

Ho_3: Poverty will not significantly cause premarital sex among undergraduates of the University of Ilorin.

Methodology

The descriptive research design of survey type was used for the study. The population for the study comprised of all undergraduates in the study area. The target populations were the students who resided on campus halls of residence. The multi-stage sampling procedure was used to select respondents who participated in the study. At stage one, simple random sampling technique was used to select three hostels out of four hostels

owned by the school. The three hostels selected were Lagos, Abuja and Trunil. The second stage, proportionate sampling technique was used to select twenty per cent of the undergraduates from each of the selected hostel based on their population. The third stage, convenience sampling technique was used to select number of respondents participated in the study based on twenty percent selected from each of the selected hostel. The numbers of respondents selected were as follows; Lagos hostel, one hundred and twenty selected (120) out of six hundred (600), Abuja hostel, eighty (80) respondents selected out of four hundred (400) and thirty respondents were selected from Trunil hostel out of One hundred and fifty (150). Two hundred and thirty (230) respondents participated in the study.

The instrument used for the study was a researcher-developed questionnaire which was validated by three experts from the related field. The reliability of the instrument established using a test-retest method. Twenty copies of the questionnaire were administered on twenty respondents from Zamfara hostel which was not part of the study. Two weeks after, the instrument was re-administered and Pearson product Moment Correlation was used to ascertain the reliability of the instrument. The result of correlation coefficient obtained was r= 0.83. The result was high enough which made the research instrument reliable for the study. The researchers administered the instrument with the help of the three trained research assistants. Non- parametric statistics of chi-square was used to analyse the result of stated hypotheses at 0.05 level of significance.

Results and Discussion of Findings

Hypotheses 1: Peer group influence will not significantly cause premarital sex among undergraduates of the University of Ilorin.

Table 1: Chi-square analysis showing peer group as a cause of premarital sex among undergraduates of the University of Ilorin.

	ITEMS	SA	A	D	SD	df	Cal. V	Tab. V	Decision
1	I have been severally invited to parties by my friends which makes me practice sexual activities before marriage	24 (10%)	31 (13%)	68 (30%)	107 (47%)				
2	I didn't mind being like my friends in whatever they do	20 (8.6%)	25 (10.8%)	80 (34.7%)	105 (45.6%)				
3	I have been told by my friend about his/her sexual experience.	20 (8,6%)	50 (21.7%)	60 (26.%)	100 (43.4%)	12	92.83	21.03	$H0_1$ rejected
4	I desire to be like my friends in possessing material things which prompt sexual activities before marriage	22 (9.5%)	26 (11,3%)	73 (31.7%)	109 (47.3%)				
5	Having sexual activities to make up peer standard is not bad	15 (6.5%)	29 (12.6%)	62 (26.9%)	124 (53.9%)				

@ 0.05 alpha level of significance

The finding from table one reveals that the calculated chi-square value of 92.83 is greater than the table value of 21.03 with 12 degrees of freedom at 0.05 level of significance. Since the calculated chi-square value is greater than the critical value, therefore, the null hypothesis one is rejected. This means that Peer group influence cause premarital sex among undergraduates of the University of Ilorin.

Hypotheses 2: Social Media will not significantly cause premarital sex among undergraduates of the University of Ilorin.

Table 2: Chi-square analysis showing social media as a cause of premarital sex among
undergraduates of the University of Ilorin.

	ITEMS	SA	A	D	SD	Df	Cal. V	Tab V	Decision
6	I have come across many nude pictures on social media which make me involve in premarital sex.	16 (6.9%)	40 (17.3%)	70 (30.4%)	104 (45.5%)				
7	I enjoy posting my picture on social media.	20 (8.6%)	24 (10.4.%)	70 (30.4%)	116 (50.4%)				
8	I have been influenced to visit pornographic sites on the interest.	21 (9.1%)	39 (16.9%)	60 (26 %)	110 (47.8%)	12	90.57 21.03		$H0_2$ rejected
9	Many people like products being sexually advertised on social media.	38 (16.5%)	38 (16.5%)	50 (21.7%)	104 (45.2%)				
10	I become sexually aroused when watching pornographic films	16 (6.9%)	30 (13 %)	75 (32.6%)	109 (47.3%)				

@0.05 alpha level of significance

The finding from table two shows that the calculated chi-square value of 90.57 is greater than the table value of 21.03 with 12 degrees of freedom at 0.05 level of significance. Since the calculated chi-square value is greater than the table value, therefore, the null hypothesis two is rejected. This means that

social media cause premarital sex among undergraduates of the University of Ilorin.

Hypothesis 3: Poverty will not significantly cause premarital sex among undergraduates of the University of Ilorin.

Table 3: Chi-square analysis showing poverty as a cause of premarital sex among undergraduates of the University of Ilorin.

ITEMS	SA	A	D	SD	Df	Cal. V	Tab V	Decision
11.	My parents' income cannot meet our family needs as this make me practice premarital sex for more money	20 (8.6%)	24 (10.4%)	78 (33.9%)	108 (46.9%)			
12.	I can earn a living on the street through premarital sex	26 (11.3%)	35 (15.2%)	64 (27.8%)	105 (45.6%)			
13.	I did not mind engaging in sexual activities to sponsor myself in school HO3 rejected	25 (10.8%)	40 (17.3%)	74 (32.1%)	91 (39.5%)	12	88.14	21.03
14.	Collecting money from sugar daddies/mummies is not bad	30 (13%)	48 (20.8%)	52 (22.6)	100 (43.5%)			
15.	Nothing is wrong with having premarital sex in order to get money to buy books	30 (13%)	40 (17.3%)	65 (28.2%)	95 (41.3%)			

@0.05 alpha level of significance

The finding from table 3 shows that the calculated chi-square value of 88.14 is greater than the table value of 21.03 with 12 degrees of freedom at 0.05 level of significance. Since the calculated chi-square value greater than the table value, therefore, the null hypothesis three is rejected. This means that poverty cause pre-marital sex among undergraduates of the University of Ilorin.

Discussion of Findings

The result of the first hypothesis tested for the study showed that peer group influence causes premarital sex among undergraduates of the University of Ilorin. The result of the finding agreed with the view of Jaccard, Blanton and Dodge (2005) who found out that the odds of adolescents engaging in premarital sex increased 1.65 times when his or her best friend had engaged in such behaviour. This has also shown by Raffaelli and Crockett, (2003) who's opined that peers like roommates, classmates, club associate and other members of one's social group members equally influence one to be a deviant or conformist. One of the reasons why teenagers and adults involved in premarital sex is the influence of peers. An adolescent's decision to engage in sexual intercourse may be influenced by many different variables, one of which is their friends. Several studies have indicated that peer's sexual attitudes are closely associated with an adolescent's sexual behaviours.

The result of the second hypothesis indicated that social media cause pre-marital sex among undergraduates in the study area. The result of the finding supports the submission of Cayona (2012) who argued that "easy access to the internet encourages youth to views free porn movies, sex video scandals, nude pictures and any other form of pornography". More so, when youths communicate through the various sources of mobile social network such as Facebook, 2go, Twitter and Whatsapp, they become more vulnerable to premarital sex. Through these, some female youth engage in romantic discussions with men who they have not seen physically and even go to the extent of visiting them in their houses or hotel rooms. Similarly, youths have unlimited access to books and magazines which contain distorted messages on sexuality, thereby promoting prohibited sexual behaviours.

The result of the third hypothesis showed that poverty cause pre-marital sex among undergraduates of the University of Ilorin. The result of the finding corroborates with the view of Barrett and

Beckett (1996) who explained that young girls were lured into premarital sex because of poor background in other to earn money for survival. Some students practice pre-marital sex due to the failure of their parents to give them enough financial support or when pre-marital sex put as a determinant to pass a course in the school. The finding is also in line with the view of Adekunle (2011) who opined that Nigeria has a large number of adolescents living and making a living on the streets. This has been attributed to economic factors and exposure to all forms of risks. The result is the proliferation of prostitution among the adolescent with its attendant problem.

Conclusion

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

1. Peer group influence cause premarital sex among undergraduates in the University of Ilorin.
2. Social media cause premarital sex among undergraduates in the University of Ilorin
3. Poverty cause premarital sex among undergraduates in the University of Ilorin.

Recommendations

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

1. The parents should educate their children on the danger involved on engaging in premarital sex and the need for them to keep away from a friend that motivate them to practice unlawful sexual activity which is dangerous to their health and educational achievements.
2. The ministry of health and University authority should carry out enlightenment campaign through mass media on the

danger associated with pre-marital sex as well as in the University campuses.

3. The government should improve the economic conditions of Nigerian citizens by their provision of sufficient funds for education/facilities in all Nigerian secondary and tertiary institutions to reduce the financial problem faced by Students in school due to low financial support from their parents.

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Modern Educational Leadership and Goal Achievement in Tertiary Education in Nigeria

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Abstract
The need for sound educational leadership as an effective means of facilitating goal achievement in tertiary institutions of learning can never be overestimated. It is for this reason that this article examined the concept of tertiary education and its goals, modern as against the traditional types of leadership, characteristics of effective educational leadership, challenges of providing successful leadership in educational institutions and the way forward. It is the hope of researcher that if some of the selected and discussed modern types of leadership are applied in the management of tertiary institutions, the goals of tertiary education, as itemized in section 5, sub-sections 81 to 85 of the 2013 version of the National Policy on Education will be substantially achieved, irrespective of whatever challenges that may beset the tertiary education system. That means that in spite of whatever challenges tertiary education system may face, Nigerian national development, which remains the main objective of tertiary education, will be enhanced through high level manpower training, affordable quality learning, career counselling, reduction in skills' shortages, encouragement of scholarship, entrepreneurship, community service and international understanding and interactions. The article concludes that improved funding and accountability in the management of institutional resources would, most likely, ensure the provision of infrastructural and other facilities, improved staff and

students welfare needs and provision of more conducive learning environments.
Keyword: *Modern, Educational Leadership, Goal Attainment, Tertiary Education*

Introduction

Modern educational leadership carries the ideas of both administration and management of education at all levels. While administration is a process of systematically arranging and coordinating the human and materials made available to any organization or institution for the main purpose of achieving the stipulated goals of that institution, management carries the ideas of cooperation, participation, intervention and involvement of others in the effective achievement of institutional prescribed goals and objectives (Adegbesan, 2019, p.1). The concepts of administration and management, therefore, relate closely with the ideas of handling, directing, economically guiding and leading. The concepts have to do with the ideas of an integrating process by which authorised individuals create, maintain and operate an organization along with the selection and accomplishment of the institutional gaols. Both administration and management, as they relate to leadership of educational institutions, have to do with getting things done through others, since they concern the coordination of all the resources of the institution through the processes of planning, directing and controlling in order to achieve institutional goals (Newstrom & Kith, 2017. This article focuses on modern educational leadership styles and these relate more to democratic leadership, which is widely accepted as being people-oriented. This writer, is of course, aware that the traditional classification of leadership styles is usually, the autocratic, democratic and laissez-faire leadership styles (Stacey, 2013). But he opted to write on modern leadership style because such styles are people-oriented and educational institutions particularly the tertiary ones, are full of

people who would like to be carried along in the process of the administration or management of their institutions.

Objective of the Article

The main objective of this article is to examine in some detail, the explanations of some of the modern leadership styles and how the application of the identified modern leadership styles can contribute to goal achievement in tertiary education in Nigeria. The article identifies characteristics that administrators must possess and also attempts to discuss some factors that can militate against goal achievement and recommends what can be done to ensure effective goal achievement in the tertiary education system in Nigeria.

Concepts Clarifications

The concepts of educational leadership, tertiary education and the identified modern educational leadership styles are clarified in the context in which they have been used in this article. The purpose of the clarifications is for readers to have a better understanding and appreciation of the article.

Educational Leadership

Educational leadership, according to Adegbesan (2019), is about people in education industry. In education, leadership is not just the process, method or procedure, but it is all about people. It is the people in education industry that can or should be able to, enthrone and empower the leadership positions of their leaders. The greatest assets the leaders have, not just in education industry but also in all other fields or institutions, are the people in those institutions. Leadership success depends on people. People are or should be the focus or real centre of any leadership. This is the point so many leaders in Africa, particularly political leaders, do not seem to understand or appreciate. True leadership, in all spheres

of life, Adegbesan went on, is not or should not be about making money, accumulating wealth or landed property – whether at home or abroad. Certainly, it is or should not be about having a fat bank account. It is about making people feel good and better-off. In the context of this article, therefore, leaders of tertiary educational institutions, are expected to pay attention to the implementation of educational plans and programmes for the betterment, not just of the educational institutions, but also of the people that work/and or study in them. It is the conviction of this writer that if the people that work and study in educational institutions are taken care of properly, they will, in turn, make the institutions and leaders better off by cooperating and rendering selfless services for the betterment of all.

Regarding the types of leadership styles that can apply adequately in educational institutions, if properly implemented anywhere in the world (Nigeria inclusive),Shofoyeke (2016), has identified some eight (8) such types of leadership styles. They include transformational, Participative, interpersonal, transactional, postmodern, moral, instructional and contingent leadership styles. These are the modern leadership styles that this writer believes that, if well applied in tertiary institutions, that they will yield positive results for the betterment of both workers and students. Each of them is discussed later on in the write-up, highlighting how it could be applied for the betterment of workers and learners in tertiary institutions.

Tertiary Education

According to the Federal Republic of Nigeria (FRN, 2013, p.52), Tertiary Education is the education given after Post Basic Education, in institutions such as Universities and Inter-University centres, like the Nigerian French Language Village, Nigerian Arabic Language Village, National Institute of Nigerian Languages, Innovation Enterprises Institutions (IEIs), Colleges of Education,

Polytechnics, Monotechnics and other specialized institutions, such as Colleges of Agriculture, Schools of Health Technology and National Teachers' Institute (NTI). The goals of Tertiary Education, according to section 81 of the National Policy on Education (NPE), shall be to:

1. Contribute to Nigerian national development through high level manpower training;
2. Provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of all Nigerians;
3. Provide high quality career counselling and lifelong learning programmes that prepare students with the knowledge and skills for self-reliance and the world of work;
4. Reduce skills shortages through the production skilled manpower relevant to the labour market;
5. Promote and encourage scholarship, entrepreneurship and community unity; and
6. Promote national and international understanding and interaction.

Federal Republic of Nigeria, in the National Policy on Education (NPE), did not only explain what tertiary education is all about, its objectives and where it might be obtained, but she went further to prescribe the methods of pursuing the goals. Section 5 and sub-sections 82 to 85 provided that the goals of tertiary education shall be pursued through the following:

1. Quality student intake;
2. Quality teaching and learning;
3. Research and development;
4. High standards in the quality of facilities, services and resources;
5. Staff welfare and development programmes;

6. Provision of a more practical-based curriculum, relevant to the needs of the labour market;
7. Generation and dissemination of knowledge, skills and competencies that contribute to national and local economic goals which enable students to succeed in knowledge-based economy;
8. A variety of flexible learning modes, including full-time, part-time, block-release and sandwich programmes; Access to training funds, such as those provided by the Industrial Training Fund (ITF), Tertiary Education Trust Fund (TETF) etc;
9. Students Industrial Work Experience Scheme (SIWES), that is well structured, coordinated and supervised;
10. Maintenance of minimum educational standards through appropriate regulatory agencies;
11. An all-inclusive, credible admissions policy for national unity;
12. Supporting affordable, equitable access to tertiary education through scholarships and student loans;
13. Inter-institutional cooperation and linkages; and
14. Dedicated services to the community through extra-mural and extension services.

Sub-section 83 of section 5 of the National Policy on Education provides that towards achieving the goals prescribed in section 81 of the policy, all teachers in tertiary institutions shall be required to undergo training in the methods and techniques of teaching. Section 84 maintains that tertiary institutions shall be encouraged to explore other sources of funding, such as endowments, consultancy services and commercial ventures. Section 85 of the policy holds that the internal organization and administration of each of the tertiary institutions shall have its responsibility for all such traditional areas of academic freedom of their institutions to:

a. Select their students, except where the law prescribes otherwise;
b. Appoint, promote and discipline their staff;
c. Teach and select areas of research;
d. Determine the content of courses in line with the minimum standards stipulated by regulatory agencies. Government shall continue to respect this freedom.

Modern Educational Leadership Types

The types of leadership styles discussed under this section are what the writer has described as the modern leadership styles because they evolved from the traditional autocratic/dictatorial, democratic and laissez-faire styles that dominated discussions earlier on in life. Many of them are relatively new and therefore, qualify to be described as modern, in the opinion of this writer.

Transformational Leadership

This type of leadership assumes that the central focus of leadership ought to be the absolute commitments and capacities of organizational members to the achievement of organizational goals. The style also assumes that members of the organization have high commitments to organizational goals and therefore, they employ greater capacities at accomplishing such goals, thereby resulting in extra effort and greater productivity. For this reason, the leader and the organizational members should endeavour to build the organizational vision, establish its goals, provide the necessary intellectual stimulation as well as offer individualised support. In this case, the leader and members of the institution should jointly model best practices, demonstrate high performance, imbibe educational values and expectations, create productive organizational culture and climate in addition to creating or developing a structure to foster participation in

educational decisions. It is the considered opinion of this writer that if and when education organizational members have the privilege of being involved in educational decision making to the extent stated above, they will be committed to the goals of their institutions to such a degree that higher level goal achievement will become moral imperatives to them. Transformational leadership is, thus. Consistent with the collegial model because it assumes that leaders and their institutional staff have shared values and common interests (Izedonnu, 2016).

Participative Leadership

Participative leadership carries the ideas of taking part in, being involved in an activity and it assumes that the decision-making processes of the institution ought to be the joint central focus of the leader and staff of the institution. If and when this type of leadership is applied in any educational institution, there is likely to be an increase in institutional effectiveness because it justifies the democratic principles that tertiary education staff and students desire so much because it makes leadership potentially available to any legitimate member or stakeholder in the institution.

Interpersonal Leadership

This relatively new concept of leadership is connected with the idea of relationships between and among people and it is quite relevant to collegiality. It derives from interpersonal intelligence, which usually influences intuitive behaviours and self-awareness. Intuitive behaviours and self-awareness usually facilitate effective engagement with others. Interpersonal leadership stresses the importance of collaboration with others. It encourages working together, consultation with and support of one another in educational institutions and indeed, any other organization. These are characteristics that personnel in tertiary educational

institutions wish for and therefore, they are likely to be very productive and work better under such circumstances.

Transactional Leadership

Transactional leadership occurs when one or more teachers engage with one another and with educational administrators in such a manner that both administrators and teachers raise one another to higher levels of commitment, dedication, motivation and morality. Through such transforming processes, which arise out of working together, the motives of the leader and the followers emerge. This is what Adegbesan (2019, p. 18) called " an exchange process." According to the scholar, exchange is an established political strategy for members of an organization. By this strategy, leaders in educational institutions, such as head teachers, principals and education officers etc, possess authority by reason of their positions as formal leaders in their institutions. But these same leaders require the cooperation of their staff to secure the effective management of their institutions. This kind of exchange, by which leaders provide leadership and the followers provide cooperation and dedication to duty, usually secures benefits for both parties to the arrangement. One of the greatest limitations of exchange as a political strategy that benefits both leaders and followers is the fact that it does not engage staff beyond the immediate gains that arise from the given transaction(s)' Transactional leadership, therefore, does not produce long term commitment to the values and vision being promoted by organizational or institutional leaders.

Post-modern Leadership

This model of leadership is quite new and recent. It legitimizes the practice of democratic leadership in educational institutions and celebrates the multiplicity of subjective truths. It reveals the fact that there is no absolute authority anytime anywhere and suggests

that any situation is open to multiple interpretations. Post-modern leadership believes that there is no absolute reality and therefore, it proposes that situations must be understood at local levels because of the existing diversities. It proposes that leaders should always analyse situations carefully and based on such analysis, they should respect and pay attention to the diverse and individual perspectives of stakeholders. This leadership style advocates a more consultative, participatory as well as exclusionary stance in governance and these virtues are consistent with participatory leadership. Rather than focusing on visions that should be developed to guide the leaders, post-modern leadership suggests the acceptance and adoption of multiple visions and diverse cultural meanings. Where an educational administrator finds him/herself in multi-ethnic and multi-cultural environments, this style of leadership should come in handy.

Moral Leadership

This style of leadership is concerned with the principles of right and wrong as perceived by the leader. This model assumes that the leader's focus should be on the cherished values, beliefs and ethics of society, as viewed by the leader or leaders. It is the type of leadership that derives from defensible conceptions of what is right and conceived as good enough or wrong. Some such "right positions" could result from the leaders' religious affiliations, while for others, the so-called "right positions" could result from their capacity to act in ways that are consistent with society's ethical system. The latter group could be described as leaders with "moral confidence." These morally confident leaders usually demonstrate causal consistency between principles and practice. They apply principles to new situations and create shared understanding as well as common vocabulary. They tend to explain and justify their decisions in moral terms, sustain principles over time, in addition tore-interpreting and restating principles where

necessary (Adegbesan, 2019, p.19). Moral leadership and beliefs tend to ensure, among others, equal opportunities, equity and justice engagement with stakeholders, cooperation, teamwork, commitment and mutual understanding among leaders and followers in educational institutions. This is the kind of situation educational institutions' staff and students want for productive engagements to evolve and persist.

Instructional Leadership

Instructional leadership concerns itself with giving detailed information to prospective learners on how to do or use any given instruction. It focuses on the direction of influence rather than its nature or source and it emphasizes on managing teaching and learning in educational institutions. It relates to the professional learning of teachers and their relation with their students. In this context, the leaders' influence is targeted at students' learning under teachers. Effective instructional leadership behaviour comprises of the three strategies of improving teaching and learning, as well as modelling, monitoring and professional dialogue. This style of leadership has been criticised too narrow because it ignores other aspects of school life, such as socialization, students' self-esteem, but rather concentrates on teaching and learning.

Contingent Leadership

This type of leadership recognizes the diverse nature of school life or contexts and strives to adapt leadership to suit the particular situation(s), rather than adopting the "one-size-fits-all" position or stance. Contingent leadership assumes that leaders can or should be able to adapt to unique institutional circumstances or problem(s). It recognizes the fact that the variations in the contexts of leadership and suggests that to be effective as a leader, the contexts require different leadership responses. This

presupposes that the leader should be able to master a large repertoire of leadership practices on which to base their responses to events or contexts. This also means that leaders should continue to study and evaluate their situations, with a view to diagnosing the problem(s) and adapting their appropriate responses to them rather than relying on so-called standard leadership models.

Goal Achievement in Tertiary Education

Goal achievement or attainment in tertiary education, in the context of this article, has to do with "completion or achievement of a given or identified objective(s)" of any higher institution of learning in Nigeria (Fowler & Fowler, 1984). Goal achievement in tertiary institutions of learning in Nigeria presupposes that all such tertiary institutions have carefully identified, well established goals or objectives and that all the resources – including human, material and financial resources – have adequately been mobilised and diligently applied for the purpose of achieving such objectives. The Federal Republic of Nigeria (FRN, 2013), through the National Policy on Education, has not only identified the goals of tertiary education in section 5, sub-section 81 of the National Policy on Education, but has also gone ahead to prescribe how such goals may be pursued in sub-sections 82 to 85 of the same policy. As it is, only leaders with requisite characteristics, such as the ones spelt out in the succeeding section of this article, will succeed if they apply the types of leadership styles discussed in the preceding sections of this article.

Characteristics of Effective Educational Leaders

For educational leaders to succeed in the management and leadership of educational institutions, they need to have and openly demonstrate most, if not all of the following characteristics:

i) They should have self-confidence in themselves and be able to tolerate institutional stress. These will enable them to set high goals for themselves and their followers as well as good decisions in different situations.
ii) Such leaders should demonstrate emotional maturity and good awareness of their strengths and weaknesses. This will make them willing to embark on their self-improvement and the improvement of their followers, peers and supervisors.
iii) They should be people of unquestionable integrity, honesty and trustworthiness. They should be sociable and very comfortable working in groups.
iv) Educational leaders should be task-oriented, achievement-driven and be concerned about the welfare of their followers, peers and even supervisors. They should be willing to assume responsibility for their actions and desire to influence others.
v) Such leaders should possess specialised skills that are relevant to their schedules and have the aptitudes to work with others.. They should be critical thinkers, problem-solvers and people that can translate theory to practice.
vi) Educational leaders should possess sound emotional intelligence by being self-aware, assertive, independent and self-directed and controlled in their thinking and actions, as well as having self regard. They should be committed to self-actualization, by being able to realize their potential capacities and being involved in pursuits that lead to meaningful and full life.
vii) Educational leaders should be people-oriented. They should care about others; demonstrate social responsibility by being cooperative and constructive members of the social group. They should be able to establish and maintain satisfying mutual relationships by being able to give and receive affection from the groups they lead. They should be able to control their

impulse and to resist or delay the temptation or drive to act impulsively (Izedonnu, 2016).

Challenges of Tertiary Education in Nigeria

Tertiary Education in Nigeria, like all other levels of education, is bisected with myriads of problems and these include the following:

1. Poor Funding

The consequence of poor funding of tertiary education is the near absence of educational infrastructural facilities in institutions of learning. Where some such facilities are found, they are in dilapidated state, and can hardly be used for teaching and learning. Classrooms are in short supply. There are not enough laboratories, libraries, workshops and offices for staff. Teaching aids, such as projectors, and computers are in inadequate supply. Above all, lecturers and other administrative and technical/technological staff are in short supply. There is a generally poor or polluted teaching and learning environments. Worse still, staff welfare packages are usually poor and not forth-coming as and when they are due.

2. Poor Financial Management

Most of the time, even when the funds allocated to tertiary educational institutions are inadequate, such funds are again poorly managed. The poor financial management we are talking about could arise from ignorance on the part of the financial managers due to poor knowledge, complete ignorance or corruption tendencies and practices on the part of the officials that manage the finances of tertiary educational institutions. It is common knowledge that sometimes, managers of finances in tertiary educational institutions inflate contracts awarded and falsify receipts and other financial records related to the provision of facilities and services in institutions of learning. Some such

practices, no doubt, limit the successes of educational leaders, no matter how modern the style of educational management they might apply (Daku, 2014).

3. Over-sized Classes

Following poor funding, the sizes of classes in many tertiary institutions of learning are over-sized. Too many students are crowded in one room for lecture and this does not permit close teacher-student interactions, which would usually promote learning by students. As Daku (2014) observed, most teachers agree that they cannot attend to every child in the class if the classes exceed 30 learners at a time. Where classes accommodate up to 300 or 400 learners, it becomes difficult, indeed impossible, for proper learning to take place.

4. Poverty and Parental Involvement in their Children's Education

Families that live at or below poverty level, most of the time, cannot afford to sponsor their children in schools. Studies in America shows that students who do not get enough food or sleep are less likely to perform at their full academic potentials. This affects their academic performances negatively. This is so because there are costs of education that should be borne by parents or stakeholders, that are unavoidable if students must have access to tertiary education and be able to concentrate on their studies. Such costs include those of transportation, school fees, boarding fees, up-keep allowances, provision of books and other study materials etc. (Ehigiamusoe, Alaba & Daku, 2019). Aside from poverty, which may prevent even willing parents from participating in the education of their children, some parents that probably, have the wherewithal to sponsor their wards are less concerned about the education of their children. Some of them are never seen for the entire school tear, no matter what sort of issues might

arise with respect to their children's academic programmes. On the other extreme, there are parents that do not seem to go away from their children. They hover over their children and their teachers, interfering with their children's education process. While it is important that parents should show concern about their children's education, their involvement in school programmes should not disrupt their children's education. They should support their children's education in ways that will promote their learning (Njideka, Uchenna& Modebelu, 2016).

5. Family Factors

Family factors play a role in a teacher's ability to teach students. Principals and teachers agree that what is going on at home usually, does impact students' capacity or propensity to learn. Divorce, single parenting, poverty, violence and many other issues are all challenges that students bring to school every day and which teachers and school administrators have to contend with.

6. Students' Attitudes and Behaviours

Students' attitudes, such as apathy and disrespect for their teachers, are significant challenges facing education today. It is common knowledge that students, especially beginning from Secondary school level of education demonstrate, not only apathy and disrespect for their teachers, but also tardiness, absenteeism and general disinterest in their academic programmes. All these pose serious challenges to school managers, administrators and other tertiary educational leaders.

7. Technology

Many students today are more advanced in their knowledge and application of technology than their teachers and this has usually put the teachers at decidedly disadvantaged positions in the classrooms. Incidentally, students' love for technology also, usually

distracts them from school work and this makes it difficult for teachers to keep and sustain students' interests in and attention whenever they are teaching them new concepts.

8. Bullying among Students

Bullying may not be a new problem in schools but it certainly has profound impact on the learning aptitude and attitudes of many students. Incidentally, bullying in schools has assumed a cyber space dimension, such that cyber-bullying has given bullies even more avenues to torment their victims – through social networking, texting and other virtual interactions. Cyber-bullying is a recent development and the fact that laws relating to it are not yet very clear has further complicated matters because parents, teachers and educational administrators remain unsure about how to legally handle such issues.

9. Students' Health

The health of students is critical to their studies. In places like the United States of America, where many students suffer from obesity, which could lead to other conditions, such as diabetes and high blood pressure, students' study habits are affected adversely. All these conditions could happen as a result of poor eating habits and lack of physical exercises, The consequences of obesity and other ill-health conditions affecting tertiary institutional students could be higher absenteeism and more serious academic issues.

Poor Implementation of the Curriculum

Rather than implementing the curriculum that will give learners the skills they need to apply in their places of work or personal business, teachers concentrate on teaching the "tests" because students' test scores are now being used as the yardstick to evaluate teachers, performances. The public, today, appears more interested in seeing their wards' high scores and therefore, the

teachers tend to base their teaching on the annual standardised tests to satisfy the parent, general public and even some school administrators and managers.

Political Educational Leadership and Decisions

The involvement of politics in educational leadership and decision-making in Nigerian tertiary institutions has not been helpful. Educational politics in Nigerian tertiary institutions has encouraged the application of quota system and god-fatherism by political leaders. Through these systems, wrong and incompetent persons have been imposed on tertiary institutions, whether as students or staff by political leaders and this has dragged the tertiary education system backwards (Njideka, Uchenna&Modebelu, 2016).

Way Forward

Even though tertiary education institutions in Nigeria are beset with many challenges, a lot can be done to improve on their situations. The following can be done in respect of their circumstances:

a. The funds made available for tertiary education should be increased and corruption should be dealt with severely. No amount of increase in the funding of tertiary education will make impact if corruption is not contained. The money so added to the system will go down the drain if corruption is not checked. With increase in funding and the containment of corruption, tertiary institutions will have requisite infrastructural and other facilities, teaching aids will be in abundance and staff as well as students' welfare will be taken care of adequately. The system will operate smoothly.

b. With improvement in the national economy and the economies of parents, more parents should be able to support the educational programmes of their children. Rich

but ignorant parents will need sensitisation in order to make them see the need to support the educational programmes of their wards (Daku, Oyekan & Ojeniyi, 2016).

c. Students who are more knowledgeable about computer technology than their teachers should be humble enough to listen to their teachers and learn whatever new concepts are being taught in the class. They should remain respectful of, not only their parents but also their teachers, so that they can learn from the teachers.

d. Students' health should engage the attention of their teachers and school administrators. Those of them in boarding houses should be encouraged to develop good feeding habits. Lots of physical exercises' programmes should be planned for them so that they will stay healthy and focus on their studies.

e. Political leaders should de-emphasize quota system and god-fatherism in the management of the tertiary educational system so that only qualified students and staff are engaged in the appropriate departments of the system.

f. School administrators and managers should intensify in school the monitoring and supervision of the activities of their schools, so that teachers can sit up and do their work as they should.

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Comparative Analysis of the Impact of Mathematics Teaching Anxiety on Service and Pre-Service Teacher Teaching Experience

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Abstract
This study examines comparative analysis of the impact of mathematics teaching anxiety on service and pre-service teacher teaching experience. The study made use of simple random sampling For the study, four hundred (400) pre-service teachers were selected from Federal College of Education (Special) Oyo and Emmanuel Alayande College of Education Oyo. Among the pre-service teachers two hundred and seventy-five (275) were males and one hundred and twenty-five (125) were females. Two hundred (200) practice teachers out of which one hundred and seventy (170) were male and thirty (30) were female randomly selected across thirty secondary schools within Oyo metropolis. The instrument used was Mathematics Teaching Anxiety Scale (MTAS) by Akinsola (2004) with r=0.92.The data were analyzed using t-test, appropriate recommendations were given based *on* the findings *of the study, it was recommended that mathematics practice and pre-service teachers should employ and adopt Mathematics teaching strategies that can alleviate the persistence mathematics anxiety.*

Keywords: Teaching Anxiety, Practice Teacher, Pre-service Teacher.

Introduction

Mathematics is an essential school subject and has its relevance in all fields of human endeavors. It is also scientific in nature, creation of human mind with ideas, processing and reasoning. Makarfi (2001) noted that Mathematics has played an important role in the development of society from the pre-historic era to the present and its role is more significant than ever before and still be more significant in the future. The great recognition given to Mathematics as a result of its key function to develop the society is expected to translate to a satisfactory students performance but, the reverse is the case in Nigerian Society. Elekwa (2010) remarked that students exhibit nonchalant attitude towards Mathematics, even when they know that they need it to forge ahead in their studies and in life. Students who have already conditioned their minds that Mathematics is a difficult subject are usually not serious and therefore perform poorly in Mathematics tests and examinations, and Mathematics-involving situations (Ihendinihu, 2013).

Anxiety resulted to stress, tension, and strain in ones mind. It is a strong feeling of wanting to do something or of wanting something to happen. Despite the important of Mathematics to societal development it has always been perceived as the most difficult subject in the school curriculum. This has resulted in learners having a negative attitude toward the subject and the attitude seems to have passed from one generation to another. Over the years, experts have continued to draw attention to the grave consequences of constant decline in the enrolment and performance of pre-service teachers in Mathematics (Akinsola, 2002; Onabanjo, 2007). National development is the ability of a nation to improve the basic welfare of her citizen and these could be done through the applicability of Mathematics.

Malinsky, Ross, Pannells and Mcjunkin, (2006) stated that the origin of pre-service teachers negative believe and anxiety about

mathematics could be attributed to prior schools experience, and teachers training programme. Akinsola, (2009) aver that the important of Mathematics does not only lie in its contributions to scientific and technological development but also in its utility to day-to-day interactions at the market places, in transportation, business and all sorts of areas in which it is used by both literate and illiterate members of the society. Anxiety is the emotional condition in which there is fear and uncertainty about the future (Hornby 2009). The importance of Mathematics including producing versatile and resourceful graduates that can enhance sustainability of Mathematics for sustainable development of science and technology; but majority of service and pre-service teachers often dreads and show negative attitude towards Mathematics. Uusimaki and Nason (2004) opined that pre-service primary school teachers negative experience and anxiety about mathematics were attributed to their teachers rather than to other factors such as mathematical concepts, parents or peers. They also claimed that situation which causes most anxiety for the participants included communicating ones mathematical knowledge, whether in a test situation or in teaching of mathematics such as were required on practicum.

Statement of the Problem

Mathematics anxiety exhibited by some service and majority of pre-service teachers affects students in the learning mathematics. Many students have little confidence in their ability to do mathematics because of their belief that mathematics is very difficult to pass. The teachers that suppose to alleviate the fear have high mathematics anxiety and as such skipping vital topic in mathematics curriculum. Not only this, many service mathematics teachers eluded teaching profession because of the anxiety they have for mathematics thereby constitute to the problem of lack of mathematics teachers in our institution of learning even the pre-

service ones have no passion for mathematics. The phobia for mathematics exhibited by service and pre-service teachers had done havoc to our educational setting because students were no longer reason logically and creative in their thinking. As we know mathematics enhance creativity and critical thinking for a nation to be relevant in the world of technology such nation must produce mathematics teachers that can teach mathematics with passion and without fear.

Purpose of the Study

The main purpose of the study was to compare the anxiety levels of mathematics among service teachers and pre-service teachers in Oyo metropolis of Oyo State.

Research Hypotheses

HO1. There is no significant difference between mathematics teaching anxiety of service and pre- service teachers in Oyo metropolis.

HO2. There is no significant difference between mathematics teaching anxiety of service and pre-service teachers in Oyo metropolis based on gender.

HO3. There is no significant difference between mathematics teaching anxiety of service and pre-service teachers in Oyo metropolis base on age.

Research Methodology

The study adopted a descriptive research design, it examines the comparison of practice and pre-service teachers mathematics teaching anxiety and its effect on national development. The study made use of simple random sampling in selecting participant for the study four hundred (400) pre-service teachers were selected from Federal College of Education (Special) Oyo and Emmanuel

Alayande College of Education Oyo. Among the pre-service teachers two hundred and seventy-five (275) were males and one hundred and twenty-five (125) were females. Two hundred (200) service teachers out of which one hundred and seventy (170) were male and thirty (30) were female randomly selected across thirty secondary schools within Oyo metropolis. The instrument used was Mathematics Teaching Anxiety Scale (MTAS) by Akinsola (2004) with r=0.92.The data were analyzed using t-test.

Results

Hypothesis 1: There is no significant difference between mathematics teaching anxieties among service and pre-service teachers in Oyo metropolis.

Table 1: t-test shows the level of mathematics teaching anxiety among service and pre-service teachers in Oyo metropolis.

Anxiety	N	Mean	Std. Dev	Cri-t	Cal-t	Df	P
Service teachers	200	54.7891	12.441 4	2.00	5.211	299	.000
Pre-service teachers	100	44.9836	8.6534				

In table 1 above, the mean value and standard deviation values for service teachers are 54.7891 and 8.6534 and that of pre-service teachers are 44.9836 and 8.6534. The cri-t=2.00 for service teachers cal-t=5.211 while cal-t for pre-service teachers is 1.203; df=299, $p<.05$ level of significant. From the findings, cal-t is greater than the cri-t the hypothesis is therefore rejected, indicating that there is significant difference in the level of mathematics anxiety.

Hypothesis 2: There is no significant difference between mathematics teaching anxiety of male and female service and pre-service teachers in Oyo metropolis.

Table 2: t-test shows the level of mathematics teaching anxiety among service and pre-service teachers based on gender in Oyo metropolis.

Anxiety	N	Mean	Std. Dev	Cri-t	Cal-t	Df	P
Service teachers	200						
Male	170	52.7891	7.1121		3.10	299	.000
Female	30	50.2100	4.3712	2.00			
Pre-service teachers	100						
Male	60	50.4451	48.4528				
Female	40	46.2204	36.7001				

In table 2 above, the mean value and standard deviation values for service teachers are 52.7891; 50.2100 and 7.1121; 4.3712 and that of pre-service teachers are 50.4451;46.2204 and 48.4528; 36.7001. The cri-t=2.00; cal-t=3.10 ; df=299, $p < .05$ level. From the finding the cal-t value is greater than cri-t the hypothesis is therefore rejected indicating that there in significant difference in the level of mathematics anxiety base on gender.

Hypothesis 3: There is no significant difference between mathematics teaching anxiety of service and pre-service teachers base on age in Oyo metropolis.

Table 3: t-test showed the level of mathematics teaching anxiety among service and pre-service teachers based on age in Oyo metropolis.

Anxiety	N	Mean	Std. Dev	Cri-t	Cal-t	Df	P
Practice teachers (Age: 20-30 yrs)	200	55.7321	10.6692	2.00	5.211	299	.000
Pre-service teachers (Age:17-25yrs)	100	41.1117	6.4360				

In table 3 above the mean value and standard deviation values for practice teachers are 55.7321 ; 10.6692 and that of pre-service teachers are 41.1117 ; 6.4360. The cri-t=2.00; cal-t=5.211; df=299, $p<.05$ level of significant the hypothesis is therefore rejected indicating that there is significant difference in the level of mathematics anxiety based on age.

Discussion of Results

The study reveals a significant difference between service teachers and pre-service teachers mathematics teaching anxiety. From table 1, it is significant due to the fact that calculated t- value is greater than cri-t value. This corroborates the submission of Eraikhuemen and Oteze (2008) who describes the majority of students studying Mathematics as a course of last resort in tertiary level of education. The importance and usefulness attached to Mathematics education have motivated Mathematics educators, mathematician and association to find out the courses of students poor achievement in both internal and external examination.

It was also revealed in table 2 that the mean value and standard deviation values for service teachers are 52.7891; 50.2100 and 7.1121; 4.3712 and that of pre-service teachers are 50.4451; 46.2204and 48.4528; 36.7001. The cri-t=2.00; cal-

t=3.10; df=299, p<.05 level. From the finding, the cal-t is greater than the cri-t the hypothesis is therefore rejected indicating that there is significant difference in the level of mathematics anxiety based on gender. Preis and Biggs (2002) stated in their findings that older women often experience more Mathematics anxiety.

Finally, In table 3 above the mean value and standard deviation values for service teachers are 55.7321 ; 10.6692 and that of pre-service teachers are 41.1117 ; 6.4360. The cri-t=2.00; cal-t=5.211; df=299, p<.05 level of significant the hypothesis is therefore rejected indicating that there is significant difference in the level of mathematics anxiety based on age. This was supported by (Baloglu, 2003; Baloglu, 2006) that previous research on mathematics have shown that gender, age and prior Mathematics experiences are related to subject

Conclusion

The findings of the study revealed that both service and pre-service teachers have fear for the teaching of mathematics. Service teachers and pre-service teachers experience various level of anxiety and this make them skip some topic in mathematics curriculum during teaching and learning process. The relationship between anxiety and achievement is significant and for this reason, Mathematics instruction should made teachers and students centered and appropriate teaching and learning strategies should be adopted.

Recommendations

In view of the findings, practice teachers and pre-service teachers should develop positive attitude towards Mathematics.

There is need for both service teachers and pre-service teachers to have confidence in their ability to learn and teach Mathematics.

Emphasize the importance of original, quality thinking rather than rote manipulation of formulas.

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Effects of Caretaker Committee on Achievement of True Democratic in the Administration of Local Government Councils in Oyo State

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Abstract
This study assessed the activities of caretaker committee in the administration of Local Government Council in Oyo State. Survey research design was employed through collection of data. The sample consists of all Local Government Councils in Oyo zone which are Oyo East, Oyo West, Atiba and Afijio local governments. The instrument used were questionnaire titled "Effects of Caretaker Committee on Achievement of True Democratic Administration in Local Government Councils in Oyo State (ECCALGC) and a self-developed structured questionnaire for data collection with a reliability coefficient of 0.92 The questionnaire consists of (20) items with hypotheses tested at 0.05 significance level. The data collected were analyzed using correlational statistical tool. The findings revealed that there is no correlation between caretaker chairman and elected chairman of Local Government in Oyo State. This research therefore, revealed that true

democratic administration cannot be realized where caretaker chairman is been appointed to direct the affairs of local government administration. Suggestions and recommendations were given on how to run local government administration not only in Oyo state but the whole country in general.

Keywords*: Local Government, Caretaker and Caretaker Committee.*

Introduction

The concept of Local Government involves a philosophical commitment of democratic participation in the governing process at the grassroots' levels. This implies legal and administrative decentralization of authority; power and personnel by a higher level of a government to a community with a will of its own performing specific functions as within the wider national framework. The local government system is a governmental system that is practiced by every democratic state of the world under various contextual names such as; Municipals, District or Village, developmental centres, counties or local departments. They are non sovereign communities with subordinate status below the National government. The underlying motives according to Ananti, Onyekoelu and Madubueze (2015) as cited in Oviasuyi and Lawrence (2017), is that, there are targeted efforts to ensuring that the remote villages and towns get what is due to them.

Local Government is a public organization authorized to decide and administer a limited range of public policies within relatively small territory which is a sub-division of a regional or national government (Encyclopedia of Social Sciences). Bello and Uga (2004) while quoting the international Union of Local Authorities (IULA) defined the local government as "That level of government with constitutionality, defined rights and duties to regulate and manage public affairs which are constitutionally defined for the exclusive interest of the local population". These rights and duties shall be exercised by individuals that are freely

elected or appointed with the full participation of the elected body. Chukwuemeka and Uche (2005) defined the Local Government as political subdivisions of state, which has legal existence under the law and is run by elected representative of the local people, with substantial autonomy in administrative and financial affairs.

Local Government is the third tier of government that is closest to the people and therefore responsible for serving the political material needs of the people and communities at a specific area. It is therefore made up of elected or selected members but ideally; it should be composed of elected members. A local government is a government at the grassroots level of administration meant for meeting peculiar grassroots needs of the people (Agagu, 1977). It is defined as that tier of government closest to the people, which are vested with certain powers to exercise control over the affairs of people in its domain (Lawal, 2000). In short, it is a political sub-division of a nation, constituted by law and has a great deal of control over local affairs and this is unlike local administration that is based on the principle of selection of the people and does not have Legal back- up. The Local government in Nigeria is an indispensable tier of government in the Nigerian Federal system. It is deeply rooted in the law of the land and derives its powers from the constitution. Section 7(1) of the constitution of the Federal Republic of Nigeria states that the system of local government by a democratically elected local government council under this constitution is guaranteed. The 1976 Local Government Reform among other landmark changes unified the Local Government system in Nigeria, and the 1979 constitution made local Governments third tier of government and provided for a system of local government by democratically elected councils. From the above, it is clear that the local government is backed by law and administratively should have a democratically elected representatives of the people who are

charged with the responsibility of moving the government towards attaining sustainable growth for the State and National development but more recently, elected local government councils have been dissolved and replaced with Transition Committees or Caretaker Committees appointed single-handedly by governors of their respective states.

On the other hand, caretaker committee has been seen as a government that rules on a temporary basis, due to the loss of election or a pending transition of power. Caretaker government may be put in place when a government in a parliamentary system is defeated in a motion of no confidence or in the case when the house to which the government is responsible is dissolved to be in place for an interim period until an election is held and a new government is formed. It is a person or group that temporarily performs the duties of an office. Oviasuyi and Lawrence (2017) see Caretaker committee as selected people chosen to run local government areas. It has been observed that the action has no inputs from the rural population. In local government administration, the use of Caretaker committees is seen as an avenue where the state government solely or together with his party guidelines handpicks few individuals viewed as loyalists to the party to run the affairs of local government areas. This is because local government caretaker committee is an interim seal of local government until a formal election is conducted.

Caretaker committee system of administration has no place in the constitution of the Federal Republic of Nigeria. Afe (2015) said the institution of an amorphous system called caretaker committees in place of democratically elected local government councils is alien to the 1999 constitution of Federal Republic of Nigeria. Its practice is dated as far back as the Nigeria's second Republic. Ogunna (1996) in Ananti, Oyekwelu and Madubueze (2015) as cited in Oviasuyi and Lawrence (2017) that during the Second Republic in all the states of the Federation, local

governments were run by caretaker committee system consisting of party loyalists appointed by state governors. Since after its first practice in the second Republic, the idea of managing local governments with the caretaker committees has been on the increase in Nigeria. This idea of caretakership re-surfaced in the Fourth Republics notably from the year 2000 and has continued to be increasingly practiced. Okafor and Orjinta (2013) asserted that in constitutional Democracy and Caretaker Committee in Nigerian Local Government System that "Between 2003-2013, out of the 36 states, 25 states have their local government administered by Caretaker Committees. This view was buttressed by Ojo and Ihemeije (2014) "that as at 2014, the Nigerian democratic system have nosedived (fall in value), this is so because for the past five (5) years, 27 states in Nigeria have not conducted local government elections. This continued trend of Caretakership in LGAs is ultra-vire and totally illegal. The practice of this trend is based upon the premise that it allows the governors of the state to have direct control of the local governments thereby eroding all forms of authority due to LGAs. The primary aim according to him is for the Committees to work towards delivering their local government votes to the ruling party at any point in time, thereby disenfranchising the people.

Reasons for Caretakers Committee in the Administration of Local Government in Nigeria

Many reasons account for the appointment of caretaker committees in the administration of local government areas in Nigeria but some of these reasons are highlight as follows:

(1) The Nigeria Constitution: One the main reasons that account for the appointment of caretaker committee in the administration of local government areas in Nigeria is the unconstitutionality of the Nigerian constitution. Oviasuyi and

Lawrence (2017) noted that the inconclusiveness of some aspect of the laws specifically as it concerns local government authorities as it ends any form of autonomy, self rule or determination of developmental issues from the rural populace. In line with the above, Ananti, Oyekwelu and Madubueze (2015) stated that the increase in the practice of care-takers is as a result of the lacuna created by the 1999 constitution as amended as it did not specify the term of local government elected councils.

(2) Corruption: Caretaker Committees were not elected but they are merely appointed cronies or party loyalist by the governors to create illegal opportunity for the Governors or party chieftains to directly confound developmental projects for self without recourse to the wants, needs and aspirations of the rural populace. Corruption in LGAs have been legalized specifically with the trend of Caronetaker Committees who act as willing agents, leeway and subtle routes for state governors to perpetuate, both financial and electoral corruption. The state/local government joint account has turned to a dam where state governors drain local government allocated funds that could have been used for developmental purposes (Oku, Emeka and Onakalu, 2015).

(3) Godfatherism/Incumbency Factor: Individualistic attributes of greed and fear of becoming irrelevant is another factor leading to the appointment of Caretakers committee in the local government system in Nigeria .The Nigerian politicians will always want to be referred to as the power house, in the process consolidate power by all means. Iyoha and Oviasuyi (2015) buttressed that Nigerians have been deprived of the constitutional right to freedom of association as no Nigerian politician in power have the right to employ instrument of power in order to perpetuate their stay in power or office.

(4) Settlement of Political Cronies: Another reason for the appointment of Caretaker Committee in LGAs by state governors in Nigeria, is to enable them empower individuals who fought hard for their elections as governors. Caretakers system of administration is also an attempt to bring into governance through the back door, acolytes and sycophants of the governor who sings his praises on a daily basis (National Mirror, March 25, 2013).

(5) The Fear of Opposition Political Parties: The fear of opposition political parties creates room for the use of Caretakers committee in LGAs. The governors are aware that winning elections at the grass root level is dependent to a large extent on who is at the helm of affairs at the LGAs. As noted by Ojo and Ihemeje (2014), the entire Nigerian electoral process is riddled with fraud and malpractices. Therefore, the fear of losing elections to the opposition political parties make the governors to appoint their loyalist as Caretaker Committee Chairmen who in turn coordinate the affairs of the council(s) in their favor especially during elections.

It is pertinent to note here that the constitution which made it clear the inclusion of local government as the third tier of government at the grassroots which is independent of other tiers of government. The same constitution empowers the State House of Assembly to make laws for the local government and to organize local government elections. This is indirectly placing the activities of the local government in the hands of state government and runs foul to the autonomy granted.

Effects of Caretaker Committees on Local Government Administration in Oyo State

It has been discovered that the major financial means of Local Government had been strangulated by state governors and this has left the councils with no funds to provide and maintain

infrastructural facilities in their areas of jurisdiction, settle contractors and most worrisome pay workers salaries. Also, it has been observed that local government autonomy rather than being a reality is more like a myth because of the use of Caretaker committees. Ojo (2009) cited in (Coker and Adams, 2012) noted that there are three separate standards to local autonomy, the amount of responsibility devolved, the size and elasticity or resources assigned and the degree of discretion conferred. The question is to what extent have these standards been observed since Nigeria's democratic dispensation? Local governments have enormous responsibilities as regards the transformation of the councils, these includes: the mobilization of local resources, promoting social and economic improvement, development as well as national integration. In additions, local governments are expected to carry out regional policies with respect to agriculture and help to develop selected industries thereby helping to ameliorate unemployment (Obinna ,1998 as cited in Coker and Adams, 2012 and Oviasuyi and Lawrence, 2017).

More so, the issue of caretaker committees has become a worrisome development all over the country. Despite the widespread use of this system, the constitution does not recognize the place of caretaker committees in the administration of local governments. The situation in Oyo state is quite pathetic in the last eight (8) years; the state has not deemed it necessary to conduct election to enthrone democratically elected chairmen to administer executive functions on Local Government Councils. The state governors have willfully by-pass or circumvented the constitution by installation of caretaker chairmen pending the conduct of local government elections which in many cases are never conducted. Some governors have been in office for almost eight years without holding local governments' elections. Their excuses are lack of money to hold the elections; unconstitutional amendment of the local government law; litigation in the court in

order to delay the elections. The system of caretaker committees is quite convenient to state governors who appoint their cronies to run the local governments without having to go through elections. They also often withhold the funds meant for these councils while the caretaker committees govern them. These appointed officials are powerless to lodge any complaint when this happens.

Also, it has been noted that the last council election in Oyo State which was in form of selection conducted in December 15, 2007 by Governor Alao Akala who sacked the local government chairmen produced by his predecessor, Alh. Rashidi Ladoja on May 24, 2007. Wale Akinselure (2017), said since the inception of Governor Ajimobi in 2011, he had continued to run the local government system with appointed caretaker chairmen, the situation was attributed to protracted litigations instituted by members of the Oyo State Independent Electoral Commission (OYSIEC) in 2007, challenging the dissolution of the electoral commission constituted by Senator Rashidi Ladoja by Governor Alao Akala. Litigation was also instituted against Governor Ajimobi in 2017 by the so- called Baales and other chiefs in Oyo land as a result of the 35 local development council areas (LCDAS) newly created in the state and this also affected the date of Local Government Council election fixed for July 2017. Despite the sanctity and importance of this level of government, it was most disheartening to see that the APC led administration in Oyo state deemed it fit not to conduct local government elections until the eve of her departure.

In addition, the 1999 constitution of Federal Republic of Nigeria states that the local government system must be democratic, but most state governors adhere to this provision in the breach. This definitely is an aberration of the constitution and gross misconduct by the state governors. The governors having sworn on an oath to protect the constitution have put themselves in the position of custodians of shame; this oath must therefore be

religiously kept without any deviation. Appointment of caretaker chairmen is a direct violation of section (2) & 8 of the constitution (FRN 1999) as such official have not been elected by the prescribed procedure of the constitution. It is therefore clear from the foregoing provisions and combined interpretation of the installation of caretaker chairmen is a gross violation of the constitution which erring governors that continue to rejoice in such illegality need to be impeached (Akinpelu, 2015).

The establishment of local government caretaker committees in any of the 774 local governments council by Governors in Nigeria has become a normal tradition despite the fact that the House of Representative on May 17, 2012 declared it as illegal, the constitution of local governments caretaker committees in 25 of the 36 states of the Federation (Daily Trust Thursday May 10, 2018). Some of the affected states had selected or elected their people into councils, few states are preparing to conduct council polls while some of these culpable states have not shown readiness to comply with the directive of the House. Jega (2006) clearly emphasized that one of the basic constitutive elements of democratic governance is that of representation. Representation according to him is the people freedom to choose by them who represents or governs them in leadership through a free and fair election. Under the caretaker committee leadership, the case is usually a dominance of the leading political party. In fact between 2011 and May 2018, it was not on record at anytime that the governor appointed a member of an opposition party in Oyo Central as a member of caretaker committee. To such leading political party, the party is growing stronger and gaining the political popularity and acceptance at the grassroots, while throwing away the reason of basic dividends of democratic governance by not allowing a participatory leadership where a minority will have a say. It has been discovered that caretaker chairman only pay allegiance to caucuses and had weaken the

democratic structures at local level in Oyo State from 2011 till May 2018.

Ogbonaya, Omoju and Udefuna (2012) emphasized that the weakness of democratic institution is a challenge to democratic governance. They referred to institutions as the executive, the legislature and the judiciary. In fact, this institution can only function effective in an elected democratic structure particularly at the local government level which the caretaker committees do not enhance or encourage. There is no institution to serve as checks and balances because the caretaker committees are not elected and the members therefore see it as an avenue/opportunity to loot the local government and enrich themselves with the public funds. The caretaker chairman at the local councils in Oyo State lamented that they only receive salary at the end of the month which is paid only when the Governor approves it. They also lamented that a lot of money was paid to their political godfathers before picking them. Even some substantial amount was paid to the governor and the state house of assembly after they had been selected for the screening exercise or for the renewal of the office after three-three months.

Between May 2015 and 2018, Local governments in Oyo State had not witnessed any serious economic development. The caretaker committees are at the mercy of the state government. They are being treated as underdog in most cases. For instance, Oyo Central which consists of local governments like Akinyele, Atiba, Afijio, Oyo East and Oyo west etc. had never witnessed any project done by the local government between this period under review and that is applicable to the rest of local governments in the state. This is so because they merely represent the presence of the governor at the local government level, they are seen as "figureheads" due to the fact that whatever happens, their godfather would come to their rescue. It has been discovered that between the periods under review, the local governments do not

have any social contract with the masses. Evidence is that no meaningful project was executed and commissioned by any caretaker care regime. This negates egalitarian society which is one of the constitutive elements of democratic governance according to Jega (2006). To him, it encourages constitutional regime, fairness, economic and social justice as he expressed egalitarian society as a constructive element of democratic governance. In short, it is saddening to see the moribund state of the local government facilities which had been left unattended to with the most of the facilities left in a deplorable state and of course when local government is left in such a condition, it culminates to poverty at grassroot exhibited in the deplorable state of the councils primary health care centres, non functional water supply in major parts of the local government, deplorable state of the local government roads network and so on.

Statement of the Problem

The 1999 constitution of Nigeria recognized local Governments as the third tier of government and provided for systems of local government by democratically elected councils. The ideas is to bring government close to the people; ensure effective service delivery to the rural areas; revive and strengthen activities that would bring democratic dividends closer to the grassroots but today, it has been seen as a best place reserved by the State governors for their political loyalists without going through elections and for better later returns. The in-effective local government administration could no longer speed up the pace of development, no political and financial independence. The citizenry, through their elected chairmen and councilors at Local Government Councils cannot reflect their choices on issues. Therefore, this study assessed the effects and activities of Caretaker Committee on Local Government Administration in Oyo State.

Purpose of the Study

The purpose of this study is to assess the effects of caretaker committees in the achievement of True Democracy in the Administration of Local Government Councils in Oyo State. Specifically, the purpose of the study includes:

i. To investigate the relationship between the caretaker committees and elected chairmen in the administration of Local Government Councils in Oyo State.
ii. To investigate the varieties of effects and development in the Local Government Councils in Oyo State during period of study.
iii. To investigate the relationship between electioneering of caretaker committees and Local government chairmen in the local government areas of Oyo State.
iv. To investigate between constitutional right given to caretaker administrators and Local Government Council chairmen in Nigeria.

Research Hypothesis

1. There is no significant relationship between caretaker administrators and elected administrators in Local Government Councils.
2. There is no significant relationship between electioneering of caretaker administrators and Local Government Chairman.
3. There is no significant relationship between constitutional right given to caretaker administrators and Local Government Chairman.

Methodology

This study is to assess the effects and activities of caretaker committee in the administration of Local Government Council in Oyo State. The study employed survey research design. The population for the study consists of all staff in the department of

Local Government and local community development areas in Oyo East, Oyo West, Afijio, Atiba and Akinyele Local Governments of Oyo State. One hundred members of local government staff were selected as sample using random sampling techniques. The instrument used was titled Assessment of Effects of Caretaker Committees in Local Government Administration in Oyo State (AECCALG). A self-developed structured questionnaire that was validated by two chief lecturers in the department of curriculum and Instruction, School of Education Federal College of Education (FCE) special, Oyo was used for data collection with a reliability coefficient of 0.92 after pre-test on some local government staff that is not part of the sample. This instrument consists of (20) items. The hypotheses were tested at 0.05 significance level and the data collected from the staff were collated and analyzed using co-relational statistical tool.

Analysis of Results

Hypothesis 1. There is no significant relationship between caretaker administrators and elected Local Government Chairman.

Table1: Shown the correlations between caretaker administrators and elected LG Chairman

Control Variables			LG	Caretaker	Elected Chairman
-none-[a]	Local. Government Administration	Correlation	1.000	.008	.050
		Significance (2-tailed)	.	.932	.616
		Df	0	101	101
	Caretaker	Correlation	.008	1.000	.460
		Significance (2-tailed)	.932	.	.000
		Df	101	0	101
	Elected Chairman	Correlation	.050	.460	1.000
		Significance (2-tailed)	.616	.000	.
		Df	101	101	0
	Local. Government Administration	Correlation	1.000	.035	
		Significance (2-tailed)	.	.724	
		Df	0	100	
	Caretaker	Correlation	.035	1.000	
		Significance (2-tailed)	.724	.	
		Df	100	0	

In table 1 the correlation of caretaker administrator is .050 while that of elected chairman is.460 this shown that there is no correlation in the administration of caretaker and elected LG chairman in Oyo State

Hypothesis 2. There is no significant relationship between electioneering of caretaker administrators and Local Government Chairman.

Table 2: Shown the correlations between electioneering Caretaker Administrators and Local Government Chairman

Control Variables			LG	Caretaker	Elected Chairman
-none-[a]	Caretaker Electioneering	Correlation	1.000	-.013	.050
		Significance (2-tailed)	.	.895	.616
		Df	0	101	101
	LG Chairman	Correlation	-.013	1.000	.654
		Significance (2-tailed)	.895	.	.000
		Df	101	0	101
		Correlation	.050	.654	1.000
		Significance (2-tailed)	.616	.000	.
		Df	101	101	0
	Caretaker Electioneering	Correlation	1.000	.026	
		Significance (2-tailed)	.	.797	
		Df	0	100	
	LG Chairman	Correlation	.026	1.000	
		Significance (2-tailed)	.797	.	
		Df	100	0	

In table 2 the correlation of caretaker administrator is .064 while that of elected chairman is.654his shown that there is no correlation in the administration of caretaker and elected LG chairman in Oyo State.

In table 2 the correlation of caretaker administrator is .064 while that of elected chairman is.654his shown that there is no correlation in the administration of caretaker and elected LG chairman in Oyo State.

Hypothesis 3: There is no significant relationship between constitutional right given to caretaker administrators and Local Government Chairman.

Table 3: Shown the correlation between constitutional right given to caretaker Administrator and Local Government Chairman.

Control Variables		LG	Caretaker	Elected Chairman
-none-[a]	Local. Government Administration	1.000	.025	.050
	Significance (2-tailed)	.	.799	.616
	Df	0	101	101
	Caretaker	.025	1.000	-.005
	Significance (2-tailed)	.799	.	
	Df	101	0	101
	Correlation	.050	.005	
	Significance (2-tailed)	.616	.958	958.
	Df	101	101	0
	Elected Chairman	1.000	.026	.
	Significance (2-tailed)	.	.798	
	Df	0	100	
		.026	1.000	
	Significance (2-tailed)	.798	.	
	Df	100	0	

In table 3 the correlation of caretaker administrator is .958 while that of elected chairman is. 026 is shows that there is no correlation in the constitutional right given to caretaker and elected LG chairman in Oyo State

Discussion of Findings

In table 1 the correlation of caretaker administrator is .050 while that of elected chairman is .460, this shown that there is no correlation in the administration of caretaker and elected LG chairman in Oyo State. This was corroborated by Afe (2015) that the institution of an amorphous system called caretaker committees in place of democratically elected local government councils is alien to the 1999 constitution of Federal Republic of Nigeria. In table 2 the correlation of caretaker administrator is .064 while that of elected chairman is.654 this shown that there is no correlation in the administration of caretaker and elected LG chairman in Oyo State. As it was stated by Oviasuyi and Lawrence (2017) that, through the institution of caretaker committees to run the affairs of local government areas, it has been observed that the action has no inputs from the rural population. Caretaker committees in local government is an avenue where that state government solely or together with his party guidelines handpicks few individuals viewed as loyalists to him or his party appointing them to run the affairs of local government areas.

In table 3 the correlation of caretaker administrator is .958 while that of elected chairman is.026 this shown that there is no correlation in the constitutional right given to caretaker and elected LG chairman in Oyo State. Ogunna (1996)) in Ananti, Oyekwelu and Madubueze (2015) as cited in Oviasuyi and Lawrence (2017) that during the Second Republic in all the states of the Federation, local governments were run by caretaker committee system consisting of party loyalists appointed by state governors. Since after its first practice in the second Republic, the idea of managing local governments with the caretaker committees has been on the increase in Nigeria.

In short, in the findings it was discovered that there is no correlation between caretaker chairmen and elected chairmen of Local Government in Oyo State as it was shown in table 1-3.True democracy cannot be realized where caretaker chairman is been appointed to man the affairs of local government. To corroborate what Ogbonaya, Omoju and Udefuna (2012) said that the weakness of democratic institution is a challenge to democratic governance. In fact, this institution can only function effectively in an elected democratic structure particularly at the local government level where the caretaker committees do not enhance or encourage. However, if we are to achieve true democracy in Oyo State, Local Government should be composed of elected members.

Conclusion

It has been established in this study, that one of the reasons for the establishment of local government council was to give the grassroots the sense of belonging in any system of governance. Constitutionally, the local government councils were designed to offer direct dividend of democracy to community dwellers particularly, in rural areas. In as much as the constitution provides Joint Account of local government with state government and with

the supervisory role of the State governors, it is not to make local government an appendage to state where governors and State House of Assembly will cow councils as if it is their personal belongings.

The state governors should therefore ensure that local councils operate with constitutional compliance by conducting election at the expiration of the administration of current executive chairmen. The new executive chairmen shall be elected and sworn in through electoral process. This will give the grassroots and indeed the electorates the sense of belonging and participation in the transitional transformation of local councils. It will give the people the right to demand for accountability and transparency, from the duly elected chairmen and councilors of local government councils. They in return would also perform their constitutional obligations to the people they represent without fear or favor.

Finally, the grossly abused of the constitutional rights of the people to vote and be voted for at the grassroots levels would be abolished, if the local government councils are democratized.

Recommendations

To free local government councils from the control of state governors in Nigeria, the following steps are essential:

a. The House of Representatives should initiate far- reaching changes and bills that will end the persistent of caretaker administration at local government level once and for all.
b. Funds from the Federation Account should be denied that is, withheld by Federal government to any state that does not democratize its local government councils as required by the constitution of Federal Republic of Nigeria.
c. The State Houses of Assembly should promulgate laws and declaring caretaker committees for local government councils

and local development council areas illegal and unconstitutional.

d. The State House of Assembly should be empowered by the National Assembly through the constitutional means to impeach with immediate effect any state governor who intends to take over the administration of local councils by appointing the sole administrator or caretaker committees.
e. The National Assembly should review the electoral acts to enable INEC National Body to conduct local council elections instead of being conducted by state INEC commission.
f. Local government councils should be given autonomy to operate politically and financially.

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Government Involvement Level on Adult Education Programme in Ilorin West Local Government Area, Kwara State

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Abstract
This Paper assessed the level of Kwara State Government involvement in literacy education programme in Ilorin West Local Government Area of the State. Population of the study comprises of the facilitators and the adult learners, nine hundred and fourteen. A sample size of 100 respondents was selected; multi-stage sampling technique was adopted. A self-developed questionnaire was used as a major instrument for data collection titled 'Assessment of the level of Government involvement in Adult Literacy programme Questionnaire (AGIAEPQ). Three research questions were raised. The reliability test of the instruments was done using test re-test technique and a co-efficient of 0.87 was obtained. The data collected were analysed using frequent count, Percentages, mean and standard deviation. The findings showed that though adult education has resultant effect on the indigene of Ilorin west local government local government involvement in adult literacy programme is very low (1.755%). It was therefore, recommended that the government should be involve in the payment of the facilitators and government should also provide incentives and training to motivate adult literacy programme personnel in the local government.

Keywords: *Assessment, government involvement, Adult Literacy, personnel*

Introduction

Education is the process of the development of an independent and integrated personality; it entails training and acquisition of special skills, knowledge, attitudes and values needed by an individual to be responsible and which would enable him or her to contribute his or her own quota, to the growth and development of the society of which he or she lives (Jekayinfa and kolawole 2010).Education is a process whereby the adult members of a community help the young ones to learn. According to Nduca (2010), defines education as the process of cultural transmission and renewal, it is a three- way process of inheriting a culture, changing that culture for better or worse, and passing it to the younger generations. Therefore, the worthy development of an individual for self-comfort and control to some extent is a function of education. Both developed and developing nations have acknowledged that education empowers and engages the mind for the development of human and natural resources. Hence education is an inevitable instrument that catalysed national development (Heclans, 2001).

Adult education is an aspect of education meant for adults to remedy their educational deficiencies; it is lifelong education which is for the individual development leading to national development. A matured member of a society acquires knowledge and skills to make himself relevant in his community. It is a process of acquiring skills and the effort of transmitting and receiving messages in an intelligible manner during the matured years (Nzeneri 2001). It is globally acknowledged that poverty and illiteracy are linked together. Effectors at various levels by both government and non-governmental organizations and religious bodies to reduce and eliminate illiteracy are quite familiar in the Nigeria environment.

The United Nations education and cultural organizations (UNESCO) (2006) observed that individuals with literacy and

numeracy skills are more productive, understand family planning and enjoy better quality of life.

Ezimah (2004) emphasized that literacy is an essential ingredient for obtaining personal, community and societal development and growth. ILO (1994) while working on income generating activities for woman in health development in Nigeria recommended that functional literacy should be utilized to increase impact of training in new skills and technologies.

Adult literacy remains the most important weapon with which national development plan can help men and women to develop themselves. Skill in literacy enables the people to make Adult literacy remains the most important weapon with which national development plan can help men and women to develop themselves. Skill in literacy enables the people to make meaningful contributions towards the national development of their country. They represent the labour force, managerial skill and expertise required for rapid development.

The National Policy on Education (2013) states "in character and content that all mass literacy programmes will be adapted in each case to local, cultural and sociological conditions and each will also contain basic civics instruction aimed at generating qualities of good citizenship and active involvement by all in the national development process.

In view of the above, it is sufficiently clear that literacy cannot be divorced from national development. It is even more important as stated in the National policy on education that for a nation to be great, its citizens must be literate and be conscious of their rights, be aware of the expected norms of the society, their duties and socio – political state of their country.

Kwara State Ministry of Education Human Capital Development, Kwara state Agency for Mass Education the agency is charged with the responsibility among others of eradicating illiteracy among adults in the state provides continuing education

for adults. The agency is funded by the federal, state and local government and other non-governmental organizations (NGOs) in the state. Over times, UNESCO, UNICEF and National Commission for Mass Education (NMEC) also provide support for adult literacy programmes in the state (Kwara State ministry of education 2015).

The State Ministry of Education Human Capital Development is responsible for the formulation of policies and strategies for the effective management of the agency. Strategies used to carry out adult literacy education include:

i. Mobilization of local government areas
ii. Advocacy to all stakeholders
iii. Pressuring state government for funding
iv. Collaboration with UNICEF, NGO, Cooperate bodies and Private individuals.

At the local level, which is the point of emphasis, there are head of department, sectional head, chief executive officer, assistant chief executive officer, adult education principal, adult education organizers, supervisors and instructors, education officer, senior education officers.

The national commission for literacy and non- formal education prepare the scheme of work, syllabus, primer etc. They also admit the following category of adult learners

1. Purely illiterate adults who missed the opportunity of going to school.
2. The drop-out who did not complete their education either in primary or secondary school.
3. Adults who want to enrich their knowledge or skills in specialized areas.

Although apart from these organizations, adult literacy centers are also operated by private individuals, the bulk of adult education activities are usually managed by these private facilitators. Lifelong learning has become a significant pursuit of both developed and

developing countries today, Nigeria inclusive. The reason is not far-fetched; it is on the premise of lifelong learning that sustainable development is achieved (Omolewa 2000). Nigeria, since independence has been facing myriads of problems ranging from ethnic rivalry, high rate of illiteracy, unemployment and poverty, among others (Omolewa 2000). Studies like Adepoju (2005), shows that more than 50% of Nigeria population live below the poverty line. This is evident by the increasing number of able-bodied beggars of all ages in the cities and towns. The country is plagued by environmental issues and problems like pollution, desertification and flood, among others.

With a population of over 144 million people, Nigeria is the most populous nation in Africa, endowed with human and material resources and a leading production of palm oil, cocoa and rubber in the continent. Ironically, the high rate of poverty, illiteracy and youth unemployment continues to ravage the potentially wealthy nation, especially before the beginning of the fourth republic political dispensation Adepoju (2005). The aforementioned plagues affecting Nigeria have been attributed to the inadequate commitment to the development of adult and life-long learning as well as youth entrepreneurial programmes in the country (Nnazor, 2005).

The programme has been in existence for long as well as their current impacts in the lives of millions of Nigerian youths and adults who form the bulk of their beneficiaries. The National Commission for Mass Literacy, Adult and Non-formal Education (NMEC), established by the Federal Government of Nigeria in 1990 to be responsible for the organ sating, monitoring and assessment of adult literacy practices in the country. The commission's activities are decentralized, with offices in the six geo-political zones of the country, the 36 states and all 774 local government areas. Coordination and supervision of literacy classes are the sole responsibilities of the Commission through local adult

education officers, supervisors and literacy instructors. The minimum number of literacy classes expected in any local government is ten, with additional classes managed and funded by NGOs. Examinations are conducted on the basic competencies, reading, writing, numeracy and life skills, which are central to all the literacy programmes (Aderinoye, (2007).

The Literacy Programmes of NMEC and the Target Beneficiaries In the quest to drastically reduce the high level of illiteracy in Nigeria in line with the EFA goals and make basic education accessible to all the citizenry, the Nigerian government through the National Commission for Mass Literacy, Adult and Non-formal Education introduced varieties of non-formal and continuing education programmes as a complementary option to take care of disadvantaged, marginalized and hard to reach children, youth and adults. Literacy centres were established across the seven hundred and seventy four (774) Local governments of the Federation to give functional literacy skills to illiterate adults and out-of-school youths, especially those living in the rural areas and urban slums.

Statement of the Problem

Following the background given above, there is a great concern over the illiteracy rate in the world population, although 3rd world countries have experienced increase in literacy rate over the past few decades. Illiteracy is a great hindrance to the promotion of national development. It is not only an obstacle to the social-economic and political transformation of a nation, but its eradication will also quicken the tempo of development. Due to illiteracy, many adult Nigerians, especially the populace at the grass root level, in Ilorin West Government Area seems not able to participate meaningfully in the development process of the district. It has been proven over time that Adult Education is a major tool for eradicating illiteracy and its adverse consequences, this might

have led to the consideration given to it by the National Policy on Education, but this study intends assessing level of Kwara State Government towards achieving this.

Research Questions

1. What is the level of involvement of Kwara State Government in adult literacy programme in Ilorin West Local Government area?
2. What innovation has the government initiated since the inception of adult literacy programme in Ilorin west local government?
3. To what extent has implementation of adult literacy programmes for adult learners in Ilorin West Local Government Area being actualized?

Methodology

The populations of the study are the adult learners and the facilitators in the study area with population of 814 and 100 respectively. Descriptive survey design was adopted for the study. The instrument used for data collection was questionnaire titled Assessment of the level of Government involvement in adult literacy programme in Ilorin West L.G.A.

Answering of Research Questions

Three research questions were generated, and all were answered with the use of mean and standard deviation.

Research Question 1:*What is the level of Kwara State Government involvement in adult literacy programme in Ilorin West Local Government area?*

In order to answer this research question, responses of the facilitators to items on the questionnaire that addressed the level of involvement of Kwara State Government in adult literacy

programme in Ilorin West Local Government area of Kwara State were sum to calculate mean and standard deviation. The output of the analysis reveals thus:

Table 1: Mean and Standard deviation of level of Kwara State Government involvement in adult literacy programme in Ilorin West Local Government

Designation	$\bar{X}$	SD
Level of Government involvement	22.57	3.84

Table 1 shows that the total number of respondents is 14, the mean is 22.57 with 3.84 standard deviation, this shows low government involvement because the mean value $22.57 < 50$. That is below average.

Research Question 2:*What innovation has the government initiated since the inception of adult literacy programme in Ilorin West Government area of Kwara State?*

In order to answer this research question, mean of responses of the organizers and coordinators to each items on the questionnaire that addressed the various innovation government has initiated since the inception of adult literacy programme in Ilorin West Government area of Kwara State were calculated and 2.5 was used as cut off because the four (4) likert response format of SA (4), A (3), D (2), SD (1) was used. The output of the analysis reveals thus:

Table 2: Mean and Standard deviation Analysis showing government innovation since the inception of Adult literacy programme in Ilorin West Local Government Area.

S/N	ITEMS	$\bar{X}$	SD
1.	Government funding policies towards adult literacy programme is encouraging.	1.75	.707
2.	Government provides facilities and educational aids for adult literacy programme.	1.38	.518
3.	There is standard feedback between the government and adult literacy operators.	1.50	.353
4.	Government carries out training for adult instructors	1.38	.518
5.	Government has provided incentives that have helped to encourage adult learners to embark on adult literacy programme.	1.38	.518
6.	The educational facilities are most time outdated	1.88	.354
7.	Government frequently organize enlightment programme on adult literacy education for the populace.	1.25	.436
8.	Government provides free writing materials for the learners	1.50	.535
9.	Government provides computer assisted equipment for learning.	1.63	.518
10.	Government provides conducive learning environment for the learners.	1.88	.641
11.	Government provides free textbooks for adult learners	1.38	.518
12.	Government made tuition fee free for all adult learners.	3.00	.926
13.	Government facilitates adults'education by encouraging private efforts in the establishments of literacy centres	3.50	.756
Grand mean		1.80	

Table 2 reveals that since the inception of adult literacy programme in Ilorin West Local Government , Government funding policies towards the programme has not been encouraging, this is evident by the mean value of the items one (1)

to eleven (11) in the table (2) above, which are all lesser than 2.5. Government initiative for instruction is only shown in the area of tuition fee free for all adult learners. And facilitation of adults' education by encouraging private efforts in the establishments of literacy centres which had mean value greater than 2.5.The overall mean of 1.80 also indicates low level of government in the provision of innovations and strategies for the adult literacy centres.

It can therefore,be deduced that government initiative for innovations for the development of adult literacy programme in Ilorin West Local Government is not encouraging.

Research Question 3: *To what extent has being the involvement of adult literacy programmes on the adult learners in Ilorin West Local Government Area?*

In order to answer this research question, responses of the learner to items on the questionnaire that addressed the resultant effects of the implementation of adult literacy programmes on the adult learners in Ilorin West Government Area were calculated and 2.5 was used as cut off because the four (4) likert response format of SA (4), A (3), D (2), SD (1). The output of the analysis reveals thus:

Table 3: Mean and Standard deviation Analysis showing the resultant effects of the implementation of adult literacy programmes on the adult learners in Ilorin West Local Government Area.

S/N	ITEMS	$\bar{X}$	SD
1.	Adult education helps me to read and write.	3.51	.659
2.	Adult education training I received has helped me to improve in my job.	3.23	.723
3.	Adult education made me to see education as ultimate	2.83	1.181
4.	I now assist my children in primary school to do their homework.	3.52	.659
5.	Adult education has improved my communication skills.	3.34	.749
6.	Adult education training helps me to relate well with people.	2.88	.935
7.	I now freely make my intention known to people.	2.38	1.196
Grand mean		3.09	

Table 3 reveals that adult education has tremendous impact on the lives of the indigenes of Ilorin West Local Government Area who participated in the programme, this is evident by the mean value of item one to six in table 8 above which are greater than 2.5 except the item seven which has mean value less than 2.5. The overall mean of 3.08 also indicates high impact of adult education on the Adult learners.

Discussion

It is clear that the Kwara State Government involvement towards adult literacy programme is low from the mean (X) value of 22.5 which is below average. The instructor and the facilitators allowances are not regularly paid, this is evident by the response of

the instructors sampled for this study, because out of the 14 instructors and organizers in Ilorin West Local Government sampled for this study, 13 (92.8%) strongly disagreed and agreed with the statements the government regularly paid instructor and facilitators allowances with mean value of 1.57. Also the release of instructor and facilitator entitlements is not regularly done because higher percentage (92.8%) disagreed with the statement instructors and facilitators entitlement are regular release by the respondents with mean value of 1.71. It was revealed that although government encourage private effort in the provision of adult literacy centres and make tuition free for the adult learners by mean value of 3.00 and 3.50 respectively, yet all necessary areas which will bring about effective teaching and learning of the adult are neglected, e.g. the government funding towards adult education programme is not encouraging, inadequate educational facilities needed for the discharge of duties, poor learning environment, poor standard feedback between the government and adult literacy operators, lack of primers (textbooks) for adult learners, no proper enlighten programme for the instructors and which all has mean value of (1.75, 1.38, 1.50, 1.38, 1.25,) respectively. This finding is in line with the submission Jegede, & Obasoro (2007), on the problems facing adult literacy programme, he wrote that the government does not provide good classrooms and other infrastructures for adult learners since primary schools are used as literacy centres. There is also the problem of shortage of printing materials such as paper, duplicating machine, printing ink etc. It also showned that adult education has tremendous impact on the adult learner which is evident by grand mean (3.09) of the items: adult education helps me to read and write, adult education training I received has helped me to improve on my job, adult education made me to see education as the ultimate, I now assists my children in primary school to do their homework, adult education has improved my communication skills, I now freely

make my intention known to people which is greater than 2.5. This finding corroborates Obayan (2004) submission that Adult Literacy College will provide avenues for socio-economic and political empowerment of its recipients and that the students will acquire some essential inputs in their empowerment process. The inputs include knowledge, skills, self-awareness, visible tools of power, positive self-concept, and full involvement/full control which gives the individual beneficiaries a sense of self-worth, self-reliance and personal autonomy and the growth of the Gross National Product (GNP), and in the increased per capita income of individual citizens.

Conclusion

Government involvement in adult literacy programme is low; also government is passive in the provision of incentives for the adult education stakeholders.

Recommendations

In view of the findings of this research work, the following recommendations were made to improve government involvement in adult literacy programme in Ilorin West Government Area.

1. Payment of the instructors and facilitators allowances and the release of their entitlement as at when due.
2. Government should try and contribute to the adult literacy programme for effective running of the programme and for proper delivery of instructions.
3. The government should provide incentives and vocational training centres or improve on the existing ones that would help in improving the skills of the literacy programme stakeholders.

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