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**ADEKUNLE AJASIN UNIVERSITY,
Akungba-Akoko, Ondo State, Nigeria**



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Prof. A. I. Oyetakin
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EDITORIAL

The Editor-in-Chief, on behalf of the Editorial Board, is pleased to present the third edition, Vol.5 No.1 of the *Frontiers of Education and Management*, a journal of the Department of Educational Management, Faculty of Education, Adekunle Ajasin University, Akungba-Akoko, Ondo State, Nigeria to the Research community and the world at large. Research is an endless quest for knowledge or an unending search for truth. It generates new ideas/ knowledge that pivot the expansion of the frontiers of human understanding of the universe.

More importantly, education research requires careful planning to choose topics which can be investigated within the constraints of time, capacity and availability of funds. The challenges faced by researchers put into the front burner the need for collaboration and partnership in research and dissemination of consequent information. Research is inevitable to over-come the numerous problems in educational management. It is also required to offer creative, innovative and ingenious ways of resolving challenges in the education industry.

It is imperative that every stakeholder in the education industry offers full commitment to support research in education and educational management in particular.

In order to make research findings available to the reading public, the financial requirements from authors have been reduced considerably. We also hope to publish at least two times in the year.

Professor Adeolu Joshua Ayeni
Editor-In-Chief



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PARENT AND COMMUNITY ENGAGEMENT IN SCHOOL LEADERSHIP IN NIGERIAN PUBLIC SECONDARY SCHOOLS

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Abstract

This paper explores the impact of parent and community involvement in school leadership, highlighting best practices, barriers, and strategies for fostering stronger partnerships across public secondary in Education District V, Lagos State. The descriptive survey conveniently sampled 120 participants (45.8% female & 53.3% male) while 0.9% preferred not to say. It found that most schools are not receiving expected audience because attendees participate more in PTA meetings termly; identified time spent in the office, unperturbed attitude about meetings and economic hardship as the major issues hindering regular participation in school meetings; revealed proper sensitization, gifting of the first twenty active parents, provision of transportation, assisting native-speaking parents, sending newsletters and reminders, as the predominant strategies that schools can implement to boost parental involvement; submitted the major ways in which the schools involve parent and community members in decision-making processes as through phone calls for finance, donation and opinions on issues relating to the school development, renovation and policies; identified assembly announcement as the predominant means of school communication with parents and community members; revealed negative attitude towards education, communication gap, time constraints and lack of response to students' needs and performance as the major challenges that weaken strong bonds between the school and the community; and found at least 52.5% parent and community derivation of satisfaction from the school policies, events and decisions. It recommends the enforcement of policies that mandate and support structured parent and community participation in school leadership by the government.

Keywords: Parent and Community Engagement, Public Secondary Schools, School Leadership

Introduction

Parent and community engagement in school leadership has been widely recognized as a key factor in improving educational outcomes, student achievement, and school governance. In Nigerian public secondary schools, this engagement has been explored in various studies, highlighting the benefits, challenges, and policy implications. Studies have shown that effective parent and community participation in school leadership enhances decision-making, resource mobilization, and accountability (Adebayo & Ogunlade, 2019). Parents and community members, when actively involved, contribute to school governance through Parent-Teacher Associations (PTAs), School-Based Management Committees (SBMCs), and other collaborative platforms (Ajayi, 2021). This involvement ensures that schools align with community needs and expectations, leading to improved school performance and student discipline. Research by Okonkwo and Eze (2020) indicates that schools with strong parental and community involvement tend to have better academic performance, reduced dropout rates, and improved infrastructure. Their study found that when parents participate in school leadership activities such as policy formulation, financial contributions, and school monitoring students exhibit higher motivation and discipline levels. Similarly, communities that invest in school projects help in bridging resource gaps, thus improving learning environments.



Despite its importance, several challenges hinder parent and community involvement in school leadership in Nigerian public secondary schools. According to Adeyemi (2018), these challenges include: poor awareness and low literacy levels which is largely due to parents' lack of understanding of their roles in school leadership and insufficient education to contribute effectively; financial constraints in some communities, especially in rural areas where parents lack the financial capacity to support schools adequately; weak school-community relationships which is due to poor engagement of parents and communities in decision-making processes by some school administrators, leading to a lack of trust and participation (Ogunyemi, 2022); and government policy limitations in form of Bureaucratic challenges and inadequate policy implementation which often restrict the level of community participation in school administration.

Education is a collective responsibility that requires active participation from multiple stakeholders, including parents, communities, school administrators, and government agencies. Parent and community engagement in school leadership is a crucial component of effective educational management, as it fosters collaboration, shared decision-making, and accountability in school governance (Epstein, 2011). Globally, research has demonstrated that schools with strong parental and community involvement experience improved student performance, better discipline, and enhanced resource mobilization (Henderson & Mapp, 2002). In the Nigerian context, the importance of parent and community engagement in school leadership has been emphasized through various policies and programs, such as the establishment of Parent-Teacher Associations (PTAs) and School-Based Management Committees (SBMCs) (Federal Ministry of Education, 2013). These structures are designed to encourage partnership between schools and communities, ensuring that educational institutions function effectively in line with societal needs. However, despite these initiatives, many public secondary schools in Nigeria continue to experience weak parental involvement, a lack of community participation, and poor school governance (Ajayi, 2021). Parent and community engagement in school leadership refers to the active participation of parents, local organizations, and community members in decision-making, policy formulation, and management of school activities.

It involves activities such as collaborative decision-making between school administrators and parents on educational policies (Adeyemi, 2018), provision of financial and material support by communities to improve school infrastructure and learning conditions (Okonkwo & Eze, 2020), and active participation in monitoring and evaluation of school programs to ensure accountability and quality education delivery (Ogunyemi, 2022). Historically, Nigerian traditional education systems relied heavily on community involvement, where local leaders and families played a key role in training young people in vocational and moral values (Fafunwa, 1991). With the introduction of formal education during colonial rule, school administration became centralized, reducing the direct influence of communities. However, in the post-independence era, recognizing the need for greater collaboration, the Nigerian government encouraged the formation of PTAs and SBMCs to integrate community members into school leadership (Federal Republic of Nigeria, 2013). Despite these efforts, several challenges have persisted, including poor parental literacy levels, financial constraints, and a lack of awareness regarding the role of communities in school governance (Edeh & Okwu, 2019). The increasing need for a holistic approach to educational development has led to renewed calls for strengthening parent and community engagement in public secondary schools.

While research has highlighted the benefits of community participation in school governance, Nigerian public secondary schools continue to face obstacles, such as low awareness among parents regarding their role in school leadership (Adeyemi, 2018), weak school-community relationships leading to poor



collaboration and mistrust (Ajayi, 2021), inconsistencies in government policy that limit community influence on school administration (Ifeanyi & Musa, 2023), and financial constraints that hinder community-led development projects in schools (Ogunyemi, 2022). Given the critical role of parent and community involvement in improving education, there is a need to enhance engagement through policy reforms, capacity-building initiatives, and greater collaboration between schools and local stakeholders. Research suggests successful engagement models incorporate regular communication, participatory decision-making, and government support to create sustainable partnerships between schools and communities (Ifeanyi & Musa, 2023).

The socioeconomic development of the world is largely influenced by education, which forms the foundation for the growth of its human capital and national development. As a result, the Federal Government of Nigeria regards education as an instrument of excellence in achieving educational development (Federal Government of Nigeria, 2013). Thus, as a member of the committee of nations, it places a high premium on secondary education as it provides the toll pupils need to participate fully in society and prepares them for further education (FGN, 2013). Therefore, the success of secondary education hinges on the collaboration of various stakeholders in the school leadership process to achieve the aims of education. There are laws enacted in the National Policy on Education and, the Universal Basic Education Act for community and parental participation in education.

In Nigerian public secondary schools, there has been a rising understanding of the value of parent and community involvement in school leadership. This concept that education is a shared obligation by numerous stakeholders, such as parents, teachers, school administrators, policymakers, and the public, is the basis for this recognition. These parties' ability to work together effectively has the potential to raise educational standards, strengthen school administration, and ultimately improve student learning outcomes (Anakee, 2016; Nick, 2016, & Umeana, 2015). In addition, the cultural and ethnic diversity of the country has provided opportunities and challenges for parent and community engagement in schools. Also, there is a growing emphasis on community participation and school leadership globally, with research indicating that parental involvement positively correlates with student achievement and school effectiveness (Ryan, 2023; Daly, 2022; Bakwai, 2013). It is no longer news that various communities in Nigeria established schools and Parents associations that employ teachers to complement the efforts of the government. There is a need for a comprehensive examination of parents and community engagement in the context of Nigeria. This is due to educational challenges being experienced in the country such as teacher shortages, inadequate infrastructure, and curriculum issues which have affected the achievement of goal four of the SDG by Nigeria.

Empirical studies have suggested various strategies for improving parent and community engagement in school leadership. Edeh and Okwu (2019) recommend strengthening Parent-Teacher Associations (PTAs) to serve as active advisory bodies in school management; enhancing School-Based Management Committees (SBMCs) to improve accountability and transparency in decision-making; organizing awareness campaigns and workshops to educate parents on their roles in school leadership; and encouraging government policies that promote collaborative governance between schools and communities. There are findings from empirical studies that suggest that policymakers should create inclusive frame works to encourage meaningful parental and community participation in school governance. Additionally, school administrators should foster a culture of open communication, shared decision-making, and mutual trust with stakeholders (Ifeanyi & Musa, 2023).



Parent and community engagement in school leadership is widely acknowledged as a crucial factor in enhancing educational quality, governance, and student outcomes (Epstein, 2011). Effective school leadership requires collaborative efforts from school administrators, teachers, parents, and community members to foster transparency, accountability, and resource mobilization (Adeyemi, 2018). In Nigerian public secondary schools, various policies, such as the establishment of Parent-Teacher Associations (PTAs) and School-Based Management Committees (SBMCs), have been introduced on termly basis to promote active participation in school governance (Federal Ministry of Education, 2013). However, despite these efforts, parent and community involvement in school leadership remains weak, inconsistent, and often ineffective.

Several studies have identified major challenges hindering effective parent and community engagement in school leadership in Nigeria. These include low parental awareness and apathy, poor communication between schools and communities, financial constraints, weak implementation of government policies, and socio economic factors that limit parents' participation (Ajayi, 2021; Ifeanyi & Musa, 2023). Many school administrators also fail to create an enabling environment for inclusive participation, leading to a lack of trust between schools and communities (Ogunyemi, 2022). Furthermore, research suggests that where parental and community involvement is weak, schools experience challenges such as poor discipline among students, inadequate funding, infrastructural decay, and low student academic performance (Okonkwo & Eze, 2020). In contrast, schools with strong parental engagement tend to have better learning environments, improved student behavior, and higher academic achievements (Edeh & Okwu, 2019). Despite these findings, there remains a gap in understanding the extent, effectiveness, and impact of parent and community engagement in school leadership across different regions of Nigeria.

Therefore, this study seeks to examine the current status, challenges, and impact of parent and community engagement in school leadership in Nigerian public secondary schools. It will explore the extent to which parents and community members are involved in decision-making, the challenges they face, and the possible strategies for improving their participation. Addressing these gaps will provide valuable insights for policymakers, educators, and stakeholders in developing effective strategies to strengthen community participation in school governance, ultimately leading to improved educational outcomes. Parent and community engagement in school leadership remains a vital aspect of achieving quality education in Nigerian public secondary schools. While past efforts have established formal structures for participation, much must be done to ensure meaningful and sustained engagement. Strengthening collaboration between schools and communities will not only enhance student outcomes but also contribute to the overall development of Nigeria's education sector.

Objectives of the Study

The study hopes to:

1. Examine the current state of parent and community engagement in school leadership in public secondary schools in Lagos
2. Examine types of school activities does parents and the community often participate
3. How often do parents and the community attend school organised meetings
4. Determine challenges faced and strategies employed so far in achieving educational outcomes due to such collaboration.
5. Identify strategies to enhance good parent-community relations in public secondary schools in Lagos.
6. How does the school involve parents and community members in decision-making processes?



7. How does the school communicate with parents and the community
8. Determine the satisfaction of parents and the community with school communication regarding policies, events and decisions.

Research Questions

1. What is the current state of parent and community engagement in school leadership in public secondary schools in Lagos?
2. What type of school activities does parents and community often participate
3. How often do parents and the community attend school-organised meetings
4. What are the barriers hindering parent and community involvement in school activities?
5. What strategy is needed to encourage greater parent and community participation in school affairs?
6. In what way does the school involve parents and community members in decision-making processes?
7. How does the school communicate with parents and community members?
8. How satisfied are parents and the community with school communication regarding policies, events, and decisions?

Statement of the Problem

The importance of parent and community involvement in school leadership for the overall growth and efficiency of educational institutions cannot be overemphasized. Access to high-quality education is a major issue in Nigerian public secondary schools, and the degree to which parents and the larger community participate in school governance are important issues that require attention to meet educational objectives. The limited and frequently ineffective parent and community involvement in school leadership is a long-standing and complex issue that hinders public schools' ability to deliver high-quality instruction and satisfy the various needs of their pupil. Issues like poor parental participation in school leadership initiatives like parent-teacher associations and decision-making procedures are interconnected. The provision of high-quality education is also hampered by insufficient resources and poor community cooperation between school administrators and teachers. The willingness and capacity of parents and community people to participate in school leadership may also be influenced by the social gaps and cultural variety that are evident in the nation, further complicating the issue. As a result, it is difficult to develop evidence-based initiatives for change. The effects of low engagement on students' academic achievement, school atmosphere, and overall educational outcomes are also not completely known. The improvement of secondary education in Nigeria and the achievement of educational objectives defined in national policies and global development agendas both depend on understanding and addressing these difficulties of the challenges related to parent and community engagement in school leadership in Nigerian public secondary schools.

Methodology

This study employed a descriptive research survey design to examine Parent and Community Engagement in School Leadership in Nigerian public secondary schools. This will help to determine parent's community relations, their impacts, challenges and strategies needed to enhance effective community relations in public secondary schools in Lagos. Data for the study were collected through the filling of questionnaires on Google forms by Parents, Community Leaders, and Teachers in public secondary schools in Lagos. This Google Forms is a free web-based management tool used for designing web-based questionnaires that respondents can access anytime and anywhere in the world and their comfort. This web application assisted us in the design and development of structured and unstructured questionnaires which enabled us to obtain



responses from respondents and thus helped significantly in data collection and analysis. The objectives and research questions formulated were tailored toward understanding their perception of emerging leadership practices in enhancing teaching and learning.

The population of the study were Parents, Community Leaders, School heads, and PTA, Teachers. We established contacts with their unions as well as personal contacts to enable us to get rich information from them for the study. Out of the 120 participants sampled 55(45.8%) were females, 64(53.3%) males while 1(0.9%) prefer not to say. Among them, 107(89.2%) have secular employment, 11(9.2%) are self-employed while 2(1.6%) are unemployed. They consist of 9(7.5%) parents, 73(60.8%) teachers, 19(15.8%) head teachers, 13(10.8%) principals, 1(0.8%) community head and 5(4.2%) PTA members. They include 2(1.7%) Senior School Certificate Examination (SSCE), 72(60%) Bachelors, 28(23.3%) Masters' degree holders, 4(3.3%) NCE, 2(1.7%) OND, 9(7.5%) PGD, and 3(2.5%) PhD holders.

The Google form link was sent to their WhatsApp group and emails for nearly five months for wider participation with instructions on the aims of the research and what is expected of them. Adherence to ethical standards, such as informed consent and anonymity with data management was emphasised in the document. We informed them that their participation in the research was voluntary. In addition, we did not force or coerce them to take part in the research. They were informed that they could withdraw from the research at any time as this would not affect the research in any way. To safeguard participants' anonymity, the data did not reveal their identities or that of their school. The questionnaire was divided into sections. Section A sought information on the social and demographic characteristics of respondents such as their consent to participate in research, gender, qualification, category of school as the head, position, country, work, and length of years spent as a school head. Section B of the research elicited information on their perception concerning school leadership, tasks, and functions, how COVID-19 affected leaders, and the challenges encountered. At the same time, Section C was designed for respondents to suggest the way forward. The instrument was validated by three experts in school management, while the Cronbach' Alpha reliability value of 0.84 was obtained. Data analysis was done using Percentages, means, standard deviation, bar-chart, pie-chart, and content analysis.

Results

Research question 1. How are parent and community involvement in school leadership activities rated in Nigerian public secondary schools?

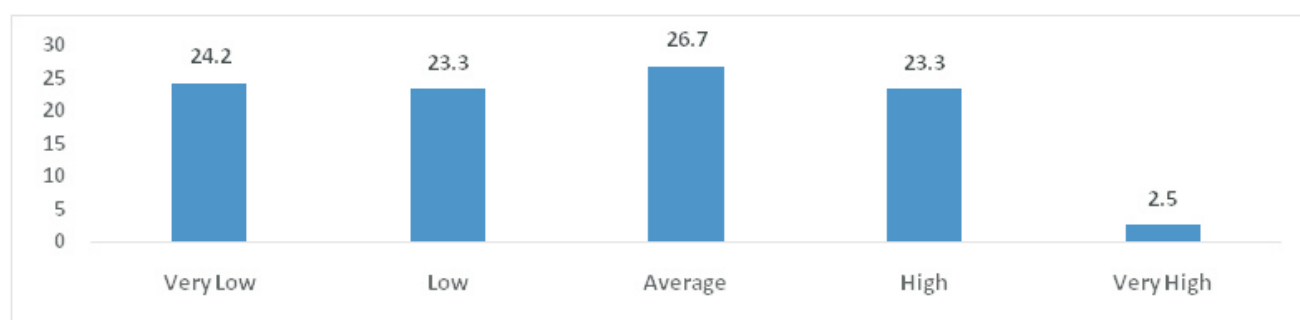


Fig 1. Rating of parent and community engagement in school leadership



In Fig 1, parent and community involvement in school leadership activities was rated 29(24.2%) very low by the participants, 28(23.3%) low, 32(26.7%) average, 28(23.3%) high, and 3(2.5%) very high. It shows that 47.5% rating falls below average and 25.8% went above average, which implies that nearly half of the school leadership activities do not receive parent and community support.

Research question 2. What type of school activities does parents and community often participate in?

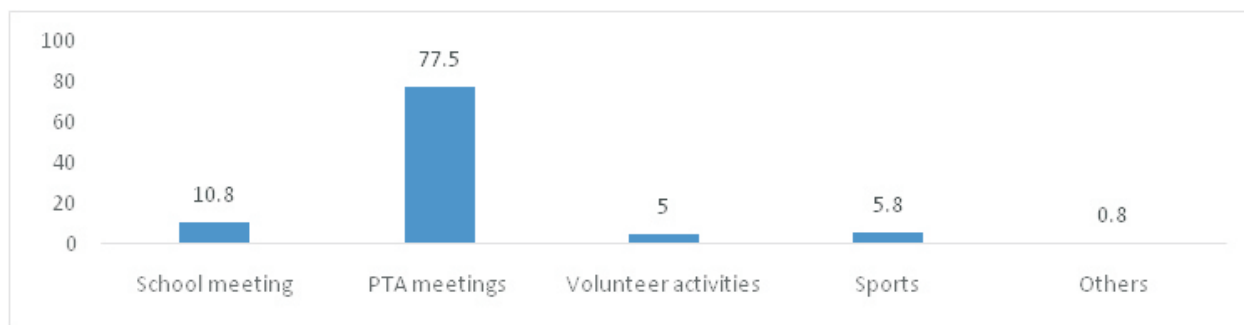


Fig 2. Parent and community participation in school activities

Fig 2 depicted 13(10.8%) of school meetings, 93(77.5%) PTA meetings, 6(5%) volunteer activities, 7(5.8%) sports, 1(0.8%) other. Parents and community participate in PTA meetings more often than any other activities.

Research question 3. How often do parents and the community attend school-organised meetings?

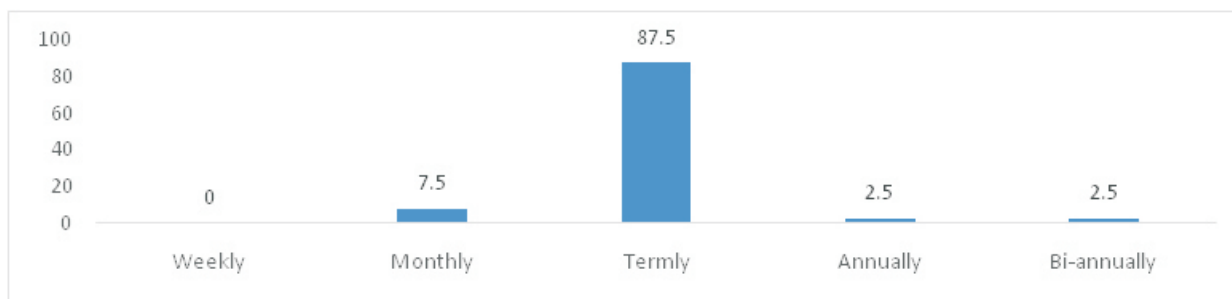


Fig 3. Frequency of parent and community meeting attendance

Fig 3 shows that meetings are not held weekly, 7.5% are monthly, 87.5% are held termly, 2.5% is annual meetings, and 2.5% are bi-annual meetings. It is obvious that school meetings are predominantly attended by parents and community members on a timely basis.

Research question 4. What are the barriers hindering parent and community involvement in school activities?

Their responses showed that 19% lack time and interest because most have to go to work or their own commercial activities at the market places; 17% does not just care to attend meetings; 14% has nonchalant attitude about the academic performance of their wards/children; 11% hindrance of economic situation in the country on parent and community involvement in school activities; 9% of the parents trade and cannot



leave their shop/job; 8% is prone to illiteracy, ignorance, carelessness and lack of interest in education; 5% is hindered by inadequate communication system; 4% lack access to technology or digital literacy which hinders them from engaging in virtual meetings or online communication platforms used by schools; 3% has multiple children with difficulty in finding childcare to attend school functions; 3% lack commitment and dedication to school activities that will better the school generally; 2% believe that some parents are not informed about opportunities for involvement due to ineffective communication from the school; 2% is non-English-speaking parents who finds it difficult to engage with the school if information and communication are not provided in their native language; 2% does not see the value or relevance of their involvement since their presence or participation do not make any significant impact; 1% thinks that many parents have demanding work schedules, multiple jobs or other commitments that limit their availability to participate in school activities. It showed that four main issues hinder parents and community from participating regularly in school meetings which include time spent at work or commercial activities, nonchalant attitude about meetings and academic performance of their children as well as economic hardship in the country. By recognizing and addressing these barriers, schools can work to create a more inclusive and supportive environment, fostering greater parent and community involvement.

Research question 5. What strategy is needed to encourage greater parent and community participation in school affairs?

There are several strategies schools can implement to boost parental involvement. Parent and community would have 23% participation in school affairs through proper sensitization on the importance of parents' involvement in their children's education; 18% would be encouraged by giving the first twenty a little gift to motivate the parents who have been active; 12% would be happy if provided with transportation options to help parents who might have difficulty getting to the school; 11% would appreciate provision of interpreters for non-English-speaking parents to ensure they participate and understand school communications; 10% prefers frequent reminder through their children/wards; 8% would be happy to receive personal invitation to participate in school activities, either through phone calls or face-to-face conversations, to make them feel more personally connected and encouraged; 5% would like to volunteer to cater for different interests if allowed to contribute in ways that suit them best; 5% would like to participate in meetings if they are made compulsory or appointed to handle key post; 2% believe in provision of online platforms for parents to engage in school activities, attend virtual meetings or participate in online discussions; 2% supports the use of multiple communication channels such as emails, newsletters, social media, phone calls, and text messages to keep parents informed about school activities and opportunities for involvement; 2% would appreciate childcare services during meetings and events so that parents with young children can attend without worry; 1% believe in offering workshops and training sessions to help parents understand how they can support their child's education and get involved in school activities; 1% supports involving parents in decision-making processes and offering leadership roles in organizing school events; and 1% believe in the use of technology to facilitate participation, such as virtual meetings and online forums, especially for parents who cannot attend in person.

So the predominant strategies that schools can implement to boost parental involvement include proper sensitization of parents and the community on the importance of parents' involvement in their children's education; use of gifts to encourage the first twenty active parents; provision of transportation to help parents with challenges in getting to the school; provision of paraphrasers for native-speaking parents to



ensure they fully understand all school communications; and frequent reminder through their children. Implementing these strategies can create a more inclusive and engaging environment that encourages greater parental participation in school activities.

Research question 6. In what way does the school involve parents and community members in decision-making processes?

The study found that 33% of the schools usually call parents for PTA meetings to decide on issues that deal with financial levies, especially increases in school fees and matters that affect the academic progress of the students; 19% ask the community to donate to the school through school Based Management committee; 14% seeks community opinions on any issues related to the school development and renovation, keeping them abreast of all policies and giving them the chance to handle certain project directly; 7% establishes councils comprising parents, teachers and community members to advise on school policies and decisions; 6% conducts training sessions to empower parents and community members to participate in decision-making processes. In some cases, 5% send messages through WhatsApp; 4% hold meetings to let parents know what the school needs; 3% send personal invitations for football competitions; 3% form school advisory councils which comprise parents, teachers, administrators, and community members who meet regularly to discuss school policies, budgets, and programs; 2% meet together on roundtable to discuss general discipline, especially, security, mode of dressing and wrong haircut; 2% involves the PTA for employment issues and allow parents to employ teachers to support the existing professionals; 1% provides opportunities for parents and community members to volunteer towards building classrooms and libraries; and 1% reach agreement on when to send children back home as punishment for late coming. The study submitted that the three major ways in which the school involves parent and community members in decision-making processes include phone calls for PTA meetings on issues relating to financial levies, donations through school school-based management committee, and opinions on issues relating to the school development, renovation, and policies.

Research question 7. How does the school communicate with parents and community members?

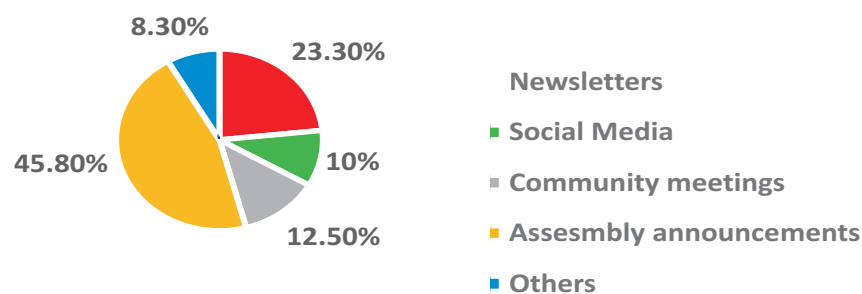


Fig 4. Mode of school communication with parents and community members

Fig 4 shows that 23.3% of school communication through Newsletters, 10% on social media, 12.5% during community meetings, 45.8% through assembly announcements and 8.3% through other means. Obviously, out of the four communication channels identified, assembly announcement is the predominant means of school communication with parents and community members.



Research question 8. How satisfied are parents and the community with school communication regarding policies, events, and decisions?

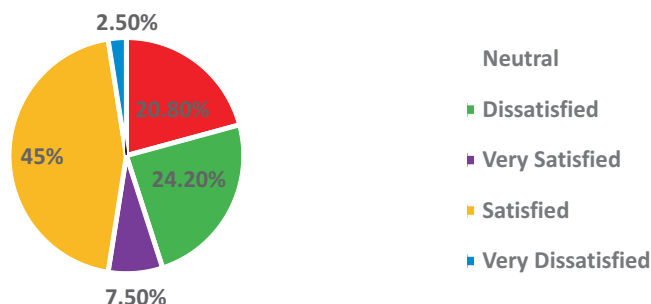


Fig 5. Parents and community satisfaction level with school communication regarding policies, events, and decisions.

Fig 7 shows that 2.5% of parents and the community is very dissatisfied, 24.2% are dissatisfied, 20.8% remains neutral, 45% is satisfied and 7.5% are very satisfied with school communication regarding policies, events, and decisions. It implies that at least 52.5% derive satisfaction from the school policies, events, and decisions.

Discussion of Findings

The findings showed that most public secondary schools are not receiving the expected audience because parents and community members participate in PTA meetings more often than other activities. In line with this, Okonkwo and Eze (2020) indicated that schools with strong parental and community involvement in other school programmes tend to have better academic performance, reduced dropout rates, and improved infrastructure. It also found that school meetings are predominantly attended by parent and community members on termly basis, which was supported by various policies, such as the establishment of Parent-Teacher Associations (PTAs) and School-Based Management Committees (SBMCs) that termly promote active participation in school governance (Federal Ministry of Education, 2013). It identified four major issues hindering parents and community from participating regularly in school meetings, such as time spent in the office or business activities: relaxed attitude about meetings, and academic performance of their children along with the economic situation of the country. This aligned with challenges reported by Adeyemi (2018); Ogunyemi (2022) which include poor awareness, low literacy levels, insufficient education, financial constraints, and weak school-community relationships.

The study revealed predominant strategies that schools can implement to boost parental involvement such as proper sensitization on the import of more involvement in their children's education; gifting of the first twenty lively parents; provision of transportation; assisting native-speaking parents in communications; use of newsletters and reminders. It aligns with Adeyemi (2018); and Okonkwo & Eze, (2020) who are in support of activities that involve collaborative decision-making between school administrators and parents on educational policies, active participation in monitoring and evaluation, provision of financial and material support by communities to improve school infrastructure and learning conditions. Furthermore, the study submitted that the three major ways in which the schools involve parent and community members in decision-making processes include phone calls for meetings on financial levies, donations through school school-based management committee, and opinions on issues relating to the school development, renovation, and policies. Earlier reports showed that the active involvement of parents and community



members contributes to school governance through School-Based Management Committees and other platforms (Ajayi, 2021).

The study equally identified assembly announcements as the predominant means of school communication with parents and community members out of the four common communication channels. In contrast, schools that use other student-parent communication and engagement besides assembly announcements tend to have better learning environments, improved student behaviour, and higher academic achievements (Edeh & Okwu, 2019). It was also submitted that negative attitudes towards education, communication gaps, time constraints, and lack of response to students' needs and performance are the major challenges that weaken strong bonds between the school and the community. In the same vein, Ifeanyi & Musa (2023) reported how school administrators fostered a culture of open communication, shared decision-making, and mutual trust with stakeholders, but conversely, many school administrators fail to create an enabling environment for inclusive participation which often led to a lack of trust between schools and communities (Ogunyemi, 2022). Moreover, the study found that at least 52.5% derive satisfaction from the school policies, events, and decisions. Several studies aligned with the fact that effective participation in school leadership activities enhances decision-making, and resource mobilization, such as policy formulation, financial contributions, school monitoring, **regular communication**, and accountability (Adebayo & Ogunlade, 2019; Okonkwo & Eze (2020; Ifeanyi & Musa, 2023).

Conclusion

Parent and community engagement is essential for effective school leadership and improved educational outcomes in Nigerian public secondary schools. When parents and community stakeholders actively participate in school governance, decision-making, and resource mobilization, schools benefit from enhanced accountability, better student performance, and a more inclusive learning environment. However, poor communication, socio-economic disparities, financial constraints, lack of awareness, weak school-community relationships, and lack of institutional support are some challenges that hinder meaningful engagement. Addressing these barriers through policy reforms, capacity-building programs, and inclusive governance structures requires deliberate efforts from school administrators, government agencies, and community leaders to foster collaboration and shared responsibility in school leadership.

Recommendations

Based on the findings, it was recommended that:

1. The government should develop and enforce policies that mandate and support structured parent and community participation in school leadership. This can include the establishment of school-based management committees (SBMCs) with active parental and community representation.
2. **Academic Stakeholders** should organize training programs for school leaders, parents, and community representatives on effective collaboration, leadership, and school governance. This will empower stakeholders to participate meaningfully in decision-making.
3. School management should create opportunities for parents and community members to be actively involved in policy formulation, budgeting, and school improvement planning to ensure transparency and shared responsibility. They should establish effective communication platforms, such as regular meetings, newsletters, and digital engagement tools, to enhance information flow between parents, community members, and school leaders.
4. Community members should endeavour to contribute to school development through volunteer



services, donations, and partnerships with private organizations to supplement government funding.

5. Non-governmental organizations should implement support programs, such as financial assistance and adult literacy initiatives, to empower low-income parents and ensure equitable participation in school leadership.

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PARENTAL INVOLVEMENT IN POST-REGISTRATION TRUANCY AMONG SECONDARY SCHOOL STUDENTS IN NASARAWA WEST SENATORIAL DISTRICT, NASARAWA STATE, NIGERIA

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Abstract

The study investigated parental involvement in post-registration truancy among secondary school students in Nasarawa west senatorial district, Nasarawa State. One research question was raised to guide the study and one hypothesis formulated and tested. The study adopted correlational survey research design. The targeted population was junior secondary school students in public secondary schools with total population of 67,087. The sample size for the study consisted of 382 male and female students, collected by using stratified random sampling techniques. The instrument used for data collection was a self-developed questionnaire titled: Parental Involvement in Post Registration Truancy (PIPR-T-Q). The instrument was face and construct validated by experts and its reliability was ascertained using Cronbach coefficient which yielded a reliability index of 0.79. The data were analyzed using Pearson's Product Moment Correlation to answer the research question and linear regression was used to test the hypothesis at 0.05 level significance. The result of the study revealed that there is significant contribution of the independent variables (parental involvement) to post-registration truancy among secondary school students and relative contribution of parents' educational level to post-registration truancy among secondary school students. The study recommended frequent sensitization and orientation programmes for parents on the importance of parental involvement on the academic life of the students and efforts need to be geared towards ensuring that parents are educated and gainfully employed.

Keywords: Parental Involvement, Post-registration, Truancy, Public, Students.

Introduction

Truancy is one of the many inappropriate behaviours and antisocial discipline problems among secondary school students in Nigeria. Despite the numerous benefits of attending school regularly, truancy seems to persist among students in schools. According to Ugboaga (2022), of all the identified indiscipline acts among students in secondary schools, truancy had the largest number; even more than gangsterism. Truancy has been described as a cankerworm that has eaten deep into the fabrics of the educational programmes and has caused a lot of setbacks for secondary school students in their educational pursuits. Truancy is quite typical and likely to create problems which can lead to varied set of negative and even more dangerous consequences.

In a broad term, truancy is simply defined as an unapproved absence from school, usually without a parent's knowledge. It can also be described as any intentional unauthorized or illegal absence from compulsory schooling. Truancy is a serious delinquent behaviour characterized by students that often leads to other deviant behaviours. It is running away from school or classes without the consent of school authorities. That is the habitual staying away of students from school and class without permission to avoid responsibilities



such as assignments, test, examinations and other extra-curricular activities. Okwulanya (2022) also defined truancy as keeping away from school during school hours with neither the permission of the parents nor school authorities with a view to avoiding punishment, dodging specific functions and neglecting certain lawful school duties.

Truancy can be classified as blanket and post registration truancy. For the purpose of this study, post registration truancy is the focus. As defined by Eremie and Victor-Asia (2021), post registration truancy is where the student initially registered officially as being present at school only for him/her to dodge the subsequent lesson of the day. This form of truancy occurs when a student had marked the attendance register as being present in the school, but decided to leave classroom or school premises without permission from any of the school authority. Over the years, the attention and efforts of scholars were focused on blanket truancy (i.e. absenteeism), while there have been conspicuous neglect of post-registration truancy.

The consequences of truancy span through the home, school, community and the students themselves. On the students, the consequence is short-term and long-term. The short-term effect include maladjustment, poor academic performance, dropping out of school, substance abuse, delinquency, unwanted pregnancy and several other risky psychosocial behaviours while the long term effects are job instability, marital instability, adult criminality and incarceration. In fact, an estimated 95% of juvenile offenders were those who started as truants. The effects of truancy on schools are loss of funds and failure to meet performance requirements (Goldstein, Little, & Akin-Little, 2019) while the community is challenged by the presence of students who engage in criminal activities such as robbery, substance abuse, cultism, political thuggery, vandalism and prostitution. It is therefore not an overstatement that such community will have higher government spending for social services and unproductive citizens. It should also be noted that truancy is a prelude to school dropout syndrome that is being witnessed across many parts of the world. These negative and adverse consequences of truancy call for more research efforts in understanding factors that make students to engage in post registration truancy.

One of the independent variables that will be considered in this study is involvement of parents on the post registration truancy among adolescents in secondary schools. Parental involvement in schooling enhances students' academic performance, positive attitude towards school, time spent on homework and regular school attendance behaviour. If parents however, abdicate their responsibility towards their children to their teachers, the students may become delinquent. Again, parents' inability to inculcate good moral values may also negatively affect their children's academic achievement. Parents are the first agent and bedrock of socialization and education, upon which the school will build. Hence, failure or default on the part of the parents to do what is expected of them will set a bad tone for the future academic performance of any child. Parents have the most control over the developmental process of learning) and are expected to provide home environment and school support. Based on social cognitive theory by Bandura, parents have the potential to model positive attitudes and behaviors toward school, and research in developed countries has shown that parental involvement contributes to youth academic success (Olatoye & Agbatogun, 2019). Indeed, adolescents who are not working hard at school may begin to perceive school as valuable when parents actively demonstrate that they value school through involvement. Hence, the higher parental involvement could be responsible for low level of post registration truancy; and vice versa. This study will lay more emphasis on the roles that parents play in ensuring that the adolescents not only attend schools, but also stay in school without absconding.

When considering the determinants of school attendance, there is robust evidence suggesting an association between children's socioeconomic background and truancy. Specifically, students from lower socioeconomic backgrounds are over represented among those absent from school and have a higher risk of



post registration truancy than those from more advantaged socioeconomic backgrounds. The pathways between family socioeconomic status (SES) and school absenteeism are multifaceted and complex. According to developmental theories, children from lower socioeconomic backgrounds face several individual and structural barriers that affect their developmental outcomes and subsequent educational experiences such as truancy (Gottfried & Gee, 2017). Although research on the mechanisms by which family SES influences absenteeism is limited (Gee, 2018), empirical studies suggest that the consequences of living in socioeconomic disadvantage have, in turn, detrimental effects on children's school attendance. For instance, children from lower socioeconomic backgrounds are at a greater risk of developing behavior problems that are known risk antecedents of being absent or excluded from school. Moreover, wealthy households have the ability to pay for the direct costs of schooling, such as school uniforms, books, and fees. In addition, children from wealthy families are less likely to be prevented from attending and/or withdrawn from school for child labour activities. Thus, socio-economic status of a family cannot be ruled out in understanding the determinants of students' behaviour, such as post registration truancy. While socioeconomic status is a prominent determinant of absenteeism, scholarly efforts have not been directed to post registration truancy which is a different phenomenon entirely. This study will therefore help to unravel the likely connection between socioeconomic status and post registration truancy among secondary school students in Nasarawa State.

Statement of the Problem

One of the challenges facing the educational system in Nigeria has to do with the ugly incidence of students leaving the school premises before the closing time without taking permission from any constituted authority. Already battling with the problem of high rate of out-of-school children, the menace of post registration truancy is very rampant across different levels of school system, especially in secondary schools in Nigeria. It has been observed that the problem of post registration truancy is more pronounced among the adolescents in secondary schools. Hence, there is a need to focus more scholarly attention at this critical level of education; in order to nip in the bud, the problem of post registration truancy.

Meanwhile persistence and continuous manifestation of this act of indiscipline have direct and indirect consequences on students, parents, teachers, school and government. There are very many other antisocial behaviour such as thuggery, drug abuse, violence, etc. that are associated with post registration truancy. Adolescents are full of energy and want to engage in something; so, if they leave school without permission, they can go about fomenting troubles and engaging in these antisocial and illegal behaviours. This means that rather than these students becoming useful member of the society, they could become spanner in the wheel against the peace, development and growth of the society. Nigeria is already facing a lot of criminal challenges; and continuous engagement of students in post registration truancy could lead to more of these adolescents being recruited by the criminal elements in the society. In addition, the overall performance of students in academic activities will also be low because students that are engaging in post registration truancy will not participate fully in the classroom activities. Invariably, the efforts and resources being spent on these adolescents by the parents and government will be a waste. Therefore, the study was one of the scholarly attempts at curtailing the problem of post registration truancy among secondary school adolescents.

Objective of the Study

The specific objective was to:

1. Find out the relationship between parental involvement and post-registration truancy among



secondary school students in Nasarawa west senatorial district, Nasarawa State.

Research Questions

The following research question was answered in this study:

1. What is the correlation between parental involvement and post-registration truancy among secondary school students in Nasarawa west senatorial district?

Hypothesis

For the purpose of this study, the following hypothesis was tested at 0.05 level of significance:

H_{01} : There is no significant relationship between parental involvement and post-registration truancy among secondary school students in Nasarawa west senatorial district.

Methodology

The study employed the use of correlation research design. Emaikwa (2021) sees correlation research design as one in which a group of people or items are studied by collecting and analyzing data from a few people considered to be a representative sample of the entire population. The population consisted of 67,087 junior secondary school students from 483 public secondary schools in Nasarawa west senatorial district (Nasarawa State Secondary Education Board). The sample comprised of 382 students selected from 4 junior secondary schools using stratified random sampling techniques from secondary schools across the study area.

The instrument used for this study was a self-developed questionnaire based on the research variables in line with the research questions. The instrument was titled "Parental Involvement in Post Registration Truancy" Questionnaire (PIPRT-Q). This questionnaire has four sections A, B and C. **Section A:** sought demographic information of participants. *Section B is a measure of Post Registration Truancy.* Section C sought to measure the involvement of parents in the secondary schools.

The instrument was face and content validated by two Professors' from the department of Guidance and Counselling in Nasarawa State University Ayangba. To determine the reliability of the instrument, a trail test was done using twenty (20) JSS 2 students who did not participate in the main study for the first time and second time within an interval of two weeks. Cronbach coefficient was used in computing the internal consistency of the instrument. The reliability index of 0.79 was established.

The data collected for the study was analyzed using Pearson's Product Moment Correlation to answer the research questions and linear regression was used to test the hypothesis. Two research questions and one hypothesis guided the study and the results were presented in Table 1 to 3.

Result

Research Question One: What is the relationship between parental involvement and post- registration truancy among secondary school students in Nasarawa west senatorial district?



Table 1: PPMC on correlation between parental involvement and post-registration truancy among secondary school students in Nasarawa west senatorial district, Nasarawa State.

Variable	N	Mean	Std. Deviation	Df	r-cal	Sig
Post-registration truancy	382	10.11	1.31	380	-0.61	.000
Parental Involvement	382	21.55	0.46			

Table. 1 reveals the Pearson product moment correlation coefficient (PPMC) on the relationship between parental involvement and post-registration truancy among secondary school students in Nasarawa west senatorial district, Nasarawa State. Based on the result in the table, the mean score for post-registration truancy and parental involvement are 10.11 and 21.55, while the standard deviations are 1.31 and 0.46 respectively at 380 degree of freedom. In addition, the correlation index obtained from the table ($r_{0.61}$) informs a negative relationship between parental involvement and post-registration truancy. Hence, there is a negative correlation between parental involvement and post-registration truancy among secondary school students in Nasarawa west senatorial district, Nasarawa State.

Hypothesis

Hypothesis One: There is no significant relationship between parental involvement and post-registration truancy among secondary school students in Nasarawa west senatorial district.

Table 2: Regression Analysis showing significant relationship between parental involvement and post-registration truancy among secondary school students in Nasarawa west senatorial district.

Multiple R= .687 Multiple R ² = .610 Multiple R ² (Adjusted) = .601 Standard Error of Estimate = 1.92246					
Source	Sum of Squares	Df	Mean Square	F	f. Sig.
Regression	18254.530	2	9127.265	882.032	.000a
Residual	3073.451	297	10.348		
Total	21327.981	299			

Table 2 shows multiple regression analysis on relationship between parental involvement and post-registration truancy among secondary school students in Nasarawa west senatorial district. The regression table reveals that multiple R = .687, R² .610, adjusted R² .601, Standard Error of Estimate = 1.92246 and p-value = .000. Specifically, the independent variables jointly made 61% of the variance of post-registration truancy among secondary school students in Nasarawa west senatorial district, Nasarawa State. This means that there is a significant relationship between parental involvement and post-registration truancy among secondary school students in Nasarawa west senatorial district.



Discussion

The hypothesis sought to test the contribution of parental involvement in post-registration truancy among secondary school students in Nasarawa west senatorial district, Nasarawa State. Based on the result of this study, it was clearly shown that parental involvement had significant joint contribution to post-registration truancy among secondary school students in Nasarawa west senatorial district, Nasarawa State. The result of this study corroborates previous studies that have been conducted in related areas. For instance, scholars like Chowa, Masa and Tucker, (2019); Olatoye and Agbatogun, (2019). The study by Olatoye and Agbatogun, (2019) supported that parental involvement is a significant factor that determine truancy, Chowa, Masa and Tucker, (2019) discovered parents' educational level to be one of the significant factors that determine truancy. McDaniel, Henson, Box, Slowick and Edwards, (2020) concluded that poverty and parental involvement were independent predictors of school truancy rates. Adelabu. Ovelana and Adelabu (2019) further affirmed that parents' educational level of a family cannot be ruled out in understanding the determinants of students' behaviour, such as post registration truancy. Imperatively, higher parental involvement could be responsible for low level of post registration truancy. Similarly, high parental involvement could reduce or eliminate cases of truancy among the students. The reason that could be given for this result is that, parent that get well involved in their children academic life and have good socioeconomic resources will monitor their children, ensure they get to school, visit the school, interact and relate well with teachers, as well as ensuring that their children do not belong to bad peer group that could have negative influence on them.

Similarly, parents' educational level had negative contribution to post-registration truancy among secondary school students in Nasarawa west senatorial district, Nasarawa State. This study corroborates the findings by Ekpo and Ajake (2022) found that family socio economic status and the educational level of parents significantly influences students' delinquency. Similarly, Enwin, Okirigwe and Onu (2020) found that family background contributes greatly to student's level of truancy in senior secondary schools. In addition, Hosokawa and Katsura (2018), Arowolo, Arowolo and Adaja (2019) found socio-economic background is responsible for much maladjusted behaviour of school adolescents. Gottfried and Gee, (2017) reasoned that children from lower socioeconomic backgrounds face several individual and structural barriers that affect their developmental outcomes and subsequent educational experiences such as truancy. Although research on the mechanisms by which family SES influences absenteeism is limited (Gee, 2018), empirical studies suggest that the consequences of living in socioeconomic disadvantage have, in turn, detrimental effects on children's school attendance. Similarly, children from lower socioeconomic backgrounds are at a greater risk of developing behavior problems that are known risk antecedents of being absent or excluded from school (Gubbels et al., 2019). In the same vein, children from wealthy families are less likely to be prevented from attending and/or withdrawn from school for child labor activities (Henry, 2017). According to consequences (Ngale, 2021), the negative consequences of poor socioeconomic status (parents' educational level) include truancy and absenteeism, poor academic performance and illicit behaviour. To substantiate this study, Zhao, Valcke, Desoete and Verhaeghe (2019) reasoned high SES parents provide conducive home resources, home atmosphere, personal library books, study materials, food and other basic needs of life which children from low SES home do not have access to.

Conclusion

Based on the findings of this study, it could be concluded that parents' educational level and parental involvement significantly correlates with post registration truancy among secondary school students in Nasarawa west senatorial district, Nasarawa State.



Recommendations

Based on the conclusion drawn from this study, the following recommendations are offered:

1. There is the need to engage in frequent sensitization and orientation programmes for parents on the importance of parental involvement on the academic life of the students.
2. Since this study revealed the correlation between parents' educational level and post-registration truancy, efforts need to be geared towards ensuring that parents are educated and gainfully employed.

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SCHOOL-BASED MANAGEMENT COMMITTEES AND TRADE SUBJECTS' COMPONENT OF THE NEW SENIOR SECONDARY SCHOOL CURRICULUM IN EDUCATION DISTRICT I OF LAGOS STATE

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Abstract

The research examined the influence of school-based management committees on the implementation of the trade subjects' component of the new Senior Secondary School curriculum in Education District I of Lagos State. Two research questions and two research hypotheses were answered and tested, respectively. The study adopted a descriptive survey research design. The population of the study comprised 1673 teachers, 41 principals, 36 counsellors and 93 trade subjects' teachers. The sample size was 305 respondents, which comprised 168 senior teaching staff, 21 principals, 23 counsellors, and 93 trade subject teachers from the 21 sampled schools that was selected using purposive sampling technique. A researcher-constructed, validated and reliable ($r=0.84$) questionnaire entitled "School-Based Management Committee and Implementation of Trade Subjects Questionnaire (SBMCITSQ) was used for data collection. Data obtained were analysed using Analysis of Variance (ANOVA). The results showed that there was no significant difference in the opinions of principals, senior teaching staff, trade subject teachers and counsellors on the roles of the school-based management committees in physical resource mobilisation and provision of human resources for the implementation of the trade subjects. Based on the findings, the study recommended that schools should collaborate with the SBMC to engage community-based artisans as resource persons; and, schools should involve the SBMC in physical resource mobilisation to ensure access to workshops available within the community.

Keywords: School-Based Management Committees, Trade subjects, Human resources, Physical resource mobilisation and secondary school

Introduction

Entrepreneurship education seek to inculcate in students, creative, innovative, problem-solving and entrepreneurial skills to be proactively responsive to the need of the society, thereby, become self-reliant and continuing to earn a living irrespective of the issue of unemployment. The practice has since become indispensable due to the problem of poverty and unemployment such that variations of entrepreneurship education are offered at all levels of schooling from primary to secondary schools through tertiary institutions in Nigeria. A notable variation in relation to this study is the trade subjects' component of the new senior secondary school curriculum, a curriculum published in 2009 which was later implemented in 2011. This is well reported by Alao, *et al* (2020); and Ukala (2018); according to them the programme was introduced in order to offer transformative education that accommodates talent education and helps to create wealth for the society; meet the key targets of National Economic Empowerment and Development



Strategy (NEEDS); eradicate poverty and equip students to become self-reliant as well as curtail the rate of unemployment among the youthful population in Nigeria.

The new senior secondary school curriculum comprises five compulsory subjects, among which are thirty-four (34) of which every senior secondary school student is expected to take at least one of them. According to Ukala (2018), the introduction of this programme suggests that every student, upon graduation, would have acquired and gained expertise in at least one functional trade that would make him/her self-reliant, functional, useful, become ICT literate, a better citizen, be fully prepared for higher education and could easily fit into the world of works. Consequently, to meet the goals and objectives much attention must be given to the proper implementation of the planned programme (Shehu, 2014).

Conversely, there is an observable disparity between the plan and the implementation of the trade subjects' component of the new curriculum. This is blamed on the following challenges: high cost of facilities; inadequate supply of needed facilities; inadequacy of skilled personnel in their areas of specialisation; poor funding; obsolete facilities; lack of encouraging welfare packages; poor monitoring and evaluation and attitude of students towards such skills as menial jobs (Ukala, 2018). In view of these challenges, Shantali (2015); Shehu (2014); and Nigerian Educational Research and Development Council (2008); recommended school-community relationships and collaboration for the effective implementation of the trade subjects. The concept school-community relationship or school-community partnership can be best described as a mutually interdependent relationship. School-community relationship typically refers to the mutual understanding that exists between schools and stakeholders such as parents, community members, non-governmental organisations, government and the institutions that invest in the welfare and vitality of schools (Etim, 2021). In furtherance of the seamless relationship between the school and the community, the school-based management committee was established in Lagos (Lagos State Government, 2010).

Bashir, *et al'* (2020) argued that SBMC is an initiative developed to serve as a mechanism that offers a window of opportunity for a synergic relationship between communities and schools to work together to improve school governance and promote improved management by education authorities, towards the achievement of better learning outcomes for children in basic education schools. SBMC is a mechanism to foster participation of the community in the administration of the school. It alters the hitherto structure of school governance and administration which was formerly the exclusive reserve of the school head and the government to accommodate the complimentary involvement and participation of the stakeholders such as parents, private companies, religious bodies, old student associations and the community at large.

Concerning the implementation of the trade subjects, Shantali (2018) stressed the importance of SBMC in serving as a link to ensuring the effectiveness of the school-community partnership towards promoting the trade subjects. Also, Ezere *et al'* (2025) opined that collaboration with the community promotes the voluntary donations of community resources such as funds, material and human to engender quality delivery of educational programmes. For the sake of this paper, the roles of the SBMC in the provision of human resource and physical resource mobilisation in the implementation of trade subjects were explored.

Olomosaye (2018) highlighted “firing and hiring of personnel” as one of the aspects of school administration in which the SBMC is involved. Aside from their involvement in the recruitment and selection of personnel, Ifunanya *et al.* (2021) concluded that the SBMC has contributed to a high extent in the motivation of staff. Human resources is an important aspect of the organisation, they are regarded as the life wire of any organisation and are instrumental to the achievement of the goals of an organisation. Human resources needed for the trade subjects include teachers, artisans, craftsmen and resource persons who are experts in the various trade areas. Shehu (2014) postulated that the school should partner with experts in the community for the effective teaching and learning of trade subjects, since most school teachers who handle the subjects lack specialised and practical knowledge of the subjects.



Also, the SBMC plays a vital role in physical resource mobilisation, this refers to the process of persuasively imploring and soliciting support from donors, communities, NGOs, and stakeholders to make contributions to the acquisition or development of identified needed non-human, infrastructural facilities or physical materials for school improvement and effective teaching and learning process. According to the National school-based management policy, SBMCs have a strong role to play in mobilising resources for school improvement (FME, 2015). They do these by making personal contributions, fundraising events, advocacy strategies and writing letters to companies for support among others.

Drawing from these important roles of SBMC in school physical resource mobilisation by exploring school-community relationships and partnerships, workshops and workspaces owned by artisans could be used by students in carrying out the practical activities involved in some of the trade subjects'. Also, donations through funds or materials could be made towards the acquisition of equipment needed for the implementation of the trade subjects in secondary schools.

Statement of the Problem

The introduction of the new curriculum does not only pass the test of relevance, but it also emphasises the interest of the government in entrepreneurship education as a tool to make pre-tertiary graduates empowered and self-employed amidst the reality of unemployment and poverty. On the contrary, the impact of the programme remains questionable, such that its' implementation process is more of a mirage than a reality. According to Adeyonu and Carim-Sanni (2015), most schools have failed to comply with the implementation procedures of the Nigerian Educational Research and Development Council (NERDC) recommendations. This is because its implementation stage is bedeviled by several challenges that include lack of skilled personnel, inadequate physical facilities and workshops for practical demonstrations, poor supervision and inadequate financial support among others. Therefore, this research endeavour investigated the roles of the SBMC in the implementation of the trade subjects.

Purpose of the Study

The main purpose of this study examined the roles of School-based management committee in the implementation of the trade subjects' Component of the New Senior Secondary School Curriculum in Education District I of Lagos State, Nigeria. Specific purpose of the study:

1. examine the School-based management committees' undertakings on physical resource mobilisation for the implementation of trade subjects' component of the new senior secondary school curriculum in Education District I of Lagos State.
2. investigate the roles of School-based management committees' in the provision of human resources for the implementation of trade subjects' component of the new senior secondary school curriculum in Education District I of Lagos State.

Research Questions

The following questions were raised to guide the study:

1. What are the SBMC undertakings on physical resource mobilisation for the implementation of the trade subjects in Education District I of Lagos State?
2. What are the roles of SBMC in the provision of human resources for the implementation of the trade subjects in Education District I of Lagos State?

Research Hypotheses

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



H01: There is no significant difference in the opinions of principals, senior teaching staff, trade subjects' teachers and counsellors on the SBMC undertakings on physical resource mobilisation for the implementation of the trade subjects.

H02: There is no significant difference in the opinions of principals, senior teaching staff, trade subjects' teachers and counsellors on the roles of SBMC in the provision of human resources for the implementation of the trade subjects.

Methodology

The descriptive survey research design was used for the study. The population of the study comprised 1673 teachers, 41 principals, 36 counsellors and 93 trade subjects' teachers of the 41 public senior secondary schools in Education District I. The sample size was 305 respondents, which comprised 168 senior teaching staff, 21 principals, 23 counsellors, and 93 trade subject teachers from the 21 sampled schools that was selected using purposive sampling technique. The researcher constructed an instrument tagged "School-Based Management Committee and Implementation of Trade Subjects Questionnaire (SBMCITSQ)" for data collection. The instrument was a modified Likert type with four-point rating scales. The instrument was validated by lecturers in educational administration and test and measurement, while the reliability coefficient of 0.84 was obtained and this was adjudged to be reliable. Data obtained were analysed using Analysis of Variance (ANOVA) for hypotheses testing at 0.05 level of significance. The criterion mean value of 2.50 was set.

Results Research Question One: What are the school-based-management committees undertakings on physical resource mobilisation for the implementation of the trade subjects?

Table 1

SBMC Undertakings on Physical Resource Mobilisation for the Implementation of Trade Subjects'

S/N	Items	Mean	S.D.	Remark
1	SBMC's donations engender sufficiency in the procurement of trade-subject equipment	2.35	0.95	Insignificant
2	With the influence of the SBMC, students have access to workshops within the community for practical activities	2.99	0.81	Significant
3	SBMC's involvement in building trade subject workshops encourages students' participation in trade subject practicals	3.13	0.74	Significant
4	The provision of equipment by SBMC for the trade subjects offered in the school enhances the practicability of instruction	3.05	0.74	Significant
5	SBMC's involvement in resource mobilisation helps the school develop effective strategies for acquiring trade subject equipment	3.01	0.72	Significant
Grand mean		2.90		Significant



Source: Fieldwork, 2023.

As indicated in Table 1, the grand mean of 2.90 which is greater than the criterion mean value of 2.50 shows that SBMC undertakings on physical resource mobilisation for the implementation of the trade subjects was significant.

Research Question Two: What are the roles of school-based management committees in the provision of human resources for the implementation of the trade subjects?

Table 2

Roles of SBMC in the Provision of Human Resources for the Implementation of the Trade Subjects'

S/N	Items	Mean	S.D.	Remark
6	SBMC members volunteering as trade subject teacher s have helped to increase the number of trade subjects taught in the school	3.19	0.69	Significant
7	Motivational packages provided by SBMC have helped attract local community artisans to volunteer as trade subject teachers	2.78	0.84	Significant
8	SBMC's encouragement of teachers on the need to acquire entrepreneurial skills has engendered an increase in the number of personnel available to teach trade subjects in the school	2.98	0.72	Significant
9	SBMC's strong network with craft centres in the commun ity that allows students to learn after school hours enhances student interest in the trade subjects'	3.21	0.74	Significant
10	Motivational packages provided by SBMC have made existing teachers with entrepreneurial skills take up trade subjects offered in the school, thus, ensuring that competent teachers teach trade subjects	2.98	0.79	Significant
Grand mean		3.03		Significant

Source: Fieldwork, 2023.

As indicated in Table 2, the grand mean of 3.03 which is greater than the criterion mean value of 2.50 shows that the roles of the SBMC in the provision of human resources for the implementation of the trade subject was significant.

Testing of Research Hypotheses



Research Hypothesis One There is no significant difference in the opinions of principals, senior teaching staff, trade subjects' teachers and counsellors on the SBMC undertakings on physical resource mobilisation for the implementation of the trade subjects

Table 3

Summary of One-Way Analysis of Variance (ANOVA) of the Opinions of Respondents on the SBMC Undertakings on Physical Resource Mobilisation for the Implementation of the Trade Subjects

Status	Sum of squares	DF	Mean of squares	F-cal	F-critical	p-value	Decision
Between groups	1.579	3	0.526	1.570	2.60	0.197	Ho1 is retained
Within groups	100.906	301	0.335				
Total	102.484	304					

Source: Fieldwork, 2023.

As shown in Table 3, the computed probability value is 0.197, which is higher than the alpha value of 0.05 set for this study. In other words, the calculated F-value (1.570) is less than the f-critical value (2.60), while the calculated P-value of 0.197 is greater than the 0.05 level of significance, this indicates that the null hypothesis (HO1) was retained.

Research Hypothesis Two: There is no significant difference in the opinions of principals, senior teaching staff, trade subjects' teachers and counsellors on the roles of SBMC in the provision of human resources for the implementation of the trade subjects'.

Table 4

Summary of One-Way Analysis of Variance (ANOVA) of the Opinions of Respondents on the Roles of SBMC in the Provision of Human Resources for the Implementation of Trade Subjects

Status	Sum of squares	DF	Mean of squares	F-cal	F-critical	p-value	Decision
Between groups	0.747	3	0.249	0.896	2.60	0.444	Ho2 is retained
Within groups	83.690	301	0.278				
Total	84.438	304					

Source: Fieldwork, 2023.



As shown in Table 4, the computed probability value is 0.444, which is higher than the alpha value of 0.05 set for this study. In other words, the calculated F-cal value (0.896) is less than the f-critical value (2.60), while the calculated P-value of 0.444 is greater than the 0.05 level of significance, this indicates that the null hypothesis (Ho₂) was retained.

Discussion of Findings

The result indicated that there was no significant difference in the opinions of principals, other teaching staff, trade subjects teachers and counsellors on the SBMC undertakings on physical resource mobilisation for the implementation of the trade subjects. Also, Ifunaya *et al*' (2021) study reported that SBMC contributes to the provision of infrastructures in the schools to a great extent. Relatedly, Ndu (2021) found that the extent of community support in obtaining teaching facilities for teaching trade subjects was to a moderate extent.

Also, the study found out that, there was no significant differences in the opinion of respondents with respect to the roles of SBMC in the provision of human resources for the implementation of trade subjects. In the same vein, Ndu (2021) found out that the community to a moderate extent sponsors or trains personnel to teach trade subjects.

In addition, it was found out that that there was no significant difference in the opinions of respondents on the SBMC involvement in financial management for the implementation of the trade subjects. This is supported by the study of Eboatu, *et al* (2018), they found out that school-based management committees properly managed financial resources, which impacted the effective implementation of administrative processes.

Conclusion

The trade subjects' component of the curriculum is an applaudable programme, owing it to its relevance to the needs of society in solving the problems of poverty and unemployment. However, like other educational programmes, it shares a common fate in terms of being bedeviled with resources-related challenges. However, exploring community resources, which is a major recommendation by the NERDC in complimenting the effort of the government and the school in the implementation of the programme, cannot be underemphasized. Building upon this recommendation, it is evident that the community houses the resources needed for the effective implementation of the trade subjects'. Relatedly, based on the findings of this study, the SBMC plays a vital role in addressing the problems of inadequate specialised instructors, physical resource mobilisation (workshops and workspaces) and financial management.

Recommendations

1. Schools in partnership with the SBMC should engage community-based artisans and craftsmen available in the community who are well trained and specialised in the trade subjects offered in the school. Likewise the provision of incentives and motivational packages.
2. Schools should collaborate with the SBMC to ensure access to workspaces, workshops, private industries and equipment available in the community needed for the practical demonstration that would veritably improve students' hands-on skills and the possibility of learning after school hours.

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CHALLENGES FACED BY HR PRACTITIONERS IN COMPLIANCE WITH NEW TAX REFORMS IN OGUN STATE

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Abstract

This study used a descriptive survey research design. This design describes attributes and features of variables in a study. The population for this study was all Human Resources (HR) practitioners from selected production firms in Ogun State. Twenty HR practitioners were selected from ten production firms in Agbara, Ogun State, from over 124 manufacturing firms. A simple random sampling technique was used to select twelve HR personnel from ten selected firms in Agbara LGA, Ogun state. A self-developed challenge faced by HR Practitioners in Compliance with the new Tax Questionnaire was used to collect data. This scale contained 15 closed items with respondents' responses limited to 4-Likert of Strongly Agreed (SA), Agreed (A), Disagreed (D), and Strongly Disagreed (SD) respectively. The questionnaire's content was validated by two HR personnel from Company X (Pseudonym) Plc, Agbara. Cronbach-Alpha form of reliability was used to determine r-value and .893 was obtained meaning internal consistency was obtained. The data generated was analysed using descriptive statistics of mean and standard deviation. The study revealed that the new tax reforms come with challenges ranging from employers, employees, enforcement agencies, and the government itself. The study also concluded that for the new tax reforms to work perfectly in the state, all productive sectors must have a functional and operational working team willing and ready to initiate government reforms. The study recommended that the government make proper education and enlightenment programmes available to educate the public on new government policies.

Keywords: Challenges, Tax Reforms, Taxation, Compliance, Human Resources,

Introduction

Traditionally, taxation is a main source of revenue for governments all over the world. Tax, thus, becomes a burden that everyone must bear to support the government. On their part, governments utilize tax proceeds to render their traditional functions such as the provision of collective or public goods, that is, goods that cannot be divided among the separate members of society, but which must be used for the benefit of all. Such goods include the maintenance of law and order, defense against external aggression, and regulation of trade and business to ensure

social and economic justice. The scope of government functions depends on the political and economic orientation of the members of society, their needs, aspirations, willingness, and ability to pay tax. Taxation is a veritable and sustainable source of revenue for the government and a tool for fiscal policy and macroeconomic management. This fact was reinforced by Okezie (2003), who states that tax is a burden that every citizen must bear to sustain his or her government thus enabling that government to perform certain basic functions to the benefit of those it governs. It is believed that for any public payment to qualify as tax, it must have an element of compulsory imposition, it must have an imposing authority and there must be an enabling law (Abiola & Asiweh, 2012).

HR practitioners face a myriad of challenges in ensuring compliance with new tax reforms, particularly as these reforms often come with complex regulations and frequent changes. One of the primary



difficulties is understanding and interpreting the nuances of tax reforms. Tax laws can be intricate, with various provisions affecting income tax brackets, deductions, credits, and employee benefits. HR professionals must stay informed and adapt to these changes, often relying on tax advisors, legal teams, or external resources for guidance. However, this can be time-consuming and prone to errors if not carefully managed. As tax reforms evolve, HR professionals must continuously educate themselves, which demands both time and financial investment in training and development (Guthrie, 2020).

Additionally, the implementation of tax reforms often necessitates significant updates to payroll systems and software. Many HR teams rely on sophisticated payroll platforms or enterprise resource planning (ERP) systems to automate tax calculations and reporting. However, when new tax laws are introduced, these systems may require updates to accommodate new rules. This can be particularly challenging in larger organizations where payroll systems are deeply integrated into other HR functions. The technical complexity of ensuring systems is correctly configured to meet tax reforms can delay processing times, create operational inefficiencies, and, in the worst cases, lead to errors that can result in penalties (Miller, 2021). Furthermore, manual work around are often required if software updates are delayed or incompatible with newly implemented reforms.

Communication is another key challenge HR faces in ensuring compliance with tax reforms. Employees are directly impacted by changes in tax withholding, benefit taxation, and overall compensation structures. HR must effectively communicate these changes and their potential impact on employees' take-home pay, tax liabilities, and benefits eligibility. Miscommunication or a lack of clarity can lead to confusion, dissatisfaction, or even legal disputes. HR teams must craft clear, concise communications and offer support through resources such as FAQs, training sessions, or one-on-one consultations. Ensuring that employees understand their tax obligations and how reforms impact their finances is crucial to maintaining trust and compliance within the organization (Johnson & Lee, 2022).

Finally, a significant challenge is managing compliance across multiple jurisdictions. In countries like the United States, for example, tax laws vary at the federal, state, and local levels, requiring HR practitioners to monitor and adhere to a patchwork of regulations. This complexity is exacerbated by the rise of remote work, which has introduced new considerations regarding where employees are physically located and, by extension, where taxes should be withheld. Managing compliance for a distributed workforce can be particularly daunting, as HR must ensure that each employee's tax obligations are accurately calculated based on their work location. Non-compliance, whether intentional or accidental, can result in costly audits or fines, further stressing HR departments and their capacity to manage tax-related obligations (Deloitte, 2023).

Statement of the Problem

Despite the high rate of tax reforms and fiscal policies generated annually, Nigeria as a country is yet to develop a tax culture even though taxation has always been with us as a people. Most wealthy people generally do not pay tax or tax due, which has also prompted the poor people to refrain from paying as well. Our basic problem, perhaps, is that the enforcement machinery of our tax laws is so innocuous that anybody can go against it without qualms. Those charged with its administration are more often than not so ill-equipped, so ill-trained and so neglected that they become disillusioned, frustrated and therefore hardly give their best services. Tax administration in Nigeria is generally poor. So many reasons have been adduced for the poor state of tax administration. Various tiers of government, tax administrators, tax practitioners, and institutions have tried to improve tax administration machinery in the country. Despite these efforts, there are still a myriad of problems militating against the effective tax system in Nigeria, hence the researcher is interested in investigating the challenges faced by HR Practitioners in Compliance with new Tax Reforms, especially in Ogun State.



Purpose of the Study

- Identify the challenges faced by HR practitioners in compliance with new Tax Reforms in Ogun State
- Justify proposed solutions to compliance with new Tax Reforms in Ogun state.

Research Questions

- What are the likely challenges faced by HR practitioners in compliance with new Tax Reforms in Ogun State?
- What are the proposed solutions to compliance with new Tax Reforms in Ogun State?

Methodology

This study used descriptive types of survey research design. This design describes attributes and features of variables in a study. The population for this study was all Human Resources (HR) practitioners from selected production firms in Ogun State. There are over 124 manufacturing firms in Ogun State (Manufacturers Association of Nigeria, MAN, 2023). A sample of One hundred and twenty HR practitioners was selected from ten production firms in Agbara, Ogun State. A simple random sampling technique was used to select twelve HR personnel from ten selected firms in Agbara LGA, Ogun state. A self-developed challenge faced by HR Practitioners in Compliance with the new Tax Questionnaire was used to collect data. This scale contained 15 closed items with respondents' responses limited to 4-Likert of Strongly Agreed (SA), Agreed (A), Disagreed (D), and Strongly Disagreed (SD) respectively. The Questionnaire was content validated by two HR personnel from Company X Plc, Agbara. Cronbach-Alpha form of reliability was used to determine r-value and .893 was obtained meaning internal consistency was obtained. The data generated was analyzed using descriptive statistics of mean and standard deviation.

Results and Interpretation

Research Question 1: What are the likely challenges faced by HR practitioners in compliance with new Tax Reforms in Ogun State?

Table 1: Descriptive statistics showing challenges faced by HR practitioners in compliance with new tax reforms.

S/N	Items	SA	A	D	SD	N	Mean	SD	Remarks
1	HR teams are often confronted with new legislative languages in compliance with the new reforms	87	30	2	1	120	3.58	0.65	Agreed
2	HR teams are confronted with issues surrounding updates of payroll systems and software to reflect changes in new tax rates, exemptions, and deductions	67	49	1	3	120	3.44	0.59	Agreed
3	Lack of employee education on new tax reforms	85	22	3	10	120	3.59	0.83	Agreed



4	Prevalence of poor communication network between employees and employers in organizations	79	33	5	3	120	3.29	0.62	Agreed
5	HR practitioners are confronted with issues of actual tax holding to be deducted and enforced	29	30	30	31	120	3.16	0.58	Disagreed
6	Issue of management impact on employees' benefits	79	30	7	3	120	3.85	0.72	Agreed
7	Issue of tracking reporting changes	39	12	50	19	120	3.12	0.53	Disagreed
8	Issues of taxing multi-state and international employees	35	12	33	40	120	2.89	0.75	Disagreed
9	Issue of increase in administrative burden			34	35	120	3.11	0.66	Disagreed
10	It drives employees towards negative reactions and morale	98	22	-	-	120	3.76		Disagreed
Criterion mean							*3.30		

Table 1a shows that using the criterion mean score, five statements were confirmed and another five were not confirmed. Out of the 120 participants captured in this work, 117(97.5%) Participants agreed that HR teams are confronted with new legislatives languages in compliance with the new reforms as only 3(2.5%) participants disagreed; 116(96.6%) participants agreed that HR teams are confronted with issues surrounding update of payroll systems and softwares to reflect changes in new tax rates, exemptions and deductions as only 4(3.4%) persons disagreed; 107(89.1%) participants agreed that lack of employees education on new tax reforms; 112 (93.3%) participants agreed that the Prevalence of poor communication network between employees and employers in organisations is indeed a challenge as 8(6.6%) person disagree; 109(90.8%) persons agreed that Issue of management impact on employees benefits is a thing of concern for address as 11 people disagreed.; 59(49.1%) respondents agreed that HR practitioners are confronted with issues of actual tax holding to be deducted and enforced as 61(50.8%) person disagreed; 69(57.5%) respondents disagreed that the issue of tracking reporting changes is a challenge as 51(42.5%) respondents agreed; 73(60.8%) disagreed that Issues of taxing multi-state and international employees is not a challenge as 47(39.1%) respondents agreed; 69(57.5%) respondents disagreed that Issue of increase in administrative burden while 51(42.5%) agreed; 120 respondents agreed that one pronounced challenge HR practitioners encounter is that it drives employees towards negative reaction and morale.



Research Question 2: What are the proposed solutions to compliance with new Tax Reforms in Ogun State?

Table 2: Descriptive statistics showing Solutions to compliance with new tax reforms.

S/N	Items	SA	A	D	SD	N	Mean	SD	Remarks
1	Exposing employees to continuous training and development	45	44	21	10	120	3.45	0.44	Agreed
2	Adoption of Automated Payroll and tax compliance software	78	33	5	4	120	3.44	0.76	Agreed
3	Having a dedicated tax compliance team	70	23	17	10	120	3.62	0.62	Agreed
4	Maintenance of good communication channel for employees	32	12	54	22	120	3.11	0.56	Disagreed
5	Ensure real-time monitoring and updates	64	33	10	13	120	3.64	0.65	Agreed
6	Consultation with tax advisors or legal experts	12	33	21	54	120	3.12	0.36	Disagreed
7	Ensure cross departmental collaborations	14	39	44	23	120	3.23	0.54	Disagreed
8	Regular internal audits	30	13	56	21	120	3.19	0.61	Disagreed
9	Employee benefits optimization	42	22	17	39	120	3.44	0.56	Agreed
10	Cloud-based document management	63	9	4	44	120	3.56	0.67	Agreed
Criterion mean *3.38									

From Table 2, it revealed that 120 persons participated in this study however, 89 (74%) persons agreed that exposing employees to continuous training and development would go a long way to addressing tax related problems in organization as 31(46%) disagreed; 111(92.5%) respondents agreed that Adoption of Automated payroll and tax compliance software will contribute towards addressing the challenge as 9(7.5%) persons disagreed; 93(77.5%) persons agreed that having a dedicated tax compliance team is very



key as 27(22.5%) persons disagreed; surprisingly 76(63%) respondents disagreed that Maintenance of good communication channel with employees would help address the challenges as 44 (37%) persons agreed; 107(89%) persons agreed that ensuring real-time monitoring and updates aid in managing the challenges as 13(11%) disagreed; 75(62.5%) respondents agreed that consultation with tax advisors or legal experts goes a long way to address the issue while 45(37.5%) persons disagreed; 67(55.8%) respondents disagreed that ensuring cross departmental collaborations wont address the issue at all as 53(44.2%) persons have a contrary view; 77(64.1%) respondents frowned against having regular internal audits claiming it will not address the challenges of new tax reforms as 43(35.9%) respondents supported it; 66(55%) respondents agreed that when employee enjoy benefits optimization from the deducted taxes it will promote the reform as 54(45%) respondents disagreed; 72(60%) respondents agreed that cloud based document management will help solve the problem of new tax reforms as 48(40) persons disagreed respectively.

Discussion of Findings

The challenges confronted by HR personnel and other stakeholders range from the setback to the tax reforms in Nigeria as the long lag between the submission of proposed amendment bills by the Federal Executive and the time used for debating and passing the bills into laws by the National Assembly is usually unending. Regrettably, most of the proposed amendments to the National Assembly are yet to see the light of the day except bills that the government deems fit as one that is of relevance to them and not the people. This assertion conforms with the study of Nwosu. Tondo and Wali (2016) affirmed that despite the aforementioned challenge, large informal sector outside the tax net, poor attitude to taxation, lack of tax culture, low awareness amongst taxpayers, low level of voluntary compliance, deliberate evasion and non-compliance, multiple taxation among others were potent challenges faced in the course of compliance to these tax reforms.

Numerous solutions abound to resolve the numerous challenges confronting HR officials in compliance with the new tax reforms. In proposing possible solutions to the tax reforms, measures like exposing employees to continuous training and development that will enlighten them on the need to pay their taxes, adoption of Automated payroll and tax compliance software that is capable of calibrating all forms of taxes in a package where it can be well assessed and deduced accorded with ease, provisions of exemptions to some commodities, services, and discounts could contribute towards addressing the rate of compliance to the new tax reforms. These and many more are enjoyed by other citizens and Nigerians are not exempted should the government through HR and other tax enforcement officers want to have a seamless process (Micah & Umobong, 2012).

Conclusion

There is no doubt that the new tax reforms come with uncertainties as virtually every sector of the economy is uncertain about the wavelength of the possible effect the new tax reforms have on. The study concluded that in addressing the new tax reforms, organizations, firms, and industries must update their payroll systems and software to reflect changes in new tax rates, exemptions, and deductions immediately. The study also concluded that for the new tax reforms to work perfectly in the state, all productive sectors must have a functional and operational working team willing and ready to initiate government reforms at all times.

Recommendations

The study among others recommended the following:

- a. Proper education and enlightenment must be undertaken by the government through various



information channels in the state to educate the public on new government policies.

- b. The government must judiciously utilize the generated revenues to provide necessities for the common man on the street. Infrastructure should be provided to satisfy the needs of the public
- c. The issue of multiple taxations should take the center table for the government so that employees don't suffer from multiple taxations

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CHALLENGES ENCOUNTERED BY UNDERGRADUATES WRITING ONLINE EXAMINATION AMIDST COVID-19 PANDEMIC

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Abstract

This study investigated the challenges faced by the undergraduates in writing end of the 2019/2020 academic session examinations via online in the midst of COVID-19 pandemic. A survey research design was adopted. Researchers formulated one research questions and one hypothesis. The study utilized various sampling techniques, including stratified, proportionate, cluster, convenience, and simple random sampling, thus, resulted to a sample size was 824 students sampled from 400 level. Data were collected through a researcher-developed questionnaire with two sections. The first section of the questionnaire addressed demographic information, while the second gathered information on the challenges encountered by undergraduates writing online examination amidst COVID-19 pandemic using a 4-point Likert scale of no challenge, minor challenge, moderate challenge, and high challenge. The questionnaire demonstrated good psychometric properties, with a Lawshe's Scale Content Validity coefficient of 0.81 and inter-rater reliability coefficient of 0.73. The results revealed that unreliable internet connectivity (3.89) and fluctuation in electricity (3.83) were reported to be highly challenged. It was also found that a significant difference existed between male and female students which is at the disadvantage of the female students. The study concluded that Undergraduates of Al-Hikmah University, Nigeria had problem with internet network and unstable electricity supply. There was gender disparity in the challenges faced by the students, it favoured males. It was therefore, recommended that students should have alternative arrangements in case the internet misbehaved. This would serve as backup options during critical exam periods of this nature.

Keywords: Challenges, COVID-19, Nigerian Undergraduates; Online Examinations;

Introduction

There was a coronavirus outbreak in the 2019, but manifested in Nigeria in 2020. People all over the world, including Nigeria, were put on lockdown as a result of the pandemic (Akuh, 2020). This virus harmed human livelihoods and claimed many lives. The pandemic affected education as it did all other aspects of life (Aytaç, 2020). In view of this, the Federal Government of Nigeria implemented a number of measures and strategies that slowed down the spread of this virus. Among the measures implemented were a



lockdown that prohibited social gatherings (both partial and total), religious activities, regular hand washing, the use of face masks, social distancing, and school closures (Faisal et al., 2020).

All sectors of the economy, including education, experienced some of the effects (Faisal, et al., 2020). All learning institutions in Nigeria's 36 states were closed on March 27, 2020, and reopened on October 12, 2020, following a six-month closure mandated by the Federal Government of Nigeria (Federal Ministry of Education) (nd). Due to widespread of the disease, teachers and students were restricted to access to school and there was suspension of the teaching and learning, hence, the shutdown of schools significantly disrupted the academic calendar. and other related services were only partially carried out (Federal Ministry of Education, 2020).

The lockdown was an attempt to prevent the virus from spreading, which could have been extremely dangerous to human life. The measures were implemented in order to flatten the epidemiological curve and reduce morbidity and mortality (Barasa et al., 2020). This lockdown threatened Nigeria's already vulnerable educational system, which lacked basic intrastromal facilities such as the internet to engage students prior and when disease started (Kachra & Brown, 2019). School administrators, teachers, and students were powerless to continue engaging students in teaching and learning activities.

Before the COVID-19 epidemic broke out, the Nigerian educational system (pre-primary education, basic education, senior secondary education, monotechnics, Polytechniques collegews of education, and universities) encountered underlying challenges such as inadequate funding of public universities, inadequate ICT facilities, poor implementation of ICT policies in public universities, high costs of ICT facilities, and a low level of ICT literacy. These identified challenges, among others, have kept Nigerian school products behind and ready for competition in the global world (Dan-Nwafor et al., 2020; Obiako & Adeniran, 2020), especially in digital-based learning.

Prior to the COVID-19 pandemic, Teaching and learning in Nigerian schools, including universities, were conducted on face-to-face approach. A multitude of reasons impacted the adoption of face-to-face lecturing. One of the stated reasons was that university management could not afford to use ICT facilities due to inadequate funding apportioned to public universities and the high cost of these facilities (Victor et al., 2015). To address the situation, the National University Commission (NUC), which is fully accountable for registration, regulating, and accrediting universities in Nigeria, proposed that universities in Nigeria install at least one computer for every four students and one Personal Computer (PC) for every two students.

It is worth noting that some universities agreed to the NUC's position and are now permitted to use digital devices for teaching and learning as well as other related services. From the comfort of the students' homes during COVID-19, they were engage in learning activities which eliminated the need for them meet physically (Adeoye et al, 2020). The emphasis of this study is to find out the effectiveness of online assessment (e-assessment, computer-based assessment, digital assessment, or online assessment) in evaluating the students' academic outcomes.

An online assessment is one that is done entirely through the use of the internet (Nguyen, 2015). Online-assessment is described by Kocdar et al. (2018) as the use of digital technologies to create, disseminate, evaluate, and deliver feedback to examinees. Crisp (2011) described e-assessment as "all assessment tasks conducted through a computer, a digital tool, and/or the web such a process, record, and provide feedback to test takers and other stakeholders." While disseminating information, e-learning attempts to shift the focus of the educational environment away from the physical teacher-student context (Franklin and Nahari, 2018). The distance learning programme is the most prevalent type of e-learning in most Nigerian institutions (Akuh, 2020).

Computers-based-tests are used for examinations in most Nigerian universities for some courses with a large number of students. This is because the course cannot be managed with paper-and-pencil



examinations and processed within two weeks. This limited computer network has facilitated the use of an ICT-based quick assessment. This intranet allows computer software to automatically score the items. Most of the time, objective test items are used. The examiner (lecturer) prepares items that provide a multitude of opportunities, and it is rare that two students will be given the identical set of questions to complete sequentially. This removes the possibility of asking the students for the correct answer to a particular question. Online examinations were introduced as an emergency measure to adhere to safety and health protocols (Biccard et al, 2023).

There are numerous challenges associated with online assessment. The challenges for this study would be categorised as institutional challenges, IT-related challenges, psychological-related challenges, and assessment-related challenges. If the online assessment is not well managed, there may be poor administrative coordination between school and institution staff, attempting to make the e-assessment platform ineffective. The assessment platform may have security and confidentiality issues. That is, it could be hacked if not properly managed. The assessment platform may encounter technical difficulties. While attempting the exam, there may be low internet speed and disconnection. The lecturer or instructors' assessment skills in the use of an online assessment environment could be missing. Students might experience social isolation, which deepens their academic performance.

A number of articles have been written and published both within and outside Nigeria on the effects of COVID-19 school closures and how they affected education. For instance, A study on the difficulties of administering online tests and the avoidance of academic dishonesty during the Covid-19 pandemic (Chang et al., 2021). The researchers studied two universities, one from Asia and the second from Australia. The challenges they experienced included occurrence of several whistle-blowing cases, where students informed the university that their classmates were colluded on WhatsApp groups. Another challenge encountered was that students sourced their assignments to 'ghost-writers' who provided model answers for their assignments. Ocak & Karakuş (2021) examined the opinions and challenges of undergraduate students taking online tests during the COVID-19 epidemic. The results showed that the majority of the students' issues were technological, such as unexpected logouts and internet connection issues. Moreover, the students also encountered other problems such as lack of time or insufficient feedback.

Agarwala et al (2021) carried out a study on online exams during COVID-19. Their objectives of the study were to understand the efficacy of e-examinations, benefits of the exams and also the problems faced by the teachers while conducting the exam. The finding showed that when teachers conducted the online exams, they were faced with a lot of network connectivity issues and they also had lacked necessary technical skills required to conduct exams. Gamage et al (2022) investigated the practices used in both closed-book and open-book exams and identified the challenges associated with the transition to online exams. The study identified potential ways for future online exams. The finding revealed that online examinations affect teachers and students differently. The teachers had mixed feelings about online exams, students were anxious about their grades and the technical hassle they experience in online exams.

Ullah et al (2021) identified the challenges faced by Pakistani students during online learning environment. The researchers determined differences existed between males and females' student regarding challenges faced during online learning and assessment. The results revealed that male and female students faced the same challenges in online classes and assessments. Online learning did not produce good results. This is because majority (88%) of the students were unable to access the good internet facility due to technical as well as financial issues. 65% students were not satisfied with online learning and assessment, 85% of the students complained about eye sight issue by taking online classes and assessment on their devices.

Adanır et al (2020) investigated how students felt about taking tests online: a comparison between Turkey and Kyrgyzstan. Researchers found that online tests work well in both traditional and blended



learning environments, and when used properly, they help students in the learning process. The finding revealed that learners' perceptions differed according to gender. When taking online tests, female students felt more at a disadvantage than their male counterparts.

Statement of the Problem

As a result of a COVID-19 outbreak, the education sector was unable to continue its primary functions (i.e., teaching, learning, assessment, researching, and community services), even the examination bodies (WAEC, NECO, NABTEB, and JAMB etc) were closed. In view of this lockdown, all activities ceased and they were unable to carry out their statutory duties. Olatunde-Aiyedun et al (2021) observed that despite the outbreak of COVID-19, there was no reason for Nigerian universities to suspend all academic activities until schools were reopened. The researchers observed that universities that are ICT compliance, particularly in digital-based teaching, learning, and assessment are expected to continue its statutory functions.

With this advancement and opportunity, the administration of Al-Hikmah University, Ilorin, Nigeria, quickly adopted alternative strategies and practises to conclude the 2019/2020 academic session without much disruption by using digital-based examinations called online examinations in the comfort of the students' homes.

Research Questions

1 What difficulties did Nigerian university undergraduates have when taking online tests during the COVID-19 pandemic?

Research Hypotheses

H₀: When writing online tests during the COVID-19 pandemic, University students do not face similar difficulties regardless of their gender.

Methodology

The survey-type research design was used in the study. This entails gathering data that are relevant to the research problem and objectives. The design is appropriate because it allowed the researchers to collect valid and reliable large information from the students, which were then used to generalise the population's views. The population included 3,504 students (Directorate of Academic Planning, 2020) in Al-Hikmah University for the 2019/2020 academic year. The University has 7 Faculties, 24 Departments, and 49 Academic Programmes. The target population were 944 students in 400 level believing that they have gotten enough exposure in the University environment. However, the sample size for the study was 824 students.

The researchers used stratified, Proportionate, Cluster, Convenience, and Simple random sampling techniques to select respondents. The first sampling was the stratification student based on faculties. There are 7 faculties in the university and proportionally 42.86% of the faculties were sampled. Cluster sampling was also applied at the same time, allowed the researchers to sample students from faculties where there were concentration of students thus, allowed enough respondents. Based on the 42 departments available, selection of participants were based on accessibility using Google form via the students' WhatsApp groups available with the level advisers. Eight-hundred and twenty-four (824) reacted to the questionnaire across the faculties and the departments.

A researcher-developed questionnaire was used as a device for data collection. It has two sections (A and B). Section A contained one item that addressed the respondents' demographic information (Gender). This was to avoid being biased based on faculties and departments. Section B contained 9 items that



addressed the challenges the students encountered while writing online examinations. A Four-point Likert scale of No Challenge (1), Minor Challenge (2), Moderate Challenge (3), and high Challenge (4) was adopted as the measuring scale.

The psychometric properties of the questionnaire were investigated. For instance, the questionnaire was validated using content validity. It was used to determine the extent to which the items in the questionnaire addressed research objectives, question, and hypothesis. Four lecturers from Al-Hikmah University of Ilorin, Ilorin, were used as the experts that validated the questionnaire to ensure that the items aligned with the study's objectives. The Lawshe's Scale Content Validity (S-CVI) of the questionnaire for sections B and obtained 0.81 coefficients. Test re-test reliability method was carried out to ascertain the reliability of the questionnaire. The degree of agreement was computed using Pearson Product Moment Correlation (PPMC) statistic and yielded coefficients of 0.73 of the questionnaire.

Responses of the students sampled were collated on 4-Likert scale. The mean score of each item was computed using numerical values assigned to the responses (1, 2, 3, and 4 and the report was used to answer the only research question raised using mean scores. One hypothesis was formulated and tested using independent t-test at 0.05 level significance and result is reported in table 2.

RESULTS

RQ1: What difficulties did Nigerian university undergraduates face when taking online tests during the COVID-19 pandemic?

Table 1: Challenges Undergraduate Students Faced When Writing Online Exams During COVID-19 Pandemic

S/N	Statements	Mean	Remarks
1.	Personal room at home for online exams	1.12	No Challenge
2.	The internet network was not reliable, where I lived.	3.89	High Challenge
3.	I did not have personal laptop used to the online exams.	2.65	Moderate Challenge
4.	The laptop I have do not have functional webcam.	2.01	Minor Challenge
5.	The camera in my phone is not sharp.	1.33	No Challenge
6.	I was not used to writing exams via electronic mode.	2.64	Moderate Challenge
7.	I have low level of computer literacy to write online exams.	2.67	Moderate Challenge
8.	The time given for each paper is too small.	2.63	Moderate Challenge
9.	I forgot to page number my answer sheets during the exams.	1.36	No Challenges
10	Flunctuation of electric power	3.83	High Challenge

Table 1 shows the result of the analysis carried out on challenges encountered by undergraduates of Al-Hikmah University while writing online exams during the COVID-19 pandemic. The output revealed that out of 10 challenges identified, 2 items (internet network and fluctuations in electricity) were seen to be highly challenged with mean scores of 3.89 and 3.83 respectively. Four items were moderately challenged and they are: no personal laptop for used (2.65), not used to writing exams via electronic (2.64), low level of computer literacy (2.67, and time given for each paper is too small (2.6). Students saw the rest 3 items as no challenge, those items are the use of personal room at home for online exams (1.12), pagination of exam scripts (1.33), and phone camera to snap the answer sheets (1.36)



Hypotheses Testing

H_o : When writing online tests during the COVID-19 pandemic, University students do not face similar difficulties based on gender

Table 2: Gender-Based Variations in the Difficulties Students Faced When Writing Online Exams During the COVID-19 Pandemic

Variable	NO	Mean	Std.	df	Cal. t	Tab. t	Sig. value	Inferences
Males	393	4.61	1.60	822	5.421	1.661	0.000	S
Females	431	2.48	1.54					

$P < 0.05$

Table 2 shows the results of independent t-test showing challenges encountered by undergraduates while writing online exams during the COVID-19 pandemic. The outcome demonstrates that the estimated significant value of 0.153 is above the chosen significance level of 0.05. The challenges that both male and female university students encountered when writing online tests during the COVID-19 epidemic differ significantly, ($t_{(822)} = 5.421$; $P > 0.05$). Thus, result is at the disadvantage of the female students with a mean of 2.48 less than the 4.61 for the males.

Discussions of Findings

The finding revealed that the traceable area of challenge to the undergraduates while writing online exams during COVID-19 pandemic was the issue of unreliable internet network. The finding is attributable to the unreliable internet network in Nigeria which posed a lot of threat to the online examinations and other educational activities in Nigerian schools. It must be noted that information received from the questionnaire administered revealed that in some geographical areas, students could not have access to reliable and high-speed internet connectivity. It was also gathered that economic hardship in the country contributed not been able to have better Android phone that could draw high-speed internet in some remote areas. The finding agrees with Ocak & Karakuş (2021), that the majority of the students' issues were technological, such as abrupt logouts and internet connection issues.

The finding accords Agarwala et al (2021) that when teachers conducted the online exams, they faced with a lot of network connectivity issues and they also had lacked necessary technical skills required to conduct exams. This finding is in line with Abasli, et al (2023), that there was inability to solve the technical problems encountered during exams. This finding also supports Biccard, et al (2023) that observed that there was a problem of digital inaccessibility and duration allocated to the examination, thus affected students' success in online examinations.

The next finding showed that there was a significant difference in the difficulties both male and female students, faced when writing online tests during the COVID-19 epidemic. The result is in favour of male (4.61) mean of greater than females (2.48) undergraduates. This finding is ascribable that females might have faced with more challenges than male counterparts during the exams, the problems could be related to lower familiarity with online tools. Another area of challenge might be that females could not adapt easily to the online platform for learning and assessment. Furtherstill, males might be more technologically proficient that enabled them to navigate online exam platform more effectively. The finding



agrees with Adanır et al (2020) that examined a comparative study of students' opinions about online tests in Turkey and Kyrgyzstan.

The finding revealed that learners' perceptions differed according to gender, that female learners felt disadvantaged than male learners. This finding disagrees with Ullah et al (2021) who investigated the challenges faced by Pakistani students during online learning environment. The findings showed that in online exams, male and female students encountered the same difficulties.

Conclusion

Undergraduates of Al-Hikmah University, Nigeria struggled with online tests in amidst COVID-19 pandemic this was because of unreliable internet networks and fluctuation in electricity supply. This thus, hindered students' speedy completion of the examinations. There was gender disparity in the challenges encountered and it potentially disfavoured females' students due to their difficulties in adapting to the online learning platform.

Recommendations

Based on the findings, the following recommendations are put forward.

1. Students could have purchased alternative internet options available in their area in advance. This will allow the examinees to have alternative arrangements in case the internet misbehaved. This can be used as backup options during critical exam periods.
2. Implement digital literacy programs to enhance students' skills in navigating online platforms and troubleshooting basic internet connectivity problems.
3. Parents and university administrators can collaborate towards minimizing the digital divide by providing equal access to necessary technology, such as laptops and good internet network that may hinder students' ability to adapt to online exams.
4. Parents, university administrators, and peers could also foster supportive learning environments that remove gender disparity and can enhance the digital literacy and technical skills of students to bridge the gap in adapting to online learning and assessment.

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The Role of Policy and Curriculum in Nigerian Education System: Its Implementation and Implication for The Management of Basic Education and Post-basic Education and Career Development

THE ROLE OF POLICY AND CURRICULUM IN NIGERIAN EDUCATION SYSTEM: ITS IMPLEMENTATION AND IMPLICATION FOR THE MANAGEMENT OF BASIC EDUCATION AND POST-BASIC EDUCATION AND CAREER DEVELOPMENT

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Abstract

This study examined the significance of policy and curriculum design and analysed their implications for shaping the quality and effectiveness of basic and post-basic education in Nigeria. Policy formulation in Nigerian education system involves setting clear objectives, guidelines, and regulations for educational institutions at all levels. These policies determine the overall direction of the education system, addressing issues like access, equity, quality, and relevance of education. Effective policies provide a framework for developing a strong educational infrastructure and ensuring inclusive education, empowering all individuals with equal opportunities. Curriculum design is an integral component of the education system, as it outlines the content, teaching methods, and assessment practices that are used to achieve the educational objectives set by policies. A well-designed curriculum aligns with the nation's goals and values, incorporating relevant subject matter that prepares students for future challenges and job market demands. However, Nigerian education system faces several policy and curriculum design challenges. Insufficient funding, inadequate infrastructure, and inadequate teacher training are among the key issues that impede effective policy implementation. Additionally, the rapid advancements in technology and globalisation require a dynamic and adaptable curriculum to keep pace with changing trends and demands. To address these challenges, policymakers and education authorities need to collaborate in developing comprehensive, evidence-based policies that prioritize education investment, infrastructural development, and teacher capacity-building. A holistic approach should focus on reducing disparities in access to education, especially among marginalised communities, and promoting lifelong learning opportunities. Implementing the policies and curriculum effectively will require continuous monitoring, evaluation, and adjustments based on feedback from stakeholders, including educators, students, parents, and employers.

Keyword: Policy; Curriculum; Basic Education; Post-Basic Education; and Implementation

Introduction

Education is believed to be a tool used for human capital and national development. It is the only assured legacy that any given nation can offer its citizenry. For any given nation to achieve its educational goals, aims and objectives calls for policy crafting which is often subject to change as society changes, the life



pattern of the citizens from time to time as a result of technological advancement, globalisation and industrialisation among others. Therefore, policy plays a crucial role in shaping Nigerian education system, particularly at the basic and post-basic levels of education. It provides the framework and guidelines for the development, implementation, and evaluation of educational programmes and practices. According to Oluwalola, Olaoluwa, & Ojo (2022), policy is a plan of action that entails a broad statement of the future and ways and methods of achieving it. It connotes a guide or blueprint of certain operationalised philosophy, principle, mission, order, and injunction to be translated into various programmes and actions. Policy is a means of ensuring that every official action of an organisation must have a basis or backing. It is a statement of intent and is implemented as a procedure or protocol (Pp 31-38). In Nigeria, education policy evolved and its roles and implications for the practice of basic and post-basic education are worthy known by education managers. Thus, this paper sets out to examine the roles of policy in education as it enhances implementation and the implications on the management of basic education and post-basic education in Nigeria. In the course of this, some acts of parliament such as the Universal Basic Education (UBE), and Child Rights Act, among others compel duty bearers to comply with were discussed.

Concept of Educational Policy

Policy in Nigerian education system serves as a roadmap for educational development, aiming to enhance access, quality, relevance, and equity in basic and post-basic education. Implementation and effective monitoring of these policies are vital to ensure their success and bring about positive changes in the education sector. Oresajo (2022) stated that it is interesting to know that, the 1999 constitution of Nigeria as amended in 2011 as other constitutions drafted in recent times either by the colonial or the indigenous government administration (i.e., the military and the civilian) of the country recognised the importance and the significance of education (Pp.225-237). Therefore, chapter II of the 1999 constitution, under the Fundamental Objectives and Directives Principles of State Policy; Section 18 (Sub-Sections 1-3) says:

- i. Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels;
- ii. The government shall promote science and technology;
- iii. Government shall strive to eradicate illiteracy; and to the end Government shall as and when practicable provide-
 - (a). Free, compulsory and universal primary education;
 - (b). Free secondary education;
 - (c). Free university education; and
 - (d). Free adult literacy programme.

According to Oresajo (2022), a policy can be attributed to a programme of action put in place to serve as a guide to inform action and inaction of the stakeholders to an organisation such as the basic education and post-basic education schools. Policies are the coded rules and regulated principles designed to guide the conducts and actions that are expected to be practised by every member of a given organisation such as schools amongst other social and formal organisations (Pp. 225-237). The policy is described as a rule that serves the purpose of ensuring that every official action of an organisation must have a basis. It is an overall guide that gives the general limit and direction in which administrative actions will take place (Oyekan & Oresajo, 2016; Oresajo 2021; & Oresajo, 2022).

Educational Policies in Nigerian's Education System: its Implementation and Implications for the Management of Basic Education, Post-Basic Education and Career Development (PBECD)

In Nigeria, several education acts and policies have been implemented to guide and regulate basic and secondary education. Here are some of the key acts and policies: Universal Basic Education (UBE) Act



2004; National Policy on Education (NPE); Safe School Initiative (SSI); Child Rights Act (2003); Inclusive Education Policy; Albino Acts; National Teacher Education Policy (NTEP); National Policy on Information and Communication Technology (ICT) in Education; and Technical and Vocational Education and Training (TVET) Policy; along with their implications.

Universal Basic Education (UBE) Act (2004)

This act establishes a legal framework for the implementation of universal basic education in Nigeria. It provides free and compulsory basic education for all children aged 6 to 15 years. However, Oresajo and Shofoyeke (2018) listed out the key issues in the Basic Education Act 2004 to include:

- i. The Federal Government's intervention shall aid the States and Local Governments in Nigeria for uniform and qualitative basic education throughout Nigeria;
- ii. Every Government in Nigeria shall provide free, compulsory and universal basic education for every child of primary and junior secondary school age;
- iii. Every parent shall ensure that his/her child or ward attends and completes a). primary school education; and b) junior secondary school education;
- iv. The stakeholders in education in a Local Government Area shall ensure that every parent or person who has the care and custody of a child performs the duty imposed on him/her under the Universal Basic Education Act 2004;
- v. Transition from primary to junior secondary school (JSS) should be automatic as basic education terminates at the junior secondary school (JSS) level thus entrance examination may no longer be necessary and emphasis will be placed on effective continuous assessment, while the final examination and certification will now be done at the end of the nine-year basic education programme; and
- vi. The secondary school system should be restructured to ensure that the JSS component is disarticulated from Senior Secondary School as stipulated in the National Policy on Education (NPE) (Pp. 120-130).

Federal Republic of Nigeria (2014) in the National Policy on Education 6th edition, Section 2; Paragraph 12 says that basic education to be provided by the Government, shall be compulsory, free, universal and qualitative. It comprises: 1-year of pre-Primary; 6 years of Primary; and 3 years of Junior Secondary Education.

Implications: The UBE Act emphasizes the importance of basic education and aims to ensure that every child in Nigeria has access to quality education at the primary and junior secondary levels. More so, the UBE Acts 2004 stated clearly in **PART I** on the compulsory, and free universal basic education, etc. in other words that: (1) Every Government in Nigeria shall provide free, compulsory and Universal basic education for every child of primary and junior secondary school age; and (2) Every parent shall ensure that his child or ward attends and completes his/her (a) primary school education; and (b) junior secondary school education. The inability to send any child of school age to the basic education school in Nigeria by any parents and/or guardian would attract jail term if not option of fine at the first instance or both.

- (a) Is the transition from primary to junior secondary school (JSS) automatic in private schools?
- (b) Is the entrance examination still taken?
- (c) To what extent is emphasis placed on effective continuous assessment?



National Policy on Education (NPE)

The National Policy on Education in Nigeria is a statement of government goals, regulations, anticipations, expectations, requirements, and standards to ensure quality delivery of education in Nigeria. The first edition of the NPE was published in 1977 and has been successively followed by revised 2nd, 3rd, 4th, 5th and 6th editions in 1981, 1988, 2004, 2007 and 2013, respectively.

The policy describes the Nigerian education system structure as: a). Early Child Care and Development aged 0-4 years; b). Basic Education aged 5-15 years. It encompasses: 1 year of Pre-Primary Education, 6 years of Primary Education, and 3 years of Junior Secondary Education; c). Post-basic education of 3 years in Senior Secondary Schools and Technical Colleges and Tertiary Education is provided in Colleges of Education (3 or 4 years), Mono-technics or Polytechnics (4 years), and Universities (4 years and above).

Goals of education in Nigeria

The policy states the goals of education as: a). Development of the individual into a morally sound patriotic and effective citizen; b). Total integration of the individual into the immediate community, the Nigerian society and the world; c). Provision of equal access to qualitative educational opportunities for all citizens at all levels of education, within and outside the formal school system; d). Inclusion of national consciousness, values and national unity; and development of appropriate skills, mental, physical and social abilities and competencies to empower the individual to live in and contribute positively to the society. Objectives/purpose of each level of education and government responsibilities were stated in the policy. For this paper, junior and senior secondary schools are discussed.

Junior Secondary Education

The objectives of Junior Secondary Education are to: a). Provide the child with diverse basic knowledge and skills for entrepreneurship and skills and educational advancement; b). Develop patriotic young people equipped to contribute to social development and the performance of their civic responsibilities; c). Inculcate values and raise morally upright individuals capable of independent thinking and who appreciate the dignity of labour; and d). Inspire national consciousness and harmonious co-existence irrespective of differences in endowment, religion, colour, ethnic and socioeconomic background.

The Curriculum for Junior Secondary Education shall be as follows: 1). English Studies; 2). One Nigerian Language; 3). Mathematics; 4). Basic Science and Technology comprises: Basic Science; Basic Technology; Information Technology; and Physical and Health Education; 5). Religion and National Values comprises: Christian Religious Studies; Islamic Studies; Social Studies; Civic Education; and Security Education. 6). Pre-Vocational Studies comprises: Home Economics; and Agriculture. 7). French Language. 8). Cultural and Creative Arts. 9). Business Studies and 10). Arabic (optional).

For effective teaching and learning at the Junior Secondary Education level, the teacher-student ratio shall be 1:35.

General

1. Continuous assessment and school examination shall be on a ratio of 40:60 and shall be used as a basis for advancement from one class to another in both public and private.
2. It shall be mandatory for schools to fly the National Flag conspicuously and for each school day's activity to begin with the National Anthem and National Pledge.
3. Sports and co-curricular activities such as clubs and societies are important instruments for character training and shall be positively encouraged.



Senior Secondary Education

The Curriculum for Senior Secondary Education shall consist of the following fields of Study: 1). Science and Mathematics; 2). Technology; 3). Humanities; 4). Business Studies. The subject offerings at the Senior Secondary School level (i.e. Post- Basic Education curriculum) are:

Compulsory Cross-Cutting Subjects: i). English Language; ii). General Mathematics; iii). Trade/Entrepreneurship Subject; and iv). Civic Education.

Fields of Studies

S/Nos	Science and Mathematics	Technology	Humanities:	Business Studies
001	Biology	Technical Drawing	Christian Religious Studies	Store Management
002	Chemistry	General Metal Work	Islamic Studies	Accounting
003	Physics	Basic Electricity	Visual Arts	Commerce
004	Further Mathematics	Electronics	Music	Office Practice
005	Health Education	Auto Mechanics	History	Insurance
006	Agricultural Science	Building Construction	Geography	
007	Physical Education	Woodwork	Government	
008	Computer Science	Home Management	Economics	
009		Food and Nutrition	Literature-in-English	
010			French Language	
011			Arabic	
012			Any Nigerian Language that has a curriculum	



Trade/Entrepreneurship Subjects:

- i. Auto Body Repair and Spray Painting
- ii. Auto Electrical Work
- iii. Auto Mechanical Work
- iv. Auto Parts Merchandising
- v. Air Conditioning and Refrigeration
- vi. Welding and Fabrication
- vii. Engineering Craft Practice
- viii. Electrical Installation and Maintenance Work
- ix. Radio, TV and Electronic Servicing
- x. Block Laying, Brick Laying and Concrete Work
- xi. Painting and Decorating
- xii. Plumbing and Pipefitting Machine
- xiii. Woodworking Carpentry and Joinery
- xiv. Furniture Making
- xv. Upholstery
- xvi. Catering Craft Practice
- xvii. Garment Making
- xviii. Clothing and Textile
- xix. Dyeing and Bleaching
- xx. Printing Craft Practice
- xxi. Cosmetology
- xxii. Photography
- xxiii. Mining
- xxiv. Tourism
- xxv. Leather Goods Manufacturing and Repair
- xxvi. Stenography
- xxvii. Data Processing
- xxviii. Store Keeping
- xxix. Book Keeping
- xxx. GSM Maintenance and Repairs
- xxxi. Animal Husbandry
- xxxii. Fishery
- xxxiii. Marketing
- xxxiv. Salesmanship

Criteria for Selection of Subjects for WASSCE and SSCE

- a. Each student is to take the four (4) compulsory cross-cutting subjects listed above.
- b. For the Trade/Entrepreneurship subject, each student is expected to select one (1) Trade/Entrepreneurship subject from the list of 34 Trade/Entrepreneurship subjects listed.
- c. **Fields of Studies**
 - I. Each student may then choose two (2), three (3), four (4), or five (5) subjects from each of their preferred Four Fields of Studies depending on their potential, interest and capability such that the



- minimum number of subjects is eight (8) while the maximum number of subjects is nine.
- ii. If students select **two (2)** subjects from a Field of Study, they can select two (2) or three (3) subjects from any other Field of Study or from Trade/Entrepreneurship subjects to make a minimum of eight (8) or a maximum of nine (9) subjects,
 - iii. If students select **three (3)** subjects from a Field of Study, they can select one (1) or two (2) subjects from any other Fields of Studies or Trade / Entrepreneurship subjects to make a minimum of eight (8) or a maximum of nine (9) subjects.
 - iv. If students select **four (4)** subjects from a Field of Study, they can select one (1) more subject from any other fields of study or Trade/Entrepreneurship subjects to make a maximum of nine (9) subjects.
 - v. If students select **five (5)** from a Field of Study, they have already selected a maximum of nine (9) subjects.

Note: In all, students are to select a minimum of eight (8) or a maximum of nine (9) subjects.

The government welcomes the participation of voluntary agencies, communities and private individuals in the establishment and management of post-basic education provided the set standards are met.

The government shall regulate the establishment of schools, supervise and inspect schools regularly and ensure that all schools follow approved curricula and conform to the National Policy on Education. The teacher-pupil ratio at the post-basic education level shall be 1: 40.

Implications for Management of Basic and Post-Basic Education

Curriculum: The policy guides the selection of subjects at JSS and SSS in conformity with expected national standards. The extent to which private schools are complying with the subject selection criteria is an issue for consideration.

Criteria for the Selection of Subjects for WASSCE and SSCE were clearly stated. How are these effectively done in ensuring that students have the right subject combinations from the respective fields that could make them study the profession or courses of interest remains school managers' responsibility.

Trade/Entrepreneurship Subjects are 34 in number out of which a school is expected to choose those it has human and materials resources to implement. Which trade subjects are taught in your school and to what extent do they impact students?

The policy guides the teacher-student ratio as 1:35 in JSS (Basic) and 1: 40 in SSS (Post-Basic) levels respectively. Continuous assessment and school examination shall be on a ratio of 40:60 and shall be used as a basis for advancement from one class to another in both public and private. What is the practice in our schools at basic and post-basic? Are the continuous assessments continuous or continuous testing? Practical, assignments and resourceful contributions are expected to be part of continuous assessment. It shall be mandatory for schools to fly the National Flag conspicuously and for each school day's activity to begin with the National Anthem and National Pledge. The school flag can also be placed alongside the national flag while the school or mission's anthem can be recited after the national anthem. Sports and co-curricular activities such as clubs and societies are important instruments for character training and shall be positively encouraged. Regardless of available school space sports, co-curricular activities are expected to complement students' physical, mental, moral and skill development.

Safe School Initiative (SSI)

The Safe School Initiative is a policy aimed at promoting safe and secure learning environments in



schools, particularly in areas affected by insecurity and conflict. It involves measures such as providing security personnel, training teachers and students on safety protocols, and strengthening school infrastructure.

Implications: The SSI seeks to protect students, teachers, and educational facilities, ensuring that education can continue even in challenging circumstances. These acts and policies have significant implications for basic and secondary education in Nigeria. They focus on ensuring access to quality education, promoting relevant curriculum development, providing adequate funding, and addressing issues of security and safety. By implementing and adhering to these policies, the Nigerian education system aims to improve educational outcomes, enhance the learning environment, and equip students with the skills and knowledge needed for personal and national development.

Child Rights Act (2003)

The Child Rights Act (CRA) is a national legislation that seeks to protect the rights of children in Nigeria.

It provides for the rights to survival, development, protection, and participation of children. The parts were arranged under the various sections as contained herein in the child rights as enacted by the National Assembly Act number 26 of 2003. The sections in the legal document were two hundred and seventy-eight (278).

The Child Rights Act 2003; Part II captured every child's "Rights and Responsibilities" as contained therein in the Nigerian 1999 Constitution to include:

- i. Right to survival and development;
- ii. Right to name;
- iii. Freedom of association and peaceful assembly;
- iv. Freedom of thought, conscience and religion;
- v. Right to private and family life;
- vi. Right to freedom of movement;
- vii. Right to freedom from discrimination;
- viii. Right to dignity to the child;
- ix. Right to leisure, recreation and cultural activities;
- x. Right to health and health services;
- xi. Right to parental care, protection and maintenance;
- xii. Right of a child in need of special protection measure;
- xiii. Right of a child to free, compulsory and universal primary education;
- xiv. Right of the unborn to protection against harm etc.

Having listed out the rights and responsibilities of every Nigerian child as contained in the Child Rights Acts 2003 part II. The place of the Child Rights Act cannot be over-emphasised concerning basic and post-basic education. It is therefore imperative to establish the Child Rights Act 2003 and 2004 as implications on basic education and post-basic education, in that wise, the relevant stakeholders in the management of the basic and post-basic level of education need to be mindful of what the policy documents are propagating as far as basic and post-basic education are concerned in Nigeria education system.

Implications: The CRA supports the implementation of basic and secondary school education aims and objectives by ensuring that children have access to quality education, protecting them from abuse, discrimination, and exploitation, and promoting their overall well-being.



The fundamental question to answer here is the extent to which some of these rights are observed in schools.
e.g.

- a. Freedom of thought, conscience and religion;
- b. Right to freedom from discrimination;
- c. Right to leisure, recreation and cultural activities;
- d. Right of a child in need of special protection measures; and
- e. Right of a child to free, compulsory and universal primary education.

Inclusive Education Policy

Inclusive education refers to providing quality education to all learners, including those with disabilities, special educational needs, or from marginalized backgrounds. The policy aims to remove barriers to education and promote equal opportunities for all children.

Implications: The inclusive education policy supports the implementation of basic and secondary school education aims and objectives by ensuring that every child, regardless of their background or abilities, can access and participate in education. It promotes inclusive classrooms, specialized support services, and adapted teaching methodologies to meet the diverse needs of learners. In other words, the inclusive education policy aims to provide equal educational opportunities for students with disabilities. It emphasizes the removal of barriers to learning, the provision of necessary support services and assistive technologies, and the promotion of inclusive practices in schools. The policy promotes an inclusive and diverse learning environment.

Albino Acts

The Nigerian government has recognised the rights and protection of persons with albinism through various measures and policies aimed at addressing their unique challenges.

Implications: While there may not be a specific act, policies and initiatives that support the rights and inclusion of persons with albinism can have implications for basic and secondary school education. These may include providing access to appropriate learning materials, creating a supportive and inclusive school environment, and raising awareness to combat discrimination and stigmatization.

It is worth mentioning that the Nigerian legal and policy landscape is dynamic, and there may have been updated or new developments since my knowledge cutoff. Therefore, it is advisable to refer to the latest laws, policies, and guidelines to have accurate and up-to-date information regarding child rights, inclusive education, and specific acts related to albino rights in Nigeria.

National Teacher Education Policy (NTEP)

Implications: The NTEP aims to enhance the quality of teacher education and training in Nigeria. It emphasizes the recruitment of qualified teachers, continuous professional development, and the integration of technology into teaching and learning. The policy seeks to improve teacher effectiveness and student outcomes. It also implies that school managers should not only ensure recruiting qualified teachers but also give continuous professional development opportunities.

National Policy on Information and Communication Technology (ICT) in Education

Implications: This policy recognizes the importance of ICT in education and promotes its integration across the curriculum. It aims to equip students with digital literacy skills, enhance teaching and learning processes, and improve access to educational resources through technology. The policy encourages the establishment of ICT centres in schools to enhance the inculcation of ICT knowledge and skills.



Technical and Vocational Education and Training (TVET) Policy

Implications: The TVET policy focuses on promoting technical and vocational education as a pathway to employment and entrepreneurship. It emphasizes the development of skills relevant to industries, encourages partnerships between schools and the private sector, and aims to reduce youth unemployment by providing marketable skills.

These policies have significant implications for education management at the basic and post-basic levels of education in Nigeria. They address issues of access, quality, relevance, equity, and inclusion. By promoting free and compulsory education, improving teacher quality, integrating technology, and emphasizing vocational skills, these policies strive to enhance educational outcomes, reduce disparities, and prepare students for future challenges in a rapidly changing world. However, effective implementation, monitoring, and resource allocation are crucial to realizing the desired impact of these policies.

Summary

In Nigeria, policy plays a vital role in shaping the education system and ensuring the provision of quality basic education and post-basic education. Policies are designed to address various issues such as access, equity, curriculum development, teacher training, infrastructure development, and funding. These policies provide guidelines and strategies for educational institutions, administrators, and stakeholders to follow.

The implementation of education policies in Nigeria faces several challenges. Insufficient funding, inadequate infrastructure, teacher shortages, and bureaucratic hurdles are some of the major obstacles. These challenges often lead to poor implementation, resulting in a gap between policy intentions and actual outcomes. Additionally, the lack of effective monitoring and evaluation mechanisms hampers the successful implementation of policies.

Conclusion

The role of policy in Nigerian education system is crucial for the effective management of basic education and post-basic education. Policy frameworks provide a roadmap for addressing key challenges, promoting equity, and improving the overall quality of education in the country. However, there are certain implications and challenges in the implementation of these policies that need to be addressed.

Suggestions

To improve the management of basic education and post-basic education in Nigeria, the following suggestions are made:

1. **Increased mission's investment in education:** The mission should prioritize education funding, to improve facilities, trade/entrepreneurship education, teacher professional development, sports, and co-curricular activities, among others.
2. **Strengthening adherence to policy provisions and guidelines:** The mission should intensify efforts at adhering to provisions and guidelines in the national policies such as class ratio, continuous assessment, subject selection criteria, education support services such as guidance and counselling, inclusion of trade subjects, inclusiveness, security and safety preparedness, violence-free school, among others.
3. **Enhancing teacher training and support:** Management of the mission schools should focus on improving teacher quality through comprehensive training programmes, professional development opportunities, and attractive incentives. This will help attract and retain qualified teachers, ultimately enhancing the quality of education.



4. **Main and sustain quality assurance practice:** Sustainability of quality assurance practice with feedback for improvement is desirable. Regular assessments can identify gaps, measure progress, and inform evidence-based decision-making.
5. **School management needs to ensure adherence to the Child Rights Act, and UBE Act and establishment of user-friendly school rules and regulations:** School managers need to ensure students and staff are not discriminated against irrespective of their religion, tribe, physical status, etc.

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SOCIO-ECONOMIC STATUS AS CORRELATES OF DOMESTIC VIOLENCE AMONG MARRIED TEACHERS IN KWARA STATE

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Abstract

This study examined socio-economic status as correlates of domestic violence among married teachers in Kwara State, Nigeria. Two research questions were raised and one hypothesis was formulated. A descriptive research design of the correlational type was adopted, and a sample of 348 married teachers were selected from 12 public secondary schools. A self-developed socio-economic status and domestic violence questionnaire (SSCDVQ) was used, with a reliability coefficient of 0.79. The findings revealed that 59.1% of married teachers have a high socio-economic status, while 55.8% experience moderate domestic violence. A significant positive correlation ($R=0.400$, $p<0.05$) was found between socio-economic status and domestic violence. Based on these findings, recommendations were made to policymakers, school management, and government agencies. These include improving socio-economic conditions for teachers, establishing support systems for domestic violence victims, and implementing economic empowerment initiatives to reduce financial strain. The study highlights the need for urgent attention to address domestic violence among married teachers in Kwara State. By addressing the socio-economic factors contributing to domestic violence, policymakers and stakeholders can work towards creating a safer and more supportive environment for teachers and their families.

Keywords: Socio-economic status, Domestic violence, Married Teachers, Prevalence, Gender violence.

Introduction

The prevalence of domestic violence in Kwara state is a concerning issue. Some individuals experiencing might not even realize its domestic violence. They might not even realize its impact on their general wellbeing and career. They are physically, emotionally, financially, sexually and psychologically



affected as a result of the harm being caused by the violence. The impacts are profound, leaving survivors with lasting trauma, social isolation, in severe cases, and permanent physical harm. The most worrisome thing about it is that, majority of individuals experiencing it cannot cry out for help, for the fear of being judged and societal stigmatization, which make majority of them to die in silence. Domestic violence is on the high side in Nigeria due to the country's discriminatory laws and a dismissive police culture, which makes the authorities not to consider it as a serious crime.

Nigeria's progress has been hindered by pervasive domestic violence, gender violence, and discriminatory practices, which have become entrenched social injustices. Furthermore, statistics reveal that in 2019, 63% of women, 19% of men, and 18% of children experienced domestic violence (Oyefeso, 2021). The issue persists, with civil society organizations in Kwara State warning of rising domestic violence cases. Recent incidents reported in The Punch Newspaper and Nigerian Tribune highlight the severity of the problem, including acid attacks and emotional abuse. A study by Odebode (2022) found significant differences in domestic violence prevalence against men based on gender and marriage duration, emphasizing the need for targeted interventions. Domestic violence refers to any form of violence occurring within intimate or family relationships, characterized by a pattern of abusive behavior that enables one partner or family member to control others (Rakovec-Felser, 2014). This violence can take emotional, verbal, or physical forms. Gender violence, as defined by Acosta (2020), encompasses gender-based acts that cause psychological, physical, or emotional harm, including coercive actions that deprive individuals of dignity and personal liberty.

Domestic and gender-based violence share similarities, causing harm to victims, but differ in specificity. Domestic violence occurs within intimate or family relationships, affecting individuals regardless of gender, while gender violence targets a specific gender, occurring in various contexts (World Health Organization, 2019). Victims of domestic violence may become isolated from friends and family, making it harder for them to seek help. (National Coalition Against Domestic Violence, 2020). Any behavior within an intimate relationship that causes physical, psychological, or sexual harm to those in the relationship, including acts of physical aggression, sexual coercion, psychological abuse, and controlling behaviors (World Health Organization, 2013).

Key types of violence identified include physical abuse, emotional abuse, and sexual violence, often emerging from inadequate coping skills and deeply ingrained gender norms (Odebode, 2022). Addressing these root causes through targeted interventions is crucial to reducing abuse in communities. Teachers play a vital role in achieving a nation's educational goals. However, their personal life, particularly their marital satisfaction, can significantly impact their teaching effectiveness (Muraina & Kamaldeen, 2022). A teacher's marital dissatisfaction can negatively affect their students, while a satisfied teacher can have a positive influence. Interestingly, some teachers who abuse their spouses may appear successful and respected in their communities, but often exhibit characteristics like jealousy, possessiveness, and a quick temper (Muraina & Kamaldeen, 2022). These individuals may deny or downplay their abusive behavior, shifting the blame to their partners. Research suggests that substance abuse and socio-economic factors can contribute to spouse abuse among teachers, creating a complex issue that requires addressing both substance abuse and violence (Kazemi *et al.*, 2017).

Statement of the Problem

Domestic violence has far-reaching consequences for teachers in Kwara State, affecting their personal and professional lives. The physical and emotional abuse can impair their ability to teach effectively, leading to decreased productivity, concentration, and job performance. This, in turn, can negatively impact students' learning outcomes. Moreover, domestic violence creates a toxic home



environment, disrupting family dynamics and relationships. Teachers experiencing abuse may struggle to balance work and personal life, leading to absenteeism, tardiness, or reduced professional engagement. Ultimately, this can hinder career advancement and job satisfaction. Research has extensively examined domestic violence in various contexts. Studies by Kamaldeen *et al.* (2023), and Kofoworade *et al.* (2022) investigated domestic violence predictors, including poverty, dissatisfaction, and marital instability, among specific populations.

SES is influenced by subjective perceptions of social standing and relative deprivation. Individuals' subjective evaluations of their own socioeconomic position can impact individuals' self-esteem, sense of belonging, and psychological well-being, shaping their attitudes, behaviors, and life outcomes (Marmot, 2004). Overall, SES represents a complex and multifaceted construct that encompasses economic, educational, occupational, and social dimensions of individuals' lives. It reflects both objective indicators of material well-being and subjective perceptions of social status, highlighting the interplay between economic resources, social hierarchies, and life opportunities. This study investigated Socio-Economic Status as predictor of Domestic Violence among Teachers in Public Secondary School in Kwara State.

Purpose of the Study

The main purpose of this study was to investigate socio-economic status as correlates of domestic violence among teachers in Public Secondary School in Kwara State. Specifically, the study:

1. Investigate the level of socio-economic status among married teachers in Public Secondary School in Kwara State.
2. Explore the prevalence of domestic violence level of socio-economic status among married teachers in Public Secondary School in Kwara State.
3. Assess the relationship between socio-economic status to the prediction domestic violence among married teachers in Public Secondary School in Kwara State.

Research Questions

The following research questions guided this study:

1. What is the level socio-economic status of married teachers in public secondary schools in Kwara State.?
2. What is the prevalence of domestic violence among married teachers in public secondary schools in Kwara State.?

Research Hypothesis

The following hypothesis were formulated to make justify the relationship between the variables at 0.05 level of significance:

1. There is no significance relationship between socio-economic status and domestic violence among married teachers in Public Secondary School in Kwara State.

Methodology

This study adopted the descriptive survey research design of the correlational type. It was used to explain if socio-economic status as correlate of domestic violence among married public secondary school teachers in Kwara state. In this study, socio-economic status is the independent variable while domestic violence is the dependent variable. The population for this study comprised all married teachers in public junior secondary schools in Kwara state. The 3 Senatorial District in Kwara State comprises: Kwara central (Asa, Ilorin west, Ilorin south and Ilorin east) ; Kwara North (Baruten, Edu, Patigi, Kiama and Moro);



Kwara South (Ekiti, Oke-ero, Offa, Ifelodun, Irepodun, Isin, and Oyun) are 113,309. The targeted population are married teachers in 6 most populated local government in the senatorial district (Ilorin West, Ilorin South, Edu, Moro, Ifelodun, and Irepodun) were involved in this study. The total population of teachers in the 6 most populated local government area is 5106 from 249 schools.

As regards the population of 5106, sample size of 348 from 12 selected public secondary schools was determined. A data of all available secondary school teachers was obtained from the Ministry of Education. The researcher purposively selected 2 local government areas from each of the three (3) senatorial districts in Kwara state because they have a larger population of teachers. The second stage involve randomly selecting two (2) secondary schools from each of the selected local government areas, while the third stage involved proportionate sampling technique to select the final respondents for the study. The instruments used for this study was a self-developed scale on socio-economic status and domestic violence questionnaire (SSDVQ). The scale is subdivided into two sections. Section "A" contained items on socio-economic status, and section B contained items on domestic violence. The questionnaire was structured on 4 likert scale range from strongly agree to disagree. The socio-economic status includes 5 items each on income, food insecurity and health respectively, while domestic violence include 5 items each on physical, emotional and economic violence.

The validity of the instrument was established by 3 experts in the Department of Educational Management and Counselling. All the correction made in this process were amended in the original script of the questionnaire. In other to ensure the reliability of this instrument the researcher adopted split-half reliability method. The instrument was administered on 20 married teachers in another locale different to the location of the present study using split-half reliability technique. The measurement instrument was divided into two halves, and the scores from each half are compared to see how closely they correlate with each other using correlational analysis. The instrument was adjourned reliable because of its high coefficient of 0.79 was obtained.

The instrument for this study was personally administered by the researcher on the respondents in the sample schools. Before the administration of the questionnaire, the researcher introduced herself to the principals of the selected schools and informed them about their mission in the schools. Upon obtaining the required permissions from the authority of each school, the researchers administered the instrument on the respondents. The completed questionnaire was collected from the respondents in each of the sample schools by the researchers. Frequency count and percentage were used to analyze the two research questions. Pearson Product Moment Correlation was used to analyze research hypothesis 1. The formulated hypothesis was tested at 0.05 level of significance.

Results

Research Question One: *What is the level socio-economic status of married teachers in public secondary schools in Kwara State?*



Table 1

Descriptive statistics showing level of socio-economic status of married teachers in public secondary schools in Kwara State?

Level of socio-economic status	Range of Score	Frequency	Percentage
Low level	15-29	13	3.9
Moderate level	30-44	124	36.8
High level	45-58	199	59.1

The result in Table 1 shows the level of socio-economic status of married teachers in public secondary schools in Kwara state, Nigeria. From the result, majority of the teachers 59.1% (199) have High level of socio-economic status, 36.8% (124) have moderate level of socio-economic status, and 3.9% (13) have low level of socio-economic status respectively.

Research Question Two: What is the prevalence of domestic violence among married teachers in public secondary schools in Kwara State?

Table 2

Descriptive statistic showing the prevalence of domestic violence among married teachers in public secondary schools in Kwara State?

Prevalence of Domestic Violence	Range of Score	Frequency	Percentage
Low	15-30	56	16.6
Moderate	31-45	188	55.8
High	46-60	93	27.6

The result in Table 2 shows the prevalence of domestic violence among married teachers in public secondary schools in Kwara state, Nigeria. From the result, the prevalence of domestic violence among married teachers; 55.8% (188) is “moderate”, 27.6% (93) is “high”, and 16.6% (56) is low prevalence of domestic violence among married teachers in public secondary schools in Kwara state, Nigeria.

Research Hypothesis One: There is no significance relationship between socio-economic status and domestic violence among married teachers in Public Secondary School in Kwara State.

To test this research hypothesis, the computed scores of socio-economic status and domestic violence among teachers were subjected to Pearson Product Moment Correlation (PPMC).



Table 3: *PPMC showing relationship between socio-economic status and domestic violence among married teachers in Public Secondary School in Kwara State.*

Variable	Mean	SD	D	N	r-cal	p-value	Remark
Socio-economic status	44.83	7.76					
Domestic violence	39.97	8.33	335	337	0.400	.000	Significant

****.** Correlation was significant at the 0.05 level (2-tailed).

The result of *PPMC* as presented in table 3: ($R(0.400)$, $df(335)$, P value ($0.000 < 0.05$; significant) shows that there was a significant relationship between socio-economic status and domestic violence. Hence, the null hypothesis was rejected and it was therefore concluded that there existed a significant relationship between socio-economic status and domestic violence among married teachers in public secondary school in Kwara State.

Discussion of Findings

The outcome of the first research question revealed that most married teachers in Kwara State public secondary schools have a high socio-economic status (59.1%), while smaller proportions have moderate (36.8%) or low (3.9%) SES, reflect significant implications tied to financial stability. High SES is linked to better access to resources and family stability, as supported by Bankole (2024) who highlight its positive impact on children's education and parental guidance. However, moderate and low SES groups may face challenges such as financial strain, marital instability, or increased risks of domestic violence. This indicated that Teachers with high socio-economic status can afford quality education for their children and maintain stable homes, reflecting financial comfort. Conversely, those with lower SES may struggle with financial stress, leading to marital instability or domestic violence.

The findings of the third research question shows that 55.8% of married teachers in Kwara State experience moderate domestic violence prevalence, with 27.6% experiencing high and 16.6% low levels. This aligned with the broader understanding of domestic violence as influenced by socio-economic and relational factors. Studies like Dim (2019) and Ahmed et al. (2024) highlight how financial strain, ineffective communication, and power dynamics within marriages contribute to domestic violence. The moderate and high prevalence levels among teachers could be linked to occupational stress and socio-economic pressures, as emphasized by Moen (2022) with consequences including physical, emotional, and psychological harm. This means that many married teachers face moderate to high levels of domestic violence, driven by financial stress, work pressure, and poor communication.

The first research hypothesis revealed that there was a significant relationship between socio-economic status and domestic violence among married teachers in public secondary school in Kwara State. This suggest that SES plays a critical role in influencing domestic violence among married teachers in Kwara State. This aligns with studies like Roy et al. (2024) and Moen (2022), which demonstrate how financial strain and socio-economic disparities exacerbate tensions and conflicts in households, increasing the likelihood of violence. Teachers with lower SES may face heightened stress levels, contributing to marital instability, while higher SES may offer resources that mitigate such risks.



Conclusion

Based on the gathered data, married teachers in Kwara State have a high socio-economic status (59.1%) with moderate domestic violence prevalence (55.8%). There is significant relationship between socio-economic status and domestic violence.

Recommendations

1. Policymakers should improve the socio-economic conditions of teachers by ensuring timely salary payments, offering financial incentives, and providing access to affordable housing and welfare programs.
2. Support systems such as confidential reporting channels and counselling centers should be established within schools to address domestic violence cases among teachers.
3. Government and school management should implement economic empowerment initiatives, including financial literacy workshops and income diversification training, to reduce domestic violence linked to financial.

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COST OF EDUCATION AND SERVICE DELIVERY OF UNIVERSITIES IN SOUTHWEST NIGERIA

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Abstract

The universities are the centres for the production of high-level manpower in a nation, yet the challenges due to escalating costs have led to the dwindling service delivery in Nigerian Universities. These inadequacies could be linked to the quality of services provided. This study, therefore, examined the cost of education and service delivery of Universities in Southwest Nigeria.

Descriptive research design of survey type and ex post facto design were employed for the study. The population of the study comprised undergraduate students, academic staff and bursary staff of the 20 public Universities in Southwest Nigeria. The sample of the study consists of 366. A multistage random sampling procedure was used to select 3 Federal and 3 State Universities comprising 50 students, 10 Lecturers, and 1 bursar from each of the universities. Three instruments were developed to collect data for the study, titled "Private Cost of University Education and Service Delivery Questionnaire (PCUESDQ)", "Social Cost of University Education and Service Delivery Questionnaire" (SCUESDQ), and "Lecturer Service Delivery Questionnaire (LSDQ)". They were validated and found reliable at 0.76, 0.83 and 0.82 respectively. Five research questions were raised and answered while ten hypotheses were generated and tested to guide the study. Descriptive statistics of mean and percentages were used to answer the research questions while inferential statistics were used to test the hypotheses at 0.05 level of significance.

The findings revealed that there is a significant relationship between the direct private cost of education and the service delivery of universities ($R = .778, p < 0.05$), and a significant relationship direct social cost of education and the service delivery of universities in Southwest Nigeria ($R = .882, p < 0.05$).

Based on the findings, it was concluded that the private and social cost of education enhances the service delivery of public Universities. It was therefore, recommended that government should improve the funding pattern as the cost of education is rising in order to sustain and improve the service delivery in university education. Households should be allowed to contribute more to the cost of education to ensure that adequate facilities are provided to augment government allocation on education in Nigerian Universities.

Keywords: Direct private cost, direct social cost, service delivery, federal universities, state universities.

Introduction

Education costs can be categorized into institutional, social, and private costs. This study focuses on the private and social costs. Private costs, as defined by Campbell and Brown (2002), are the expenses borne by students, parents, or guardians. These are subdivided into direct and indirect private costs. Indirect costs



represent the sacrifices made for education, like lost income and student time, while direct costs are the actual expenditures by individuals or their parents for education. The overall cost of education thus reflects its opportunity cost. Acknowledging the additional, often unaccounted-for, costs of education, particularly the opportunity cost associated with extended periods spent in college before obtaining a degree is crucial. While our primary estimates exclude opportunity costs due to their challenging quantification, these costs can be estimated. This is done by comparing the yearly income of a college graduate with a bachelor's degree to that of a student still enrolled in college and then multiplying this difference by the number of extra years required to complete a degree at a public institution. Common elements of private education costs for bachelor's programs include tuition fees, levies, expenditure on books and stationery, meal costs, transportation, and accommodation. Changes in federal and state funding have significantly impacted the level of public support for students and institutions, as well as the flow of higher education finances. While federal and state governments share similar policy objectives, such as enhancing access to higher education and supporting research, their methods of funding injection into the higher education system differ.

Generally, a higher cost in education correlates with access to superior educational facilities and teaching, expected to enhance student academic performance and employability in the job market. Both financial (maximizing returns on investment) and economic (achieving optimal outcomes) analyses are vital for all educational stakeholders, highlighting the importance of cost analysis. Despite substantial public spending on university education, this does not necessarily imply adequate funding or efficient fund management over the years (Ekanem & Ekpiken, 2013). Also, Oyetakin and Odunayo (2013) and Oyetakin (2018) emphasized the need for cost analysis to assess the efficiency of the educational system, considering both monetary and non-monetary costs, including actual expenditures and potential alternatives.

The primary functions of universities are centred on teaching and learning, to produce highly skilled personnel crucial for national progress. Students, as the primary beneficiaries of university education, pursue degrees that open doors to employment opportunities. Beyond academic offerings, universities provide a range of services to support student success in their academic endeavours. These services include transportation, healthcare, libraries, housing, information, and communication technology (ICT), among others, forming part of the comprehensive programs designed to facilitate effective learning. Ekpoh (2018) highlighted the importance of a rich learning environment for fostering overall student development, emphasizing that the comfort of students is key to their motivation and learning. Therefore, the quality of services offered to students is paramount. University research, as defined by Ozurumba and Asuquo-Thomas (2013), involves original investigations aimed at acquiring new knowledge across various disciplines, including natural and social sciences, as well as humanities. Competing globally necessitates the continuous acquisition of new knowledge through research, as a nation's economic advancement is intrinsically linked to the performance of its industries. This performance largely depends on progress in science and technology, which is underpinned by research. Without this, a country may become overly reliant on scientific and technological advancements from other nations. Smith Holden and Hanlon (2021) emphasize the importance of university research, noting that it not only improves the quality of teaching through access to the latest information but also attracts investments and enhances educational materials such as textbooks.

A research output represents the results of such inquiries and can take various forms such as publications, presentations, communications, or other methods of making the research accessible beyond the original authors. A quality-assured research output has undergone peer review before publication, ensuring that it has been rigorously evaluated by independent experts for quality, clarity, originality, and relevance. As noted by Anyalor *et al* (2018), a lecturer's research output not only boosts their visibility but also contributes to enhancing the reputational ranking of their institution.



Theoretical Framework

Input-Process-Output Model is considered relevant to the study

The Input-Output (I-O) Model

The Input-Output (I-O) model is a foundational concept in economics, developed by the Russian-American economist Wassily Leontief in the 1930s. This model is pivotal for understanding the interdependencies between different sectors of an economy, illustrating how the output from one sector can become the input for another. Leontief's innovation in economic thought earned him the Nobel Prize in Economics in 1973 for his development of the input-output model and its application to important economic problems.

This (I-O) provides a structured approach to analyze the research problem at hand. In exploring how private and social costs of education impact service delivery in Southwest Nigerian universities, this study posits that service delivery can be comprehended through four elements: input, process, output, and outcomes, as suggested by Piggot-Irvine, Rowe & Ferkins (2015). The 'input' is identified as the private and social costs of education, primarily funding. The 'process' includes the utilization of these funds, encompassing management activities, hiring of faculty, infrastructure development, and salary disbursement, which are vital for campus activities. The 'output' is gauged through service delivery indicators in universities, such as teaching quality, research output, graduate employability, and community engagement. According to Elfitri, *et al* (2019), it was emphasized that academic quality is a result of various factors including educational processes, tools, curriculum, and facilities. This encompasses the calibre of teaching and faculty, the materials used for instruction, and the learning outcomes. Fattah (2009) further notes that enhancing and expanding education requires key elements: quality of educational resources (staff, costs, learning materials), effective teaching and learning processes, and the quality of educational outcomes. Hence, resource adequacy, teaching and learning quality, and outcome excellence depend on sufficient financial backing. This theory acknowledges dual facets of input - private and public investments in education, highlighting the need for cost-sharing, including private costs borne by students.

The I-O model is grounded in the notion that industries are interlinked in complex ways; the production of goods and services in one industry requires inputs from many other industries. This model is represented through a matrix that describes how the output of one sector is distributed among various sectors within the economy, including itself, and how each sector contributes to the production of that output. The matrix thus captures the flow of goods and services across the different sectors of an economy, enabling analysts to predict how changes in one sector can ripple through the economy.

Mathematically, the input-output model is expressed through a series of linear equations that reflect the relationships between different sectors. The core equation of the model can be summarized as:

$$X=AX+FX=AX+F$$

Where:

- XX is a vector of total output by sector,
- AA is a matrix representing the coefficients of how much input is required from each sector to produce one unit of output in another sector,
- FF is a vector of final demand.

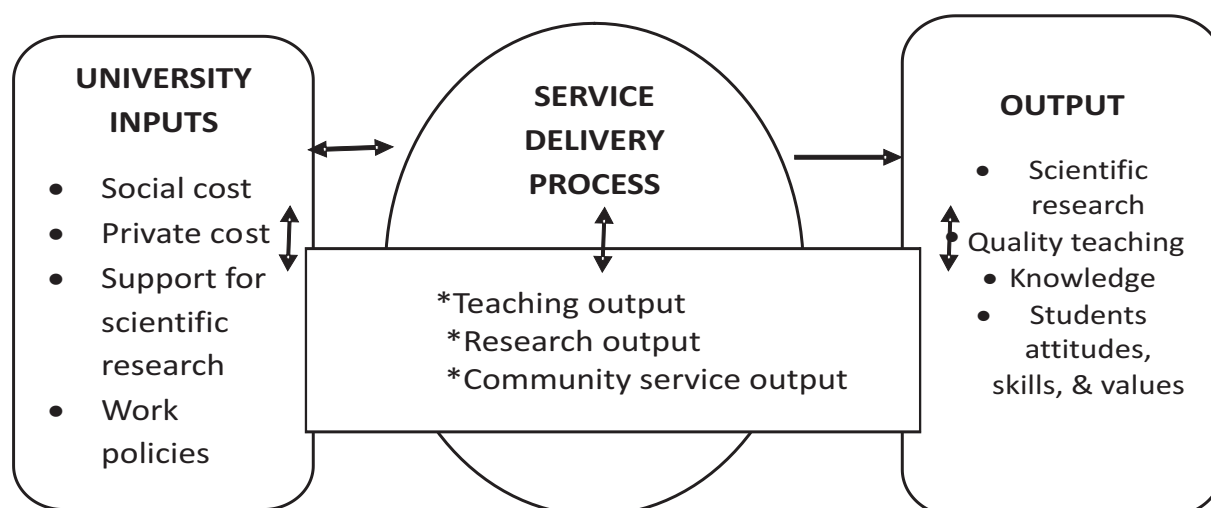
The matrix AA is known as the technology matrix, and it embodies the essence of the input-output analysis, encapsulating the structure of production within the economy. Leontief's input-output model has vast applications, ranging from economic planning and forecasting to environmental analysis and sustainability studies. For instance, governments and policymakers use I-O models to assess the economic



impact of public investments, policy changes, or external economic shocks. In environmental economics, the model helps in understanding how economic activities are linked to environmental outcomes, such as emissions and resource depletion, facilitating the analysis of the environmental impacts of production and consumption patterns. Despite its utility, the input-output model has limitations. It assumes constant returns to scale and fixed input coefficients, which may not accurately reflect real-world dynamics where technological changes and substitution effects can alter production processes. Moreover, the model's static nature does not account for the adjustments in the economy over time.

The concept of service delivery within universities is based on the interplay among key variables: teaching, research, and community service. This relationship is contingent upon available funding inputs, including direct private and social costs provided by the institution's proprietors. This financial support enables lecturers to perform essential tasks like teaching, research, and community engagement, which are fundamental to the university's mission of producing high-quality outcomes.

Figure 1: Interaction of Input-Process-Output in the University Communities/Environment



Source: Ayeni (2024)

Figure 1 depicts the dynamics between the quality of teaching and learning processes and their effectiveness, contingent on the availability of sufficient funding. This funding, encompassing both social and private costs, is crucial for institutions and lecturers to fulfill their roles effectively, ultimately leading to high-quality outcomes in terms of knowledge, skills, attitudes, and values. The social cost, private cost, support for scientific research, and work policies through the service delivery process of teaching, research and community service influences service delivery in terms of output in quality research and student output from the universities.

The effectiveness of universities is reflected in the quality of their research, community engagement, and teaching efforts. These elements collectively contribute to the development of skilled, productive, and employable graduates who can meaningfully contribute to the economy. Enhanced funding access could improve the core operational areas of universities and the learning experiences they offer, thereby maximizing the returns on educational investments. This study aims to analyze the private costs of education and the service delivery of universities in Southwest Nigeria



Statement of the Problem

Concerns have escalated about the diminishing efficiency in service delivery within Nigeria's university education system. Inefficiencies in service delivery leading to resource wastage have become a prominent issue in Nigerian universities. There is a unanimous agreement among social scientists, educators, and economists that the social cost of education is crucial for a nation's educational, social, and economic growth. This is because it cultivates a knowledgeable and skilled workforce, essential for innovation and the development of new products and services for societal benefit. However, the growing disconnect between university education and labour market needs is evident in the rising rates of graduate unemployment. Many employers report a significant decline in academic standards over the past decade, observing that a university degree no longer assures technical competence or communication skills mastery.

Nigerian tertiary institutions are currently facing challenges in engaging their staff, particularly academic personnel, due to issues like inadequate teaching and research facilities, poor salaries, high tax burdens, and unstable job security without pension benefits. University staff are facing challenges including high taxation, salary reductions, lack of promotions, and insufficient teaching and research resources. Despite increasing private costs of education, university graduates are often perceived as inadequately prepared, raising questions about the quality of academic service delivery. If government funding for universities were adequate and households contributed their fair share, would there still be issues with service delivery? It seems unreasonable to increase tuition fees significantly without providing optimal learning environments, as poor service delivery can adversely affect student academic performance.

The rationale for increasing tuition fees is often to enhance service delivery in universities. Yet, complaints persist from both students and staff regarding academic quality, research, community engagement, healthcare services, communication, library facilities, transportation, and housing. This leads to a crucial question for this study on how private and social costs influence the quality of service delivery in universities in Southwest Nigeria.

Purpose of the Study

The main purpose of this study was to analyse the direct private and direct social costs of education and service delivery in public universities in Southwest Nigeria. Specifically, they sought to find:

1. find out the cost of education and service delivery in public universities in Southwest Nigeria.
2. examine the level of teaching output in public universities in Southwest, Nigeria.
3. examine the level of research output in public universities in Southwest, Nigeria.
4. find out the extent of community service in public universities in Southwest, Nigeria

Research Questions

The following research questions were raised to guide the study:

1. There is no significant relationship between the cost of education and service delivery in public universities in Southwest Nigeria.
2. What is the level of teaching output in public universities in Southwest, Nigeria?
3. What is the level of research output in public universities in Southwest, Nigeria?
4. What is the level of community service output in public universities in Southwest, Nigeria?



Research Hypotheses

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

1. There is no significant relationship between the direct private cost of education and service delivery of universities in Southwest Nigeria.
2. There is no significant relationship between the direct social cost of education and service delivery of universities in Southwest Nigeria.

METHOD

This research work was executed using descriptive research design of the survey type and *ex post facto*. It was adopted because it is a systematic means of data collection which can be used to collect data from population samples considered to be representative of the population and to specify how much of the data to be scored and collated on the cost of university education and service delivery in Federal and State universities in Southwest Nigeria. In this study, the design was used to examine cost analysis and service delivery in private and public universities in South West, Nigeria.

The population of this study consisted of all undergraduate students, academic staff and bursary staff of the twenty (20) public Universities in Southwest Nigeria, out of which eight (8) are Federal and 12 are State Universities (National Universities Commission, (NUC), 2023).

Sample and Sampling Techniques

A total sample of 366 respondents was used and this comprised 50 students per university which gives a total of 300 undergraduate students, 10 lecturers from each university given a total of 60, and 6 Bursars. A multi-stage sampling procedure was used. The sample of the study were six universities randomly selected from the 20 public universities in Southwest, Nigeria. A simple random sampling technique was used to select three Federal and three States universities from the South West Geopolitical zone. One university was used in each state which led to the selection of Lagos State University, Ojo, Olabisi Onabanjo University, Ago-Iwoye, Adekunle Ajasin University, Akungba-Akoko, Obafemi Awolowo University, Ile-Ife, Federal University, Oye-Ekiti, and University of Ibadan, Ibadan. Student's sample were selected which cuts across various disciplines and departments using stratified sampling technique. In each of the university lecturers were also stratified based on status/cadre and students in line with their course of study after stratification into Departments from each faculties were purposefully selected.

Research Instruments

In order to achieve the goals of this study, three instruments were developed. First is a questionnaire titled Private Cost of University Education and Service Delivery Questionnaire (PCUESDQ) developed by the researcher to collect data from students on private cost of their university education, the instrument was divided into two parts, the respondents bio-data and cost items section for students to fill accordingly. The second instrument developed was Social Cost of University Education and Service Delivery Questionnaire (SCUESDQ) for variables on social cost of education which was divided into three sections, part A was the bio-data section, and the second part is on various social cost items of the university, while the third part centred on the final year result of the students.

The third instrument was developed to elicit information from lecturers on their job mandates. This instrument is titled, Lecturers and Service Delivery Questionnaire (LSDQ) divided into three sections, the first part is on the bio-data of the lecturers, and second part contains items on their activities on teaching,



research and community development. LSDQ is in Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) and Most Often (MO), Often (O), Seldomly Often (SO), and Not Often (NO) rated as 4, 3, 2, and 1 accordingly.

To ensure the validity of the research instrument, a copy of the questionnaire was given to the researcher's supervisor and other expert in Measurement and Evaluation both in the Faculty of Education, Adekunle Ajasin University, Akungba-Akoko, Ondo State. They assessed the questionnaire in line with the objectives of the study. They made corrections and suggestions which were incorporated into the final draft of the instruments.

Reliability of the Instruments

The reliability of the instruments was determined through a pilot survey. The researcher administered 20 copies of the questionnaire to the staff of the Faculty of Education, Ekiti State University, Ado-Ekiti on two occasions at two weeks intervals. The first and second samples were correlated using the Pearson Product Moment Correlation (PPMC) to determine a coefficient value. The results of the analysis were PCUESDQ = 0.76, SCUESDQ = 0.83, and LSDQ = 0.82 which show that the instruments were reliable for the study. The administration of the SCUESDQ and LSDQ of the instruments was highly successful with 100% returns while the PCUESDQ had 98%. To achieve the highly successful returns, the researcher and assistants waited patiently for the respondents to complete the instruments on spot while several calls were made and re-visits to lecturers and bursars with tight schedules who eventually responded positively. Collected data were analyzed using descriptive and inferential statistical tools. Research questions were answered using percentage and frequency counts while the two hypotheses were tested using linear regression analysis all at 0.05 level of significance.

RESULTS

Research Question One: What is the direct private unit cost of education in public universities in Southwest Nigeria?

This question is answered based on the direct private cost carrying items by students in each university which was adjusted by 0.67 alpha coefficient as this was averaged to arrive at Table 1.

Table 1
Summary of Adjusted Direct Private Unit Cost (PUC) of Public University Education in Southwest, Nigeria N

Cost Items	LASU	OOU	UI	OAU	FUOYE	AAUA	Average	%
Tuition Fee	70,000.00	96,000.00	44,800.00	43,000.00	50,000.00	100,500.00	67,383.33	29.70
Transportation	33,000.00	31,760.00	10,400.00	11,400.00	14,000.00	13,412.50	18,995.42	8.37
Feeding	31,680.00	32,720.00	46,410.00	37,990.00	45,190.00	50,192.50	40,697.08	17.94
Books & Stat.	13,850.00	15,550.00	18,490.40	16,770.00	18,490.00	17,637.50	16,797.98	7.40
Accommod.	48,830.00	46,570.00	34,740.00	58,000.00	55,000.00	44,545.50	47,947.58	21.14
Lib. & Lab. Lev.	5,799.50	4,838.10	6,441.62	6,063.83	5,461.42	4,654.39	5,543.14	2.44
Clothing	7,800.03	7,760.63	7,161.65	6,899.65	5,999.45	7,214.24	7,139.28	3.15
Health Care	5,799.50	5,575.70	5,014.25	5,885.65	5,999.45	6,460.04	5,789.10	2.55
Comm. & Data	8,761.82	7,521.22	7,674.10	9,459.70	9,399.50	8,259.45	8,512.71	3.75
Other Expenses	9,501.62	8,382.82	7,894.05	7,658.25	8,699.45	8,199.46	8,389.28	3.70
Total	235,022.47	254,638.47	189,026.07	203,127.08	218,239.27	261,074.92	226,854.71	100

Source: Field work (2024)



The total adjusted direct PUC for each university in table 1 reveals that Adekunle Ajasin University had the highest total cost of N 261,074.92 followed by Olabisi Onabanjo University with N254,638.47, follow by Lagos State University all being State universities. While the least was University of Ibadan with N189,026.07, Obafemi Awolowo University with N203,127.08 and Federal University Oye Ekiti with N 218,239.27 respectively. All the federal universities had low PUC all through.

On the cost carrying items in all the universities, the average PUC reveals that tuition fee of N67,383.33 (29.70%) had the highest followed by accommodation with N47,947.58 (21.14%) and feeding with 40,697.08 (17.94%) respectively while the least was library and laboratories with N5,543.14 (2.44%); health care with N 5,789.10 (2.55) respectively. The direct private unit cost of education was 226,854.71 in public universities in Southwest Nigeria

Research Question Two: What is the level of teaching output in public universities in Southwest, Nigeria?

In answering this research question, the LSDQ instrument part I items 1 to 8 were processed and summarised to arrive at Table 2.

Table 2
Level of Teaching Output in Public Universities in Southwest, Nigeria

S/N	Items	SA	%	A	%	D	%	SD	%	X
1.	My classrooms have functional convenience facilities such as toilets, fans, etc.	28	46.7	12	21.7	13	21.7	7	11.7	3.12
2.	The classrooms in my school are equipped with working facilities such as projectors, computers etc.	15	25.0	16	30.0	17	28.3	10	16.7	2.63
3.	My department has enough lecturers to teach available programmes.	17	28.3	10	16.7	20	33.3	13	21.7	2.52
4.	The school library has updated textbooks for the courses I teach.	9	15.0	32	53.3	14	23.3	5	8.3	2.75
5.	My school supports me with unrestricted internet access.	12	20.0	16	26.7	28	46.7	4	6.7	2.57
6.	Instructional materials are adequately Available to make their teaching in class more Practical and interesting.	6	10.0	28	46.7	13	21.7	13	21.7	2.45
7.	Mega-phones, projectors, other public address systems, etc. are not enough in the departments for teaching combined/large classes.	14	23.3	20	33.3	9	15	17	28.3	2.52
8.	Career advancement is encouraged in my University and backed by funding	15	25.0	11	18.3	24	40.0	10	16.7	2.52
Average		14.5	24.2	19.6	30.6	17.3	28.8	9.9	16.5	2.64

Source: Fieldwork (2024)

Table 2 shows the level of teaching output in public universities in Southwest, Nigeria. The highest



frequency of 28 (46.7%) strongly agreed that classrooms have functional convenience facilities such as toilets, fans while frequency of 7 (11.7%) strongly disagreed and a mean of 3.12. On instructional materials are adequately available to make their teaching in class more practical and interesting with a frequency of 28 (46.7%) agreed while 13 (21.7%) strongly disagreed with a mean of 2.45.

The use of mega-phones, projectors, other public address systems, etc. are not enough in the departments for teaching combined/large classes was rated with a frequency of 20 (33.3%) and 9 (15%) disagreed with a mean of 2.52.

However, the average responses shows 19.6 (30.6%) agreed on adequate level of teaching as against 9.9 (16.5%) who strongly disagreed. Considering the grand mean of 2.64, there is a considerable high level of teaching output in public universities in Southwest, Nigeria

Research Question Three: What is the level of research output in public universities in Southwest, Nigeria?

In answering this research question precisely, the LSDQ instrument part II items 1 to 11 was processed and summarised to arrive at table 3.

Table 3: General Research Output in Public Universities in Southwest, Nigeria

S/N	Research Output	A		B		C		D	
		F	%	F	%	F	%	F	%
1.	Number of articles published in refereed or professional journals.	47	78.3	6	10	4	6.7	3	5
2.	Number of published books.	13	21.7	21	35	7	11.7	19	31.7
3.	Number of edited books.	12	20	10	16.7	24	40	14	23.3
4.	Number of published chapters in refereed books.	40	66.7	12	20	6	10	2	3.3
5.	Number of edited chapters in refereed books.	22	36.7	24	40	5	8.3	9	15
6.	Number of honours and awards.	8	13.3	12	20	21	35	19	31.7
7.	Number of papers presented in workshops or conferences.	20	33.3	19	31.7	18	30	3	5
8.	Number of students project supervised: degree	45	75	12	20	3	5	0	0
Average		24.9	41.5	13	21.7	8.4	13.9	6.3	10.4

Source: Fieldwork (2024)

Key A= Publications 10 and above, B= 6-9 Publications, C= 1-5 Publications, D= None Publication

The use of the general research output reveals a frequency of 24.9 (41.3%) having above 10 publications, 13 (21.7%) with 6 to 9 publications and 8.4 (13.9%) with 1 to 5 publications and just 6.3 (10.4%) without publications. This also corroborated the outcome of table 8 that there is considerable high level of research output in public universities in Southwest, Nigeria.

Research Question Four: What is the level of community service output in public universities in Southwest Nigeria?



In answering this research question precisely, the LSDQ instrument part III items 1 to 9 were processed and summarised to arrive at table 4.

Table 4: Level of Community Service in Public Universities in Southwest, Nigeria

S/N	Items	MO %	O %	SO %	NO %	X
1.	My school provides financial supports to volunteering platforms.	4 6.7	12 20	8 13.3	36 60	1.73
2.	My school empowers me to provide students with opportunities to learn and use new skills.	8 13.3	12 20	12 20	28 46.7	2.00
3.	My school sponsors the implementation of ideas by students that can solve major problems in the community.	5 8.3	20 33.3	15 25	20 33.3	2.17
4.	Students in my school are involved in community development projects by the school.	8 13.3	24 40	12 20	16 26.7	2.40
5.	My school regularly carry out community Development services towards solving major problems in the society.	10 16.7	25 41.7	5 8.3	20 33.3	2.42
6.	My courses have options for community Engagements that students can explore.	12 20	20 33.3	4 6.7	24 40	2.33
7.	I am engaged in community development Programmes.	10 16.7	28 46.7	16 26.7	16 26.7	2.87
8.	My University renders services to the immediate community regularly.	16 26.7	24 40	4 6.7	16 26.7	2.67
9.	My citations in reputable journal are adequate	20 33.3	24 40	4 6.7	12 20	2.87
Average	F %	10.3 17.2	21 35	8.9 14.8	20.9 34.8	2.38

Source: Fieldwork

Key: Most Often (MO), Often (O), Seldom Often (SO), and Not Often (NO)

Table 4 reveals the level of community service in public universities in Southwest, Nigeria. The highest average frequency of 21 (35%) as Often, followed by 20.9 (34.8%) not often while frequency of 10.3 (17.2%) as most often and least of 8.9 (14.8%) being seldom often. In summary, the average mean is 2.38 which indicates a low level of community service in public universities in Southwest, Nigeria.

Research Hypotheses

Hypothesis One

There is no significant relationship between the direct private cost of education and service delivery of universities in Southwest Nigeria.



In testing this hypothesis, data on private cost and service delivery sub-sections of the questionnaire were collated and subjected to linear regression analysis. The result is shown in Table 15.

Table 5

Regression Analysis Showing the Relationship between Joint Dimensions of Private Cost and Service Delivery of Universities in Southwest Nigeria.

R = 0.778 R Square = 0.605 Adjusted R Square = 0.369					
ANOVA	Sum of Squares	Df	Mean Square	F	Sig.
Regression	506.299	3	168.766		
Residual	330.047	60	66.009	2.557	0.016
Total	836.346	63			

a. Predictors: (Constant) : Private Cost

b. Dependent variable: Service Delivery of Universities

From Table 5, there is a significant and positive relationship between direct private cost of education and service delivery of universities in Southwest Nigeria. It can also be deduced from the table that the dimensions of private cost of education (Research output, Teaching output and Community service) make significant joint contribution to the prediction of service delivery of universities in Southwest Nigeria. More specifically, all the dimensions of private cost jointly accounted for 60.5% of the total variance in service delivery of universities in Southwest Nigeria ($R = 0.778$; $R \text{ Square} = 0.605$; $\text{Adjusted } R \text{ Square} = 0.369$, $F_{(3,60)} = 2.557$, $p = 0.016 < 0.05$).

From table 5, it can be concluded that there is a joint contribution of the dimensions of private cost to the prediction of service delivery (teaching output and community service), of universities in Southwest Nigeria, hence, hypothesis one is rejected at 0.05 level of significance.

Hypothesis Two

There is no significant relationship between the direct social cost of education and service delivery of universities in Southwest Nigeria.

In testing this hypothesis, data on social cost and service delivery sub-sections of the questionnaire were collated and subjected to regression analysis. The result is shown in Table 6.

Table 6

Regression Analysis Showing the Relationship between Joint Dimensions of Social Cost and Service Delivery of Universities in Southwest Nigeria



R = 0.882
R Square = 0.778
Adjusted R Square = 0.644

ANOVA	Sum of Squares	Df	Mean Square	F	Sig.
Regression	0.282	6	0.094		
Residual	0.081	60	0.016	5.830	0.044
Total	0.363	66			

a. Predictors: (Constant): Social Cost

b. Dependent Variable: Service Delivery of Universities

From Table 6, there is a significant and positive relationship between direct social cost of education and service delivery of universities in Southwest Nigeria. It can also be deduced from the table that the dimensions of social cost of education (Research output, Teaching output and Community service) make significant joint contribution to the prediction of service delivery of universities in Southwest Nigeria. More specifically, all the dimensions of social cost jointly accounted for 77.8% of the total variance in service delivery of universities in Southwest Nigeria ($R = 0.882$; $R \text{ Square} = 0.778$; $\text{Adjusted } R \text{ Square} = 0.644$, $F_{(6,60)} = 5.830$, $p = 0.044 < 0.05$).

From tables 6, it can be concluded that there is a joint contribution of the dimensions of social cost (teaching output, community service, and research output), to the prediction of service delivery of universities in Southwest Nigeria, hence, hypothesis two is rejected at 0.05 level of significance.

Discussion

The findings of this study are discussed in line with the stated hypotheses and supported by the initial findings that were reported in the literature.

Hypothesis one shows that there is a significant and positive relationship between the direct private cost of education and service delivery of universities in Southwest Nigeria in the study period. The findings corroborate with Oyetakin and Ayeni (2021) who established that private cost such as tuition fee and other expenses born by students were germane in instructional service delivery of University because it complements greatly, governments' efforts on education funding. The amount of money paid as tuition fees can augment the monthly subvention received from the state government to pay salaries and provide social amenities that could be used to enhance service delivery in the university education. The finding also support that of Đurišić and Bunijevac, (2017) who asserted that schools need to build partnership with parents and develop mutual responsibility for children's' success in the educational system. So that parental involvement in providing private cost are increased, parents' effort to support schools are encouraged, and they are directly making a positive impact to a successful educational system.

Also in line with Yang, (2005), who established that private cost has led to organized learning that results in improved academic quality. He stated that there is a significant effect between the private cost and the academic quality .The study shows that learners as well as education consumers and government must also take responsibility in ensuring the success of educational goals. The rising level of private cost of education has raised the equity issue in



education in a very serious manner. The findings of Njeru and Orodho (2003) complement that of this study which states that a relationship between direct private cost of education and productivity of schools. It was argued that private cost caused a considerable decline in service delivery of schools. The main source of financial resources for education comes from the family. The highest proportion of private cost of higher education was on fees and funds charged by the universities on books and stationery, etc.

The hypothesis two revealed that there is a significant and positive relationship between direct social cost of education and service delivery of universities in Southwest Nigeria.

This finding is similar to Huliatusisa (2022) which established that academic quality is the outcome of the human quality of the educational process, tools, curriculum, and facilities, which is reflected in the quality of teaching and teachers, the quality of teaching materials, and the quality of learning outcomes. This study also affirmed with the findings of Syafriani, and Indrawati (2021) who analyzed the effect of the quality of education services on perceptions of education costs and student confidence and their impact on student satisfaction. The results of their findings showed that there was an influence between the quality of education services on perceptions of education costs and student confidence and the impact on student satisfaction. Which means that the better the quality of educational services provided by the school and the more positive students perceive the cost of education, the more students will believe in the education in the school, it will increase the satisfaction felt by students.

The findings is also similar to World Bank (2010) where it was indicated that equipment for teaching, research and learning are either lacking or very inadequate and in a bad shape to permit the universities the freedom to carry out the basic functions. Nigeria government's priority to universities in terms of funding has declined and this has limited the ability of the universities to effectively and efficiently perform their duties, particularly the traditional roles of teaching, research and community service. The finding also correlate with Nnamdi and Nwite (2014) which states that adequate funding is critical to achieving good standards of education. The Federal Republic of Nigeria (2013) provides that education is an expensive social service and requires adequate financial provision from all tiers of government for the successful implementation of educational programmes. The financing of education is a joint responsibility of the federal, state, and local government and the private sector.

In line with this study, Pacharopoulos (2014) asserted that social cost gives an idea about educational efficiency, which is measured in terms of the utilization of real resources cost of education. The Nigeria education sector and its funding problem in particular was attributed to policy and strategy instability and inconsistency, inefficient management, wastages and leakages, and over dependence on oil revenue as a source of funding of education in Nigeria. Findings of Binuomote, Gbadegesin and Ajetomobi (2021) also established that social cost was a major factor affecting the performances of the universities, while Federal universities and especially those from the North Central zone of the country were found to be better in terms of funding than those from other parts. Funding of university education in Nigeria has always been the responsibility of both the State and Federal governments. The consequences of lean resources have resulted in poor service delivery in the university system. Without effective funding, universities will not be able to discharge their statutory functions especially in the area of teaching and research.



Conclusion

The study concludes that private and social cost of education has a significant relationship with teaching, research and community service in Nigerian Universities from 2019-2021. In this regard, private and social costs of education such as subvention, accommodation, tuition fees laboratory levies, stationeries, transportation, accommodation, healthcare and others expenses influences the teacher's performance in universities.

Recommendations

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

1. Households should bear more of the direct costs of education to ensure the quality of instructional process and service delivery.
2. Government should improve on its funding pattern as cost of education is rising, in order to sustain and improve the education sector.
3. The service delivery of the Universities to the community should be improved by channeling more funds of the direct social cost to gown and town regularly.
4. Parents and other stakeholders of the University education should sustained and increase their spending pattern on the students in the cause of schooling as this can also improve the service delivery by the University to them.

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AN ASSESSMENT OF NEWSPAPERS REPORTAGE ON POLICE BRUTALITY IN NIGERIA

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Abstract

Police brutality in Nigeria has become a persistent issue, characterized by excessive force, extortion, and human rights abuses, undermining public trust in law enforcement and threatening the nation's democratic principles. The study examines Newspaper reportage of Police brutality in Nigeria. It adopted descriptive research design with the entire editions of the National publications of Punch and Nigerian Tribune newspapers from January 1st to September 30th, 2020. The publication content where analyzed with the aid of coding sheets. Agenda setting theory provided the theoretical guide. Findings from the study revealed that the Punch and Tribune newspapers frequently reported police brutality during the period of study. Findings also revealed that study found that the sources of stories on Police brutality reported by the selected dailies were mostly in-house sources with 97.8% followed by news agencies 61% with the least sources from private individuals 15.4%. The study concludes that extrajudicial killings was the most common theme for police brutality reportage followed by harassment. The study recommends that newspapers should often report stories of the police brutality on the front pages in order to gain much attention.

Keywords: Newspapers, Police Brutality, Mass Media, Reportage, Nigerian Press

Introduction

Police brutality in Nigeria, often manifesting as the use of torture as an interrogative technique and other human rights abuses, has drawn widespread public outrage and condemnation. The actions of the Nigeria Police Force in its fight against crime have often been particularly severe, with anti-crime operations leading to extrajudicial killings and degrading treatment in detention centers across the country (Amnesty International, 2020). The public's concern over rising crime rates has increased pressure on the police to arrest suspects. However, this same public outcry has been used to justify systemic human rights violations under the guise of combating crime (Network on Police Reform in Nigeria [NOPRIN], 2019).

Despite national and international prohibitions against torture and misconduct, reports indicate that torture remains a common investigative practice in police custody in Nigeria. This practice significantly contributes to the high rate of deaths in custody (Human Rights Watch, 2021). NOPRIN (2019) asserts that Nigerian police officers routinely engage in summary executions, torture, sexual violence, and extortion, often with impunity.

Given these alarming trends, it is crucial for institutions tasked with curbing such abuses to take urgent action. The media, in performing its watchdog role, is expected to expose these issues as part of its responsibility to inform and educate the public. However, the effectiveness of the Nigerian media in fulfilling this role remains questionable. The way police brutality is reported in the print media has been a consistent topic of academic inquiry (Olayinka, 2020).



The mass media play a critical role in shaping public opinion by providing timely and accurate information to a wide audience. Newspapers, in particular, are powerful tools for influencing public discourse through agenda-setting. According to McCombs and Shaw's agenda-setting theory, the media do not tell people what to think but what to think about (McCombs & Shaw, 1972). In Nigeria, newspapers have the potential to highlight issues of police brutality through features, investigative reports, and in-depth analyses. However, their reach is limited to literate and financially stable members of society who can access them (Oso, 2012).

The permanence and convenience offered by newspapers make them valuable for fostering public dialogue and advocating for social change. Unlike transient media such as radio and television, newspapers can provide detailed, stored information that readers can access at their convenience. Therefore, the Nigerian press has a critical role to play in shaping public opinion and driving reforms to address police brutality (Ufuoma, 2018).

Statement of the Problem

Newspapers play crucial role in keeping the public informed. Yet news outlet do not merely convey information, they also participate in the construction, maintenance and transmission of particular narratives and discourse. This becomes especially important in times of social issues as narratives about such issues may play a decisive role in influencing how people perceive them, including their causes and consequences and how policy-makers decide to deal with it.

The prevalence of Police brutality in Nigeria has been a major concern. Despite the fact that there has been a public outcry to end the menace, statistics reveal that there is still an increase in reported cases of Police brutality. The media plays a major role in sensitizing, informing and educating the public on social issues such as Police brutality. It is a platform for the education and information of the public in news worthy issues thereby performing its function of surveillance. However, the manner in which the media report issues such as Police brutality does not portray the desired level of advocacy nor urgency it deserves. It is against this backdrop that this study sought to evaluate the *Nigerian Tribune* and *the Punch* reportage of Police brutality in Nigeria.

Research Objectives

The main objective of the study is to assess newspapers' reportage on Police brutality between January 1st, 2020 and September 30th, 2020. Specifically, the study sought to:

1. Determine the frequency of reports on Police brutality in the *Punch* and *Nigerian Tribune* Newspapers
2. To examine the sources of stories on Police brutality in *Punch* and *Nigerian Tribune* newspapers.
3. To examine prominence given to stories of Police brutality in *Punch* and *Nigerian Tribune* newspapers under the period of study.

Research Questions

In the light of the above, the following research questions were raised:

1. What is the frequency at which the *Punch* and *Nigerian Tribune* carried Police brutality stories during the period under review?
2. What are the sources of Police brutality stories in *Punch* and *Nigerian Tribune* during the period of the study?
3. What is the prominence given to stories of Police brutality *Punch* and *Nigerian Tribune* during the period of the study?



Literature Review

Concept of Police brutality

Police brutality refers to the excessive and unwarranted use of force by law enforcement officers. It is an extreme form of police misconduct and a violation of civil rights. This includes actions such as physical or verbal harassment, physical or mental injury, property damage, inaction by officers, and, in some cases, death (Human Rights Watch, 2021).

In the United States, the legal doctrine of qualified immunity has been a significant factor in shielding officers from litigation following incidents of police violence. Established by the Supreme Court in 1982, this doctrine provides protection to law enforcement officers unless their actions violate “clearly established” constitutional rights. Critics argue that it undermines the Civil Rights Act of 1871, also known as 42 USC 1983, which was enacted to hold public officials accountable for violating citizens' rights (Schweikart, 2019).

Mass Media and Police brutality reportage

Boadu posits that communication plays an undeniable role in driving socio-economic development. The media, through their integrative and interactive capabilities, have significantly contributed to shaping the socio-economic growth of communities, nations, and the global landscape. This is particularly evident in the interplay between communication (as disseminated via mass media content) and political leadership, which has greatly influenced socio-economic development. Development, in this context, is understood as encompassing social and material progress, self-reliance, improved living standards, and an enhanced quality of life (Boadu, 2011).

The mass media possess the ability to provide valuable information consistently to a large audience, reaching people directly, indirectly, or through secondary readership and viewership. In addition to the government and the citizenry, the media are a crucial player in addressing issues like police brutality in Nigeria. Mboho (2005) emphasized that the media have unique qualities that make them indispensable when communicating with a diverse and wide-ranging audience. Given their centrality to such matters, it is imperative for the media to give prominence to issues of police brutality.

Among various media platforms, newspapers hold a distinctive position in influencing public opinion due to their agenda-setting role. Newspapers shape public discourse by selecting and emphasizing topics for discussion. People often base their perspectives on what they consume from the media. However, newspapers are largely accessible to the literate and economically capable segment of society. Despite this limitation, newspapers have a comparative advantage over transient media like radio and television because they provide in-depth content, investigative reporting, cartoons, special columns, and news analyses. Their permanence and convenience allow readers to engage with content repeatedly and at their convenience, ensuring sustained attention to critical issues (Mboho, 2005).

Therefore, the Nigerian press has a significant role in fostering public dialogue that can drive social change. By presenting interpretative information through features, investigative reports, and in-depth analyses, newspapers can contribute to tackling pressing societal issues like police brutality and advocating for systemic reforms.

Nigerian Police's Brutality, Torture and Abuse of Human Right

The operations of the police as an institution are expected to align with national and international conventions, standards, and treaties such as the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights, and the International Covenant on Economic, Social and Cultural Rights (1966). Despite these frameworks and state-level prohibitions against torture and custodial misconduct, reports reveal that torture remains a widespread practice in police custodies across Nigeria.



This practice has been identified as a significant contributor to deaths in custody (Network on Police Reform in Nigeria [NOPRIN], 2019).

According to NOPRIN, Nigerian police personnel often engage in summary executions of individuals accused or suspected of crimes, use torture as a primary investigative tool, commit acts of rape against both genders, and exploit nearly every opportunity to extort money from citizens. These actions blatantly contravene Article 5 of the Code of Conduct for Law Enforcement Officials, adopted by the United Nations General Assembly in Resolution 34/169 on December 17, 1979. This article categorically states:

"No law enforcement official may inflict, instigate or tolerate any act of torture or other cruel, inhuman or degrading treatment or punishment, nor may any law enforcement official invoke superior orders or exceptional circumstances such as a state of war or a threat of war, a threat to national security, internal political instability or any other public emergency as a justification of torture or other cruel, inhuman or degrading treatment or punishment."

Despite these protections, constant reports from lawyers, human rights advocates, social analysts, and journalists highlight recurring police misconduct, including bribery, extortion, and various forms of brutality and rights abuses. However, few empirical studies have been conducted to document the specific types and extent of abuse experienced by individuals during arrests or detention. This gap may be attributed to the challenges researchers face in obtaining sensitive data from police departments, which are often reluctant to release information on such issues (Amnesty International, 2021).

Theoretical Framework

The agenda-setting theory provides the theoretical foundation for this study. Walter Lippmann (1922) first observed that the mass media act as a mediator between the world outside and the images in people's minds. He argued that the media influence public perception by framing and highlighting certain issues. Cohen (1963) expanded this notion, asserting that the press does not necessarily tell people what to think but is remarkably effective in telling them what to think about. However, Lippmann and Cohen's observations lacked empirical evidence.

McCombs and Shaw (1964) addressed this gap by establishing an empirical link between the media agenda and the public agenda in their study of an American presidential election. They demonstrated that the mass media could transfer the salience of topics from their agenda to the public's agenda. This means that issues emphasized by the media are perceived by the public as important. They argued that the media set the agenda for public discussion by determining which topics receive more emphasis, thereby shaping public perception of social reality. For instance, the media influence how people perceive events by selectively highlighting some while ignoring others and framing them in specific ways.

Central to the agenda-setting theory is the idea that the media shape the importance people attach to issues based on what they see, read, or hear. This theory is relevant to this study as it suggests that sustained media coverage of police brutality can directly influence the public's perception of its importance. The more attention the media give to police brutality, the more likely the public is to consider it a critical issue. White (1964) supports this view by arguing that people's perceptions of the world are influenced not only by their personal interests but also by the narratives created by writers, editors, and publishers.

By applying the agenda-setting theory, this study assumes that increased media coverage of police brutality will elevate its importance in public discourse, potentially leading to greater awareness and calls for reform.



Method of Study

Study Design

This study is conducted to analyze the reportage rates of Police brutality issues in Nigerian newspapers. For this study to be appropriately done, the content analysis method was selected. Content analysis is a systematic method of analyzing past recorded work. Since the topic of the research is on analyzing Nigerian newspapers, therefore, only content analysis could be employed in generating quality results.

Study Population

Two widely circulated Nigerian newspapers namely: *the Punch* and the *Nigerian Tribune* were randomly selected by ballot for the study. These newspapers report current issues affecting the nation and they are sold at affordable prices. Also, they are easily accessible; they appeal to the audience and have a wide range of topics ranging from politics, health, entertainment, business and sport. The two newspapers are published every day even weekends.

Sample Size

A total of 443 newspapers were speculated as the total sample size for the two newspapers per year, since each of the newspapers is published once every day and nine months has no less than 270 days.

Sampling technique

The reports on Police brutality were searched for from page to page of each paper, and from 1st of January to 30th of September, 2020. The copies of Year 2020 Nigerian Tribune and the Punch newspapers were retrieved from Lead City University Library located in Ibadan, Nigeria.

Instrument of data collection

Content analysis method was used in analyzing the two newspapers to determine: the frequency of Police brutality stories in the selected Nigerian newspapers, the prominence given to these stories, the genres or categories to which these stories belong and the areas of reportage of these stories.

Unit of analysis

The story categories of the Police brutality reported stories were examined as: News stories, Editorials, Features, and Opinions. The frequency reportage of Police brutality issues was determined by analyzing the total number of reports on Police brutality in the two selected newspapers for the chosen duration. The formula employed is $n/N \times 100/1$, where n = total number of Police brutality reports and N = total number of papers reviewed.

To examine the prominence or importance given to the stories by the newspapers, the following decisions were made: very important, which means stories are placed at the front pages of the newspapers; important, represents stories that are placed on the third page, centre spread or back page of the newspapers; and least important represents stories that are written with less attention and, therefore, occupy other pages of the newspapers. To identify the reportage areas of police brutality, the following themes were generated: Extrajudicial killings, unlawful arrest, torture and harassment.

Methods of data presentation and analysis

The results were presented in tables and figures using frequency percentage tabulation.

Results: Table 1 shows the Police brutality reportage rate in the Punch newspaper from the month of



January to September in year 2020. Out of the 213 Punch newspapers reviewed, only 69 carried police brutality reports. Thus, the Police brutality reportage rate in Punch newspaper was 32.4%. The highest reportage rate of 44% was obtained in the month of May while January had the least Police brutality reports.

Table 2 shows Police brutality reportage rates in the Nigerian Tribune newspaper from January to September in year 2020. The table reveals that out of the 230 Nigerian Tribune newspapers reviewed; only 36 carried Police brutality reports. Therefore, the overall Police brutality reportage rate in the Nigerian Tribune newspaper published in nine months was 15.7%. The highest reportage rate of 34.6% was obtained in the month of July while no Police brutality report was carried in the month of April.

The Police brutality reports in the two newspapers were classified into different genres or story categories namely: News stories, Editorials, Features and Opinions. Table 3 shows the frequencies of Police brutality reports according to different genres or story categories in Punch and Nigerian Tribune newspapers published from January to September, 2020. In the two newspapers, the news stories had the highest frequencies of 88.3% in Punch and 85.7% in Nigerian Tribune. Table 3 also 1 also shows that the two newspapers carried editorial reports on Police brutality. The frequencies of features in the two newspapers were 4.7% in Punch and 7.8% in Nigerian Tribune.

The prominence given Police brutality reports can be categorized into placement of stories on front page, inside page and back page. Table 4 shows the frequencies of Police brutality reports according to prominence. The result in Table 4 shows that the two newspapers placed police brutality reports on the inside pages which had frequencies of 54.3% in Punch and 24.8% in Nigerian Tribune.

The Police brutality stories can be categorized according to their sources as in house, private individuals, un identified sources and news agencies. Fig. 3 shows the frequencies of Police stories in Punch and Nigerian Tribune according to sources. The result in the table 5 reveals that in house was the most frequent source of Police brutality reports with frequencies of 47.8% in Punch and 50% in Nigerian Tribune. Private individuals were the least sources of Police brutality stories in the two newspapers with frequencies of 4.3% in Punch and 11.1% in Nigerian Tribune.

Police brutality stories can further be classified according to the themes of their contents such as: Extrajudicial killings, harassment, torture, and unlawful arrest. Table 6 shows the frequencies of Police brutality stories in Punch and Nigerian Tribune according to themes. The result in table 6 reveals that the reports of extrajudicial killings had the highest frequency of 36.2% in Punch, 45.5% in Nigerian Tribune and 91.8% overall. Reports on torture had the least overall frequency of 28.5% in the two newspapers.

Table 1. Police brutality in some selected Punch newspapers

Months	Number of papers reviewed	Number of papers with Police brutality stories	%percentage
January	18	3	16.7
February	22	6	27.3
March	26	10	38.5
April	20	7	35
May	25	11	44
June	23	8	34.8
July	28	9	32.1
August	24	7	29.2
September	27	8	29.6
Total	213	69	32.4



Table 2. Police brutality in some selected Nigerian Tribune newspapers

Months	Number of papers reviewed	Number of papers with Police brutality stories	% percentage
January	27	4	14.8
February	23	2	8.7
March	26	7	26.9
April	22	0	0.0
May	28	5	17.9
June	24	1	4.2
July	26	9	34.6
August	25	2	8.0
September	29	6	20.7
Total	230	36	15.7

Table 3. Frequency of Police brutality reportage according to the story category in some Punch and Nigerian Tribune newspapers

Newspapers	Features	Editorial	Opinions	News	Total
The Punch	4(5.8%)	2(2.9%)	6(8.7%)	57(82.6%)	69(100%)
Nigeria Tribune	5(13.9%)	3(8.3%)	8(22.2%)	20(55.6%)	36(100%)
Total	9(8.6%)	5(4.8%)	14(13.3%)	77(73.3)	105

Table 4. Frequency of Police brutality reports according to prominence

Placement	The Punch	Nigeria Tribune	Total
Front Page	16(23.2%)	6(16.7%)	22(20.9%)
Inside Page	31(44.9%)	26(72.2%)	57(54.3%)
Back Page	22(31.9%)	4(11.1%)	26(24.8%)
Total	69(100%)	36(100%)	105(100%)



Table 5. Frequency of Police brutality reportage according to sources

Sources	The Punch	Nigeria Tribune	Total
In-house	33(47.8%)	18(50%)	51(50.1%)
Private individual	3(4.3%)	4(11.1%)	7(6.7%)
Un-identified	12(17.4%)	3(8.3%)	15(14.3%)
News agencies	21(30.4%)	11(30.6%)	32(30.5%)
Total	69(100%)	36(100%)	105(100%)

Table 6. Frequencies of Police brutality stories in Punch and Nigerian Tribune according to themes

Content Categories	The Punch	Nigeria Tribune	Total
Extrajudicial Killings	25(36.2%)	20(55.6%)	45(42.3%)
Unlawful arrest	11(16%)	7(19.4%)	18(17.1%)
Torture	12(17.4%)	4(11.1%)	16(15.2%)
Harassment	21(30.4%)	5(13.9%)	27(25.7%)
Total	69(100%)	36(100%)	105(100%)

Discussion of Findings

Frequency of reportage on issues of Police brutality

Providing answers to the first research question how the Punch and Nigerian Tribune covers stories of Police brutality. The study found that stories of police brutality were reported frequently, considering the volume of stories carried in the selected newspaper during the period under study. The Punch had (32.4%) while the Nigeria Tribune had (15.7%). Looking at the unit of analysis; majority of the coverage by the selected newspaper were on the news stories with 88.3%, Features 12%, Editorial 3% and Opinions 11%. The results also reveal that the four themes of Police brutality reports, extrajudicial killings received the highest reporting with 91.8% followed by harassment with 44.1%. The findings agree with the assertions of McCombs and Shaw which opined that the mass media have the ability to transfer the salience of items on their news agenda for the public agenda. People judge important what the media judges as important. The media does that by deciding what to place emphasis on in their news pages thereby the media set the agenda of the day.

Sources of reports on Police Brutality

In providing answers for the research question, the study found that the sources of stories on Police



brutality reported by the selected dailies were mostly in-house sources with 97.8% followed by news agencies 61% with the least sources from private individuals 15.4%. Hypothetically, the newspaper as a medium of mass communication is very powerful in influencing people through its agenda setting abilities; the newspaper set topics for public discussion. People mostly tend to live by what they see, listen or read from the media.

Prominence given to stories of Police brutality

In finding answers for the level of prominence given stories of Police brutality in the selected newspapers, finding from table 6 shows that out of 105 stories; only 21% items appeared on the front pages, while 25.8% items appeared on the back pages. The inside pages contained more stories on Police brutality than the front and back pages. The inside pages carried 54.3% items. The paper reveals that the inside pages have the highest frequency of the reports on Police brutality, the back pages reveal the second whole front page where the least reports. The findings revealed that the Punch and the Nigerian Tribune newspapers report on Police brutality mainly in the inside pages. The findings corroborates agenda setting theory which states that the more attention the mass media devote to reporting issues of Police brutality the more likely the public will consider these issues to be important.

Conclusion

From the finding of this study it is concluded that the Nigerian Tribune and Punch newspapers frequently reported stories on brutality during the period of study. Finally, extra judicial killings was most common form of police brutality followed by harassment.

Recommendations

Based on the research findings, the following recommendations are thereby made;

1. Newspapers should report stories of police brutality on their front pages, in order to create the much needed awareness.
2. Newspapers should often write editorials on the different aspect of police brutality as a way of informing relevant authorities and the public.
3. Media organizations should prioritize investigative reporting on police brutality to raise awareness and drive calls for reform.

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PROVOSTS' MANAGERIAL BEHAVIOUR IN KWARA STATE COLLEGES OF EDUCATION: CHALLENGES AND WAY FORWARD

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Abstract

This paper provides a concise overview of the concept of managerial behaviour, its components, challenges faced by provosts, and proposed solutions. Key components of managerial behaviour include decision-making, leadership styles, communication, motivation and engagement and conflict management, all of which influence organisational effectiveness. Managerial behavior is critical for fostering a positive work environment, enhancing productivity, promoting innovation, maintaining ethical standards, and ensuring organisational success. Provosts encounter challenges such as Leadership and decision-making, communication barriers, resource management, human resource issues and technological adaptation. Based on the observations, it was suggested that provosts should encourage participatory decision-making processes to foster a sense of ownership and cooperation among staff and faculty. Establish clear, open, and consistent communication channels to ensure transparency and build trust. Implement efficient resource allocation strategies and seek alternative funding sources to alleviate financial constraints. Provide opportunities for professional development and recognise the achievements of staff to boost morale and motivation.

Keywords: *Provosts, Managerial Behaviour, Kwara State, Colleges of Education*

Introduction

Education is a major tool for individual empowerment and National development. Education system is vital because it produces the personnel that are required to function in various facets of national life and development process. Gray (2013) noted that the goals of wealth creation, employment generation, poverty reduction and value reorientation can be effectively pursued, attained and sustained only through an efficient, relevant and functional education system.

The fundamental goal of a Provost as a college head is to improve and maintain an effective teaching and learning process. Provost must ensure sound and logical interaction with lecturers and other subordinates in order to ensure that teaching and learning processes are done under a conducive and productive environment (Nwakwo, 2013). Also, provost must ensure that educational resources are efficiently and effectively used for the achievement of educational objectives. In doing these, he/she is capable of exhibiting different forms of managerial behaviour. Managerial behaviour in educational settings implies the manner in which the head of a school behaves towards subordinates in the work environment (Fasasi, 2013).

The provost, as a manager of College of Education, is expected to perform management functions such as planning, controlling, staffing, leading, coordinating and directing all available resources towards the actualization of the educational objectives. Incidentally, a manager who is supposed to lead members of his educational institution in working diligently and productively could behave in a manner which could



constitute a problem rather than solution to progress (Feilders, 2011).

Given the great amount of human resources committed to education in Nigeria, it is expedient that the standard of administration, integrating and competence on the part of provost are not only desirable, but are absolutely essential if education is to fulfill its role in nation's aspiration and destiny (Ogungbemi, 2014). The provost is expected to exhibit acceptable managerial behaviour among his lecturers if the college is going to be effective. The competent provosts provide consistent motivation to their lecturers, encouraging them to attain excellence and quality in their performance thereby ensuring college effectiveness.

Most often, the College provosts are blamed for non-performance of their duties and their failure to exhibit appropriate leadership behaviour to solve problems such as poor academic performance of students, cheating in examination and poor attitude of lecturers to teaching process besieging education system in Nigeria. Thus, any discussion on reforms of teaching and learning focuses attention on provosts who as managers of colleges are responsible for ensuring effective learning culture (Olayele, 2013).

The types of managerial behaviour exhibited on campuses will play important role in the performance of lecturers and students. College rises and falls according to the ability and maturity of its leadership. The ability of the provosts to achieve high productivity among academic and non-academic staff has to do with their concern for lecturers' resourcefulness and their ability to provide all necessary college resources and their effective management. It also involves their ability to have positive emotional feelings for their subordinates and allowing lecturers to derive enjoyment from their social relationship on their campus.

Managerial behaviour of college provost are very important as a determining factor in institution effectiveness. The quality of education desired by a society depends to a considerable extent, on the caliber of its educational leadership, school administrators, especially provosts, who are in the position to play key roles in facilitating educational progress through lecturers' job performance which reflect in institutional effectiveness. It is also worthy to note that provosts are responsible for a large number of people in the college. The human factors in institutions may lead to success or otherwise depending on the behaviour of the college provost to his subordinates (Ogungbemi, 2014).

Provosts as leaders who are in a position to influence others must have the skills that will make them take advantage of that position ((Adelabu & Akinwumi, 2014). It can therefore be concluded that institution's effectiveness would depend on the competence of a provost. To be competent as institution leaders, provosts need the requisite leadership skills. It should be a lot easy to understand the role of the provost in bringing about high quality education in college of education. It may be helpful to start by stating what roles the provost is expected to play; definition of goals and purposes; organization of the institution; staff development; curriculum development and instruction; discipline; school community relations; provision and maintenance of facilities and equipment; guidance and counselling; financial matters; and evaluation (Ameh, 2012). Although there are problems associated with provosts' managerial behaviour in relation to institutional effectiveness in colleges of education. This paper, therefore, examines the provosts' managerial behaviour in terms of challenges and way forward in Kwara State Colleges of Education.

Concept of Managerial Behaviour

Managerial behaviour refers to the observable actions, conduct, and decisions made by managers in their roles within an organisation. It encompasses a wide range of activities, including planning, organizing, leading, and controlling, as well as interpersonal interactions with subordinates, peers, superiors, and external stakeholders. As manager, the provost must have some managerial qualities to be able to perform effectively. Such qualities include maturity, intelligence, and initiative, sense of judgment, emotional stability, decisiveness, dependability and high degree of personal integrity (Olayele, 2013). Improving



learning in college can be achieved through enhancing the provost and staff relationship that produce lecturers who are more committed and thus contribute to institutional effectiveness. How effective the provost is in performing the administrative tasks of organizing and coordinating human and material resources towards the attainment of predetermined institution's objectives has been a matter of concern to many education stakeholders in Nigeria. Provosts often play crucial role to influence norm, values and belief that shape policies, practices and procedures in an institution as a result of their unique position (Leithwood, 2013).

Managerial behaviour implies the manner in which the head of an organization behaves towards subordinates in the work environment. It is a combination of managerial functions (what he/she does) and managerial styles (his/her manner of doing things). In an organization, actions of a manager would bring reactions from subordinates. Conversely, actions of subordinates would trigger reactions from the manager. Thus, actions and reactions of a manager on one hand; and, actions and reactions of subordinates on the other hand, constitute different aspects of behaviour (Leithwood, 2013).

In educational institution in Nigeria, the manager is given different titles. At primary school level, he/she is the headmaster or head teacher. At secondary school level, he/she is the principal. At tertiary level, he/she is the provost of a college of education, the rector of a polytechnic/college of technology or the vice-chancellor of a university. He/she employs or accepts workers into the organization under his/her control and assigns them to different departments, units or sections. He/she is looked upon as one who should ensure achievement of educational objectives (Onifade, 2015). The position of a school head is so important that the functions he/she performs and the manner or style of performance, would have an impact on members of the organisation. Studying the managerial behaviour of provosts in colleges of education in Kwara State involves examining various factors that influence their leadership style, challenges they encounter, and potential solutions.

Components of Managerial Behaviour

The components of managerial behaviour (Ozigi, 2014; Pang & Pisapia, 2018) include, but not limited to: decision-making, leadership style, communication, motivation and engagement and conflict management

- i. Decision-Making:** Managers make decisions regarding resource allocation, goal setting, problem-solving, and strategic planning, which significantly influence organizational outcomes.
- ii. Leadership Style:** The leadership approach adopted by managers, whether autocratic, democratic, transformational, or laissez-faire, shapes organizational culture, employee morale, and performance.
- iii. Communication:** Effective communication skills are essential for conveying goals, expectations, feedback, and information to employees, fostering collaboration and alignment.
- iv. Motivation and Engagement:** Managers play a crucial role in motivating and engaging employees through recognition, rewards, delegation, empowerment, and creating a positive work environment.
- v. Conflict Management:** Addressing conflicts and resolving disputes among team members and departments is a critical aspect of managerial behaviour, requiring negotiation, mediation, and conflict resolution skills.

Factors Influencing Managerial Behaviour

The factors influencing managerial behaviour include organizational culture, external environment, individual differences, organizational structure and stakeholders' expectation (Northouse, 2008; Nwakwo, 2013).

- i. Organizational Culture:** The prevailing values, norms, and beliefs within an organization influence managerial behaviour, shaping leadership styles, communication patterns, and decision-



making processes.

- ii. **External Environment:** Economic, political, social, and technological factors in the external environment impact managerial behaviour, requiring managers to adapt their strategies and actions accordingly.
- iii. **Individual Differences:** Personal traits, experiences, and cognitive biases of managers influence their behaviour, affecting their leadership style, decision-making processes, and interpersonal interactions.
- iv. **Organizational Structure:** The formal hierarchy, division of labour, and coordination mechanisms within an organization influence managerial roles, responsibilities, and behaviour.
- v. **Stakeholder Expectations:** Expectations and demands from stakeholders, including shareholders, employees, customers, suppliers, and regulatory agencies, shape managerial behaviour and decision-making.

Challenges facing Provosts' Managerial Behaviour in Kwara State Colleges of Education

Provosts in higher education institutions, including those in the Kwara State Colleges of Education, play a crucial role in the administration and academic leadership of their institutions. However, their managerial behaviour often faces numerous challenges which are leadership and decision-making, communication barriers, resource management, human resource issues and technological adaptation, These challenges are discussed as follows:

- i. **Leadership and Decision-Making:** Some provosts may exhibit autocratic tendencies, making unilateral decisions without consulting faculty or staff. This can lead to resentment and lack of cooperation among employees. Inconsistency in decisions can lead to confusion and lack of trust in leadership. For instance, frequent changes in policies without adequate communication can disrupt the academic and administrative processes (Ozigi, 2014).
- ii. **Communication Barriers:** Ineffective communication between the provost and other stakeholders can result in misunderstandings and misinformation. This often leads to a disconnect between administration and staff. Provosts who are not open to feedback may miss out on valuable insights from faculty and students, leading to policies that do not address the real needs of the institution (Adelabu & Akinwumi, 2014).
- iii. **Resource Management:** Provosts often have to manage limited financial resources, which can lead to difficulties in funding essential programs, maintaining infrastructure, and ensuring adequate compensation for staff. Mismanagement of resources, such as allocating funds to less critical areas while neglecting essential departments, can hamper the overall performance of the college.
- iv. **Human Resource Issues:** Low morale among staff due to lack of recognition, career advancement opportunities, or inadequate compensation can affect productivity and job satisfaction. Provosts often face challenges in resolving conflicts among faculty, students, and administrative staff, which can create a tense working environment (Leithwood & Duke, 2013).
- v. **Technological Adaptation:** Keeping up with technological advancements and integrating them into the educational process can be difficult due to financial constraints and resistance to change. Ensuring that both staff and students are proficient in using new technologies is essential for modern education but can be a significant hurdle if proper training is not provided.

Remedies to Challenges facing Provosts' Managerial Behaviour in Kwara State Colleges of Education

- i. **Adopt Inclusive Leadership Styles:** The provost should encourage participatory decision-making



- processes to foster a sense of ownership and cooperation among staff and faculty.
- ii. **Enhance Communication:** The provost should establish clear, open, and consistent communication channels to ensure transparency and build trust.
 - iii. **Improve Resource Management:** The provost should implement efficient resource allocation strategies and seek alternative funding sources to alleviate financial constraints.
 - iv. **Invest in Staff Development:** The provost should provide opportunities for professional development and recognize the achievements of staff to boost morale and motivation.
 - v. **Embrace Technological Advancements:** The government should invest in technology and provide training to ensure all stakeholders can effectively use new tools.

Conclusion

Managerial behaviour encompasses the observable actions, decisions, and interpersonal interactions undertaken by provosts within the college. It includes a spectrum of activities such as decision-making, leadership styles, communication patterns and conflict resolution. Understanding managerial behaviour is crucial for evaluating leadership effectiveness, organizational culture, and overall performance. Several key components shape managerial behaviour, including decision-making processes, leadership styles, communication skills, motivation techniques, conflict management strategies and adaptability to changing environments. These components collectively influence managerial effectiveness and organizational outcomes.

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ETHICAL IMPLICATIONS OF AI ON EDUCATION IN NIGERIA: OPPORTUNITIES, CHALLENGES, AND FUTURE PATHWAYS

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Abstract

Artificial Intelligence (AI) is revolutionizing the education sector by enhancing personalized learning, administrative efficiency, and accessibility. However, its integration also introduces critical ethical challenges, including data privacy concerns, algorithmic bias, and inequitable access—particularly significant issue in developing regions like Nigeria. This paper critically examines the implications of AI adoption in education, with a specific focus on higher education in Nigeria. It explores global trends while addressing local challenges, highlighting both opportunities and ethical considerations. It further discusses future pathways for ensuring responsible AI implementation that balances innovation with inclusivity and equity. To support ethical AI adoption, the paper provides policy recommendations and capacity-building strategies aimed at guiding stakeholders in leveraging AI responsibly and effectively.

Keywords: Artificial Intelligence, Digital Literacy, Ethical Considerations, AI integration into Education, higher Education

Introduction

The rapid advancement of Artificial Intelligence (AI) is fundamentally reshaping the global educational landscape. AI-powered tools and systems are revolutionizing the way educators teach and how students learn, enabling personalized learning experiences, streamlining administrative processes, and expanding access to education beyond traditional classroom settings. From intelligent tutoring systems to AI-driven analytics that enhance institutional management, these technologies hold the promise of a more efficient, inclusive, and data-driven education system.

AI presents numerous benefits, but its widespread adoption also brings significant ethical challenges. The use of large datasets, algorithmic decision-making, and automation introduces risks such as data privacy concerns, biases in AI models, and the widening of digital inequalities (Kumar, et al. 2024). While developed nations are incorporating AI into their educational systems with well-defined policies, many developing countries, including Nigeria, encounter systemic barriers that impede smooth AI adoption. These challenges include inadequate infrastructure, digital illiteracy, and regulatory gaps, which give rise to unintended ethical dilemmas (Helsper, 2021).

The case of Nigeria presents a compelling context for examining both the opportunities and challenges of AI integration in education (Onyema, 2020). With a growing population of young learners and increasing demand for higher education, the adoption of AI-driven tools has the potential to enhance educational quality and bridge learning gaps. However, without adequate policies and ethical safeguards, AI could deepen existing inequalities and introduce new risks. Addressing these concerns requires a multi-stakeholder approach involving policymakers, educators, technology developers, and civil society



organizations.

This paper critically explores the adoption of AI in education, with a specific focus on higher education sector. It provides an overview of global AI trends in education, examines the current state of AI integration in Nigeria, and discusses the ethical challenges that must be addressed to ensure fair and responsible AI deployment, consequently outlining future pathways and proposes policy recommendations to guide the ethical implementation of AI in education, ensuring that technological advancements align with educational equity and societal well-being.

Artificial Intelligence (AI) refers to the simulation of human intelligence in machines, programmed to think, learn, and perform tasks typically requiring human cognitive abilities. AI systems are designed to process vast amounts of data, recognize patterns, make decisions, and improve its performance over time through machine learning and deep learning algorithms (Rane, et al 2024).

According to Ghosh, and Math, (2022) AI encompasses various subfields, such as:

- **Machine Learning (ML):** A branch of AI where machines learn from data and improve their performance without explicit programming.
- **Natural Language Processing (NLP):** AI's ability to understand, interpret, and generate human language, enabling technologies like chatbots and voice assistants.
- **Computer Vision:** AI's capacity to interpret and process visual information from the world, used in applications like facial recognition and medical imaging.
- **Expert Systems:** AI programs that mimic human decision-making processes to provide expert-level solutions in specialized fields.

AI is broadly categorized into **Narrow AI** (or Weak AI), which is designed for specific tasks (e.g., recommendation systems, virtual assistants), and **General AI** (or Strong AI), which have human-like reasoning abilities across multiple domains, though this remains largely theoretical (Arrieta, et al. 2020)

The educational system, particularly higher education, has enjoyed the revolutionizing influence of AI in enhanced teaching, learning, and administration through personalized learning experiences, automation of administrative tasks, and data-driven decision-making. However, its adoption also raises significant ethical concerns, including data privacy, algorithmic bias, and equitable access, which must be carefully addressed.

Opportunities Offered by AI in Education

AI offers transformative opportunities for improving education globally and in Nigeria (Chisom, et al. 2023, Yakubu, 2024 & Abubakar, et al. 2025). Personalized learning systems can cater to individual student needs, promoting engagement and better learning outcomes. AI-powered tools can support students with disabilities, providing assistive technologies that enhance accessibility.

Administrative efficiency is another key benefit, as AI automates tasks such as grading, scheduling, and resource management, allowing educators to focus on teaching and mentorship (Makinde, et al. 2024). Moreover, AI can expand access to quality education through virtual learning environments, enabling students in remote areas to participate in global classrooms.

In higher education, AI-driven analytics can provide insights into student performance, helping institutions design targeted interventions to improve retention and success rates. AI-powered research tools accelerate academic discoveries by analyzing vast datasets, enhancing collaboration, and offering predictive insights into student learning behaviors (Vashishth, et al.2024), (George, & Wooden, 2023).

Additionally, AI fosters language translation and real-time transcription, breaking language barriers and making education more inclusive for non-native speakers. AI-driven career guidance systems also support students in making informed academic and professional choices by analyzing their skills, interests, and career trends.



These opportunities underscore the importance of integrating AI into education systems, provided ethical concerns such as data privacy, fairness, and algorithmic accountability are adequately addressed.

AI Adoption in Education

AI adoption in education has transformed teaching, learning, and administrative processes worldwide (Pedro, et al. 2019). From early-stage AI applications like automated grading systems to advanced AI-driven personalized learning platforms, the technology has significantly enhanced the efficiency of educational institutions. AI-driven tools such as adaptive learning systems use real-time analytics to tailor instructional materials to individual student needs, optimizing learning outcomes and engagement. Intelligent virtual tutors, powered by AI, provide immediate feedback and support, reducing the burden on educators and enabling a more interactive learning environment.

AI has also streamlined administrative processes within educational institutions. Universities and schools are increasingly relying on AI to automate tasks such as student admissions, course scheduling, and performance tracking. AI-based chatbots assist students by answering queries related to course registration, deadlines, and institutional policies. Predictive analytics in AI helps institutions identify at-risk students and design targeted interventions to improve retention rates and academic performance.

Despite its advantages, AI adoption in education varies widely across regions due to disparities in technological infrastructure, policy frameworks, and digital literacy. In developed countries with robust regulatory frameworks ensuring ethical AI deployment, AI has been seamlessly integrated into mainstream education. Institutions are leveraging AI to personalize learning, facilitate research, and enhance accessibility for students with disabilities. However, in developing regions like as Nigeria, AI adoption faces significant barriers, including inadequate infrastructure, limited internet penetration, and inadequate AI-trained educators.

In addition, concerns over data privacy and ethical AI deployment pose challenges to widespread adoption. The collection and analysis of student data by AI systems raise questions about consent, data ownership, and security (Ismail, 2025). Algorithmic bias remains a persistent issue, as AI models trained on non-diverse datasets may reinforce existing inequalities in education. These challenges highlight the need for region-specific strategies to ensure that AI adoption in education is both effective and ethically responsible.

As AI continues to evolve, it is important for educational institutions to navigate these challenges by adopting best practices and policies that foster equitable and transparent AI use. Integrating AI into education requires a balanced approach that considers the needs of students, educators, and policymakers while addressing ethical concerns related to fairness, accountability, and data security.

Current State of AI in Adoption Nigeria Educational System

Nigeria is gradually embracing AI in its education sector, but the pace of adoption remains slow due to multiple challenges (Bali, et al. 2024). While some universities and private institutions have begun integrating AI-powered learning management systems, intelligent tutoring systems, and automated administrative tools, these efforts are still in its infancy. According to Olanrewaju and Afolabi, (2022), the Nigerian education system continues to struggle with infrastructural deficiencies, a poor digital literacy among educators and students, and inadequate funding for technological advancements.

A major challenge generally inhibiting ICT integration and particularly AI adoption in Nigeria is unreliable electricity and internet connectivity. Many educational institutions lack the necessary digital infrastructure to support AI-driven learning solutions, creating a disparity between urban and rural learners (Opesemowo, 2024). The high cost of AI tools and software further limits widespread implementation, as most institutions operate on limited budgets that prioritize basic educational needs over technological



innovations (Folorunso, et al 2024).

According to Nwaze, (2024), Ebenibo, et al. (2024), Onyezere, et al. (2024) and Ogunseye, et al. (2025), AI-related policies and regulations in Nigeria are still evolving. The absence of comprehensive guidelines on AI use in education means that institutions lack a clear roadmap for ethical implementation. This regulatory gap raises concerns about data privacy, student information security, and accountability in AI decision-making processes. Furthermore, the poor and inadequate locally developed AI models tailored to Nigeria's educational needs has results in dependence on foreign AI solutions, which may not adequately address regional challenges in cultural contexts (Folorunso, et al 2024).

Despite these obstacles, there are notable initiatives aimed at fostering AI integration in education. Government agencies and private stakeholders are beginning to explore the role of AI in addressing Nigeria's educational challenges (Ukeje, et al. 2024). Some universities are introducing AI-related courses and research programs, while tech startups are developing AI-powered educational tools tailored to local needs. International collaborations and partnerships with global AI organizations are also helping to bridge the gap by providing technical expertise, funding, and knowledge-sharing opportunities (Nwobu, & Okechukwu, 2023).

With targeted investments in digital infrastructure, policy development, and capacity building, Nigeria can leverage AI to improve the access and quality of education. Implementing AI-driven solutions in education requires a concerted effort from government bodies, private sector stakeholders, and academic institutions to ensure an inclusive and ethical approach to technological adoption.

Ethical Implications of AI in Education

The integration of AI in education presents significant ethical considerations that must be addressed to ensure equitable and responsible deployment (Saxena, et al. 2023). According to Nguyen et al. (2023), Abulibdeh, et al. (2024), and Khan, et al. (2025), Ethical concerns in AI, particularly, in education, revolve around data privacy, algorithmic bias, accountability, and accessibility.

AI-driven educational platforms collect and analyze vast amounts of student data, raising concerns over data ownership, security, and consent (Khine, (2024) and Smail, (2025). Without robust data protection frameworks, student information may be vulnerable to misuse, unauthorized access, or commercial exploitation. There is also the risk of surveillance, where AI systems track students' behaviors, potentially infringing on their rights to privacy (Mita, 2022 & Huang, 2023). Ensuring that educational institutions comply with strict data protection policies and implement encryption and anonymization techniques is crucial to safeguarding student privacy (Huang, et al. 2020, Florea, 2020 & Meena, et al. 2024). Very importantly, many AI-powered educational systems rely on cloud-based storage, which exposes student data to potential breaches (Rehan, 2023, Nayak, et al. 2024, & Smail, 2025). On the issues of data security Kuzio, (2022), Gomes, (2024), Sharma, et al. (2024) and Idoko, et al. (2024) noted that governments and educational institutions must enforce stringent data governance policies, ensuring compliance with international standards such as the General Data Protection Regulation (GDPR) and other local data protection laws. Ethical AI implementation in education must prioritize transparency in data collection and allow students and educators to have control over their personal information.

According to Baker, and Hawn, (2022), Kizilcec, and Lee, (2022) and Gándara, and Rutherford, (2023), AI systems rely on data to make decisions, and if the data used for training these models is biased, the outcomes may reinforce existing educational inequalities. For instance, AI-powered grading systems or admission algorithms may disadvantage students from certain socio-economic backgrounds if they are trained on datasets that do not reflect diverse populations. This bias can lead to discriminatory practices in admissions, assessments, and personalized learning recommendations. Addressing this issue requires



ongoing evaluation of AI algorithms, diversification of training datasets, and the implementation of fairness audits to mitigate bias. Additionally, the biases present in AI systems may perpetuate socio-cultural inequalities, marginalizing underrepresented groups. Institutions must ensure that AI solutions undergo rigorous ethical evaluations before deployment, with multidisciplinary teams assessing the fairness and inclusivity of the models. Moreover, diverse representation in AI development teams can help mitigate biases that disproportionately affect certain student populations.

AI decision-making in education often lacks transparency, making it difficult to understand how certain outcomes are reached (Felzmann, et al. 2020). Kastania, (2024) and Okokoyo, et al. (2024), when AI systems determine student performance, learning pathways, or resource allocation, educators and students must be able to interpret and challenge these decisions. Institutions must prioritize explainability in AI tools, ensuring that decision-making processes are transparent and accountable. Establishing regulatory bodies to oversee AI implementations in education can help maintain ethical standards and accountability. According to Ehsan, et al. (2021), Minh, et al. (2022) and Dwivedi, et al. (2023), to enhance transparency, AI developers should employ explainable AI (XAI) techniques that allow users to understand how an AI system reaches a conclusion. Educators and policymakers must also be equipped with the knowledge to audit AI-generated decisions critically. Additionally, ethical AI governance structures should be put in place to monitor the long-term impact of AI-driven educational tools, ensuring that they align with ethical and legal guidelines.

The benefits of AI in education should be accessible to all students, regardless of their socio-economic backgrounds. However, disparities in digital infrastructure, internet connectivity, and access to AI-powered learning tools pose challenges to equal AI adoption (Kaddouri, et al. 2025). In developing regions like Nigeria, students in rural areas may be excluded from AI-driven educational advancements due to limited resources. Addressing this digital divide, David, et al. (2025), posited that government investment in digital infrastructure, provision of affordable AI-enabled devices, and the promotion of inclusive policies to ensure equal access to AI-driven education should be prioritised. Other crucial aspect of equitable AI access is ensuring that students with disabilities benefit from AI innovations. AI-driven accessibility tools, such as speech-to-text programs and personalized learning assistants, can help students with visual, auditory, and cognitive impairments. However, these tools must be tailored to diverse needs and widely available to ensure that students with disabilities do not face additional educational barriers.

Suggestions/Future Pathways for AI in Education

The future of AI in education hinges on a balanced approach that integrates technological advancements with ethical considerations. Several pathways can guide the responsible and effective use of AI in education:

1. Developing Clear Policies and Ethical Guidelines

Governments and educational institutions should establish robust regulations defining the ethical boundaries of AI adoption in education. These policies must address data privacy, algorithmic transparency, and accountability while ensuring responsible AI usage.

2. Investing in Digital Infrastructure

Improving internet connectivity, electricity supply, and AI-related hardware in educational institutions is crucial for AI adoption. Governments and stakeholders must prioritize investments in digital infrastructure to provide a solid foundation for AI integration.



3. Expanding AI Literacy and Teacher Training

Maximizing AI's potential in education requires both educators and students to develop AI literacy. Training programs should be introduced to equip teachers with the necessary skills to integrate AI into teaching methodologies effectively. AI education should also be incorporated into curricula to prepare students for AI-driven industries.

4. Encouraging Local AI Development

Investing in local AI research and development can create solutions tailored to Nigeria's unique educational needs while reducing reliance on foreign technologies. Governments and private institutions should support innovation in AI tools that align with local curricula and learning environments.

5. Establishing Data Privacy Laws

Safeguarding student data through legal frameworks will enhance trust and mitigate risks related to data misuse and security breaches. Strong data protection laws should be enforced to ensure ethical AI deployment.

6. Strengthening Public-Private Partnerships

Collaboration between governments, academic institutions, and private AI firms should be encouraged to accelerate AI adoption and innovation in education. These partnerships can drive research, infrastructure development, and policy implementation.

7. Establishing AI Ethics Review Committees

Institutions should create AI ethics review boards responsible for assessing the fairness, transparency, and accountability of AI-driven educational tools. These committees will help institutions navigate ethical dilemmas and develop strategies for responsible AI implementation.

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ATTITUDE OF SECONDARY SCHOOL COMPUTER SCIENCE STUDENTS TOWARDS SOCIAL MEDIA GROUP LEARNING PLATFORM IN ONDO STATE, NIGERIA

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Abstract

The study investigated attitude of secondary school computer science students towards social media group learning platform in Ondo State, Nigeria. The sample comprised 100 senior Secondary school two students from five public secondary schools in Ondo state who were randomly selected from their classroom. The data were collected using a self - designed questionnaire called Students' Attitudes towards Computer Science Questionnaire (SACSQ). The reliability of the instruments was established using test re test method which yielded reliability co-efficient of 0.87. Descriptive and inferential statistics were used to analyze data. The research question was answered using mean and standard deviation. And all the hypotheses were tested using a t-test which were tested at 0.05 level of significance. The study revealed that there was significant difference in the pre-attitudinal and post-attitudinal mean scores of students expose to computer science through Social Media Group Learning platforms and those exposed to conventional method. The study revealed that there was no significant difference in the attitudinal mean scores of male and female students in Computer Science when expose to Social Media Group learning Platform. It was concluded that the use of Social Media Group Learning Platforms enhanced better students' attitude towards Computer Science than the conventional method. Social media group learning platform was not gender biased. Based on the findings, it was recommended that Social Media Group learning platform should be used in secondary schools as to enhance better academic performance of students in and attitude towards computer science.

Key words: *Attitude, computer science, social media, learning platform, students.*

Introduction

Education plays a crucial role in promoting the ethical, academic, cultural, and social development of the majority. Both the government and people have prioritized education due to its significant contribution to the technological advancement of society (Ekundayo, 2020). Education is seen as a tool for progress and a pathway to achieving social, strategic, industrial, and economic significance. The National Policy on Education (2014) recognizes education as a means for achieving excellence and impacting national development. In the Nigerian educational system, secondary education is unique in that it prepares graduates for both academic and professional pursuits. Every country invests in education due to the immeasurable benefits it generates for individuals, institutions, and society as a whole.

Computer Science is one of the courses taught at all levels of school in Nigeria. It is now required in senior Secondary Schools. It is a one-of-a-kind subject due to its importance and vast use in many fields of study, including physics, biology, engineering, law, and many others. Several subjects are strongly linked to computer science. Many issues in Science, Engineering, Health Care, Business, and other fields may be efficiently handled using computers; nevertheless, finding solutions requires both Computer Science skill and understanding of the specific application domain. However, only through computer education can people learn to effectively utilize computers for communication and leisure. In many instances, Computer



Science is viewed as a vocational option for high school students (Frank and Quaxil, 2018).

The researcher, who works as a Computer Science instructor, observed that the attitude of Senior Secondary School students in Ondo State towards computer learning is inconsistent. Studies conducted in developed countries found that students enjoyed working with virtual simulation programs. Arshad (2011) defines attitude as a theoretical concept that reflects an individual's preferences or aversions towards an object or idea, which can range from positive to negative or neutral.

In today's technological world, no nation can afford to be left behind. Therefore, it is crucial to integrate the use of social media platforms in teaching Computer Science in secondary schools in Ondo State in order to keep up. The progress made in the field of Computer Science has impacted numerous aspects of human life, including education. The ultimate goal of every teacher is to enhance the effectiveness of the teaching-learning process. There is a need to focus our efforts in elementary, intermediate, and higher institutions on enhancing teaching efficacy. There are several teaching strategies that instructors should be aware of and employ when appropriate. A solid grasp of these teaching strategies would allow teachers recognize what circumstance to apply a certain method or combination of ways.

Senior Secondary Education has a vital significance in future career of Nigeria and her youngsters. It is a transition period during which pupils are introduced to pre-vocational disciplines such as Computer Science. The significance of ICT education in pre-vocational training is evident across various disciplines, as it prepares students for their future professions. Scholars like Willson (2019), Ogunwusi (2020), and Kumasi (2019), acknowledge the impact of Information and Communication Technology (ICT) in diverse aspects of human life, such as manufacturing, services, culture, entertainment, education, research, environmental education, defense, and global security. The ubiquity of computers in the lives of children, especially at school, has made computer education vital for Senior Secondary School students.

Considering the issues mentioned above, it is necessary to explore viable alternatives. Virtual Classroom is one such alternative, where social networking sites or social websites can be used to supplement traditional methods or be adopted when a physical laboratory is not available. This could provide a solution to the problems and challenges faced in effectively using physical classrooms in post primary schools in Nigeria.

The internet has enabled millions of people from various organizations to connect and engage with each other, regardless of location. It provides a rich platform for information exchange and collaborative engagement among people and computers. Social networking has become a global phenomenon, with social media sites proliferating and evolving into platforms for sharing, bookmarking, and networking. Due to its speed, reach, and ease of use, social media is increasingly influencing public discourse and shaping trends in various fields.

A social networking site is a website where individuals can interact, communicate, socialize, entertain, and share content with others. However, as Mageto (2017) and Ngonso (2019) note, social networking can be a time-wasting activity if not turned into valuable academic pursuits. It can pose a challenge to achieving educational objectives. Social networking can be transformed into an academic learning environment, such as distance-learning, e-learning, virtual classroom, or mobile classroom, which can be effectively used for academic purposes.

However, Virtual classrooms have the potential to partially or completely replace conventional educational, evaluative, and administrative processes with the aid of advanced Computer and Information Communication Technology (ICT) such as the internet, email, online chatting, W.W.W, CD-ROMS, DVDs, teleconferencing, and video conferencing (Mangal and Mangal, 2014). In the virtual world, virtual classroom activities are conducted, and virtual laboratories offer several benefits, including the ability to perform experiments without risking harm to oneself or others, economical simulations that can be repeated



multiple times at no additional expense, and always produce the same outcomes (Natasa and Dejan, 2012). Pyatty and Sims (2012) argued that virtual laboratories not only provide an economical, safe, and convenient working environment but also promote motivation and a desire for learning. Social media has become an essential part of modern life, with a significant portion of social interaction taking place online rather than in person. As a result, it is reasonable to consider using these popular platforms for purposes beyond entertainment, such as education. Students worldwide are utilizing various social networking platforms, such as Bebo in the United Kingdom and Cyworld in Korea, with Facebook, Google+, LinkedIn, WhatsApp, Instagram, Reddit, Orkut, MySpace, Vine, and more being the most popular global social network services. In Nigeria, the most widely used social media platforms include WhatsApp, Twitter, YouTube, Google+, Facebook, Telegram, Instagram, and Skype Ajayi & Olajide (2022). All of these platforms could be utilized as productive learning environments to enhance student engagement and performance in their studies.

The study focuses solely on WhatsApp as a mobile classroom where students are registered and interact through group chats. The flexibility and long duration of use of WhatsApp group chats make them a preferred option for two-way communication in this study. In recent years, Whatsapp has had a significant impact on communication and learning activities. Social networking has merged with learning, becoming one of the most popular communication tools among young people and used to enhance both online and in-person learning experiences. Whatsapp is a mobile application that allows users to communicate via mobile device and computer (Edglossary, 2016). Educators have recognized the benefits of using Whatsapp in the academic system. Using Whatsapp to communicate with students has been recommended by experts, as many interesting projects can be done with the messaging application. Moreover, it can increase the level of communication between students and create another venue for learning (Muhammed, 2017).

Group chats can be used to create learning and study groups, and audio lessons can be sent directly to students. Using Whatsapp, teachers can stay in touch with students outside the classroom, send out topics or assignments, and even reach students and parents who may not use other technological methods, such as landline phones and email. The messaging app's group feature makes it easy for teachers to manage large class sizes effectively and build trust with their students.

Attitudes are one of the maximum focused on components of social working. A mind-set is a mental and brain condition of reputation, coordinated via experience, applying a mandate or dynamic impact upon the singular's response to all articles and occasions to which it's miles connected. There are three acknowledged ideas created from the term attitude which are: mental (an individual's information about an attitudinal item), emotional (an individual's inclination about an attitudinal article), and social (an individual's activity towards the attitudinal article), and conduct (an individual's activity toward the attitudinal article with a particular goal in mind) (Ololube, 2012).

Attitudes assume significant parts in the understandability of school ideas. These attitudes to ICT, manage the convictions, interests, insight. These attitudes to ICT; manage the convictions, interests, insights, goal, pursuing routines, tirelessness and self-idea of students during and subsequent to learning circumstance. Attitudes to ICT can be seen as a condition of preparation, propensity with respect to individual to answer emphatically or adversely to a circumstance or someone else particularly in the study hall (Amoo and Rahman, 2014). Waldrip and Fisher, (2011) have come to arrangement that attitude impacts how well students change and how they act. These creators preserve up with that exam into the attitudes of students to technological know-how such as ICT topics and home room coming to fruition which had brought on similarly exploration within the space of mindset in the direction of Science. Creating accurate mind-set in the direction of science has often been recorded as one of the sizable goals of technology teaching. In the expressions of Okobia and Ogumodu (2012), mind-set can be visible as a tendency to reply



in an awesome or negative manner concerning given difficulty.

Gender is an notably built peculiarity that is performed as society credits various jobs, responsibilities, ways of behaving, and, idiosyncrasies to the two genders, (Mangvwat, 2016). A social implication has sound intellectual basis, and it miles utilized to allude to tremendous social examples of behavior which are credited to human genders. Singh (2010) thinks that gender alludes to a socio-social expand that hints the separated jobs and duties of people in a selected culture.

Gender is one in every of such elements likewise referenced to seriously affect students' academic performance in particular in Software engineering. Gender issues were connected with performance of students in instructional errand. Gender alludes to the social implications related with being a male and lady consisting of the improvement of man or woman, assumption, conduct and strength connections that get from social collaboration. Helen (2010) in her file exposed unfortunate effects in technology subjects by means of young women might be credited to gender polarization and discernment closer to the subjects.

Statement of the Problem

The performance of students in Computer Science in Ondo State at some point of the long time have no longer been empowering, on hand measurements uncovered that students' instructional performance in Computer Science is fluctuating in Ondo State. A few variables were credited to the exchange of the scholars' overall performance, as an example, absence of Computer Research facility, absence of useful gaining knowledge of weather, absence of inventive displaying technique, unlucky attitude of students towards the mastering of Computer Science and so on. Aincredible deal of experts have dealt with a component of these factors but the difficulty appears to preserve to take place.

The researcher saw that sufficient educating and learning are not occurring in the computer science class since larger part of the computer science teachers actually use procedures (particularly the conventional showing strategy) accepted to be ineffectual and which don't permit students to be effectively associated with and collaborate with peers. Likewise, the scientist saw that maximum optionally available schools in Africa of which Nigeria isn't barred placed a prohibition at the usage of social media at some stage in educational time determined to keep their college students' focused round instructional sporting activities, but outside faculty the students are at freedom to remain stuck to their phones driving the internet till the stop of the day. Some progresses a head networking physical games the whole night with practically no significant educational fulfillment.

Taking into account every one of the difficulties examined above, searching for proper choices is inescapable. The utilization of Virtual Study hall which is Social Networking Webpage (SNS) or Social Site, for example, (WhatsApp) to help the conventional strategy, or its reception without a trace of actual research center, might be coherent since it might probably proffer answer for the issues and difficulties related with the incapable utilization of actual homeroom and lab and in doing functional exercises and showing in Senior Optional Schools in Nigeria, It will likewise assist the students with learning at home in the absent of teacher.

Purpose of the Study

The purpose of this study is to:

- i. determine the extent to which gender affect the use of Social Media Group Learning Platform in Computer Science.
- ii. examine the attitude of students toward Social Media Group Learning Platform.



Research Questions

This research question was raised to guide the study.

1. What is the attitude of students towards Computer Science before and after the treatment?

Research Hypotheses

1. There is no significant difference in the pre-attitudinal and post-attitudinal mean scores of students exposed to Computer Science through Social Media Group Learning Platforms and those exposed to Conventional Method.
2. There is no significant difference in the attitude of male and female students towards Computer Science when exposed to Social Media Group Learning Platforms.
3. There is no significant difference in the performance mean scores of male and female students in Computer Studies when exposed to Social Media Group Learning Platforms.

RESEARCH METHOD

Quasi-experimental research design turned into used on this study. A two-group pre-test, post-test a look at, because of the nature of the investigation, which includes randomization, a quasi-experimental research design turned into deemed applicable. The quasi-experimental technique lets in for the employment of experimental and manipulate businesses, with the experimental group receiving remedies Social Media Group Learning Platforms and the manipulate group receiving traditional preparation from their normal instructor.

The population for this have a look at covered all seventy two thousand five hundred and forty two Senior Secondary School two (SSS II) scholars from all Secondary Schools in Ondo State's 18 Local Government Areas (Ondo State Ministry of Education, 2024). S.S.S. II students had been chosen considering the fact that they are no longer reading for any external examinations and subsequently are notion to be higher prepared and available for have a look at.

The sample consisted of one hundred S.S.S. II students from two public secondary schools in Ondo State who were randomly decided on from their classrooms. A multistage sampling approach became used to choose the sample. In level one, one Senate District changed into selected at random from a few of the three Senatorial Districts in Ondo State. The next step changed into, to select one Local Government Area from each Senate District the usage of a purposive random sampling approach. The reason of employing the purposive random pattern method is to guarantee that the Local Government Area with the needful facilities turned into chosen. Purposive sampling turned into used to pick two public secondary faculties having operating computer laboratories from the Local Government region in level three. The S.S.S. II class complete length of each of the two faculties changed into employed for the research in stage 4.

Students' Attitudes toward Computer Studies Questionnaire was the title of the questionnaire (SACSQ). The SACSQ was designed to elicit the attitude of students towards the study of Computer Science. Four Likert type of rating scale was used to generate data. The option was awarded marks that is Strongly Agree = 4 marks, Agree = 3marks, Disagree = 2marks while Strongly Disagree carries 1 mark respectively. The devices' reliability became assessed using the test-retest procedure. The units had been administered twice in a -week period. 40 students who have been now not included inside the take a look at. whilst Cronbach Alpha become used to investigate the Students' Attitude toward Computer Science Questionnaire, yielding reliability value of 0.87, respectively. The value was deemed enough to ensure that the gadgets are honest and appropriate for use in the study.



RESULTS

The data collected for this study were analyzed using descriptive and inferential data have been used to look at the information obtained for this take a look at. Means and general deviation were used to reply the observe questions. The t-test was used to test all of the hypotheses at 0.05 level of significance.

Research Question 1: What is the attitude of students towards Computer Science before and after the treatment?

Table 1: Mean and standard deviation of attitude of students exposed to social media group learning platform and conventional method before and after treatment

Strategies	Attitude	N	Mean	S.D	Mean Diff.
Social Media	Before	49	53.71	3.29	18.15
	After		71.86	2.18	
Conventional	Before	52	54.49	5.02	7.43
	After		61.92	4.83	
Total		101			

According to Table 1, the imply distinction in students' attitudes toward pc research earlier than and after the usage of a social media studying platform is eighteen.15, whereas the conventional method is 7.Forty three. It became located that the usage of social media group learning structures and traditional methods had a power on college students' attitudes towards laptop research, with the usage of social media mastering platforms being the more successful manner in enhancing students' attitudes in the direction of computer research. The graphical depiction additionally tested the more powerful way for improving college students' attitudes approximately laptop technology.

Test of Hypotheses

Hypothesis 1: There is no significant difference in the pre-attitudinal and post-attitudinal mean scores of students exposed to computer studies through social media group learning platforms and those exposed to conventional method.

Table 2: Analysis of Covariance (ANCOVA) for Pre-attitudinal and Post-attitudinal Mean Scores of Students under the Groups

Source	Sum of Squares	Df	Mean Square	F	P
Corrected Model	2533.187 ^a	2	1266.593	90.463*	.000
Intercept	1025.118	1	1025.118	73.216*	.000
Pre-test	43.572	1	43.572	3.112	.081
Groups	2452.250	1	2452.250	175.145*	.000
Error	1372.120	98	14.001		
Total	453817.000	101			
Corrected Total	3905.307	100			



a. R Squared = .649 (Adjusted R Squared = .641) * $P < 0.05$

Table eight shows that there's a sizeable distinction in the pre- and put up-attitudinal imply rankings of college students inside the two agencies (Social Media Group Learning Platforms and conventional technique) as $P = 0.0000.05$. As a consequence, the null speculation changed into rejected. As a result, there was a considerable difference within the pre- and put up-attitudinal suggest rankings of students exposed to Computer Science using Social Media Group Learning Platforms vs the ones exposed to the conventional method. Multiple Classifier Analysis (MCA) became used to decide the maximum in all likelihood successful method.

Table 3: Multiple Classification Analysis (MCA) of students' attitude towards Computer Studies by treatment

Grand Mean = 66.74					
Variable + Category	N	Unadjusted Dev'n	Eta ²	Adjusted for Independent + Covariate	Beta
Experimental (Social Media Learning Platforms)	49	5.12	.65	5.05	.11
Control	52	-4.82		-4.89	
Multiple R					.806
Multiple R ²					.649

Table 3 suggests the Multiple Classification Analysis (MCA) effects of students' attitudes about Computer Science through remedy. Data demonstrates that scholars uncovered to Social Media Learning Platform had a higher adjusted mean score of 71.86(sixty six. Seventy four+five.12) than their counterparts in the manage group, who had a grand suggest of sixty six. Seventy four. (-4.82). This means that the Social Media Group Learning Platform was the greater a hit approach for developing a good mindset towards computer studies. There changed into a sturdy a couple of connection ($R = \text{zero}.806$) among the 2 businesses and college students' attitudes toward computer science. The Social Media Group Learning Platform can also explain for 80.6% of the variation in college students' attitudes approximately pc studies. That implies that more study is needed to pick out different teaching patterns (other than the 2 underneath dialogue) that might account for 19.4% of the range in scholar attitudes in the direction of computer studies.

Hypothesis 2: There is no significant difference in the performance mean scores of male and female students in Computer Studies when exposed to social media group learning platforms.



Table 4: t-test analysis for gender difference in performance mean scores of students exposed to Social Media Group Learning Platform

Variations	N	Mean	SD	Df	t _{cal}	P
Male	26	76.28	7.26	47	0.118	0.906
Female	23	76.52	6.85			

P<0.05

Table 4 exhibits that the P price (0.906) is greater than 0.05. The null speculation changed into thus not refuted. As an end result, there is no significant distinction within the suggest overall performance scores of male and female Computer Science college students while exposed to Social Media Group Learning Platforms.

Hypothesis 3: There is no significant difference in the attitude of male and female students towards Computer Studies when exposed to social media group learning platforms.

Table 5: t-test analysis for gender difference in attitudinal mean scores of students exposed to Social Media Group Learning Platform

Variations	N	Mean	SD	Df	t _{cal}	P
Male	26	71.96	2.31	47	0.353	0.726
Female	23	71.74	2.07			

P>0.05

Table 5 reveals that the t-cal value of 0.353 is not significant since the P value (0.726) is more than 0.05. This means that the null hypothesis was not refuted. As a result, when exposed to Social Media Group Learning Platforms, there is no significant difference in the attitudes of male and female students toward Computer Science.

Discussion

According to the findings of this study, there was no full-size exchange within the pre-test mean rating of students in Computer Science uncovered to Social Media Group Learning Platforms towards the control group. Similarly, there has been no considerable distinction inside the attitudinal mean score of Computer Science college students uncovered to Social Media Group Learning Platform in opposition to the manipulate institution prior to treatment. Prior to the trial, this conclusion validated the homogeneity of the two organizations included within the research. In other words, the know-how baselines for the two companies participated within the study are same. As a result, any full-size difference located afterwards



would be attributed to the suitable therapy used instead of chance.

The study findings found out a considerable difference within the performance imply ratings of college students exposed to Computer Science through Social Media Group Learning Platforms and those exposed to conventional methods. Pupils uncovered to Social Media Group Learning Platforms outperformed the ones uncovered to traditional techniques in Computer Science. This examine is steady with the findings of Tulika (2014) and Khurana (2015), who observed that Social Media Learning Platform can assist college students improve their academic overall performance in Biology and other technological know-how courses.

The study additionally located a sizeable distinction in pre-take a look at and publish-take a look at imply rankings among college students uncovered to personal computer research the use of Social Media Group Learning Platforms and people exposed to traditional methods. Students uncovered to the Social Media Group Learning Platform were given a better adjusted imply score than their manage group opposite numbers. This indicates that the Social Media Group Learning Platform was the most successful technique of coaching Computer Science. There turned into a robust more than one association among the 2 groups and students' instructional fulfillment in Computer Science. Smit (2012) determined that the WhatsApp utility has the capacity to enhance gaining knowledge of and educational performance, and Abdulla (2017) discovered that social media has a tremendous impact on educational overall performance, with fifty seven% of students who prefer the WhatsApp cell application as a Social Media Learning Platform for their academic purposes.

The look at located a large difference in the pre- and submit-attitudinal suggest ratings of college students exposed to laptop studies via social media gaining knowledge of systems those uncovered to conventional techniques. Students that used a social media learning platform outperformed their manage institution counterparts in terms of adjusted mean score. This means that the social media studying platform changed into the extra a success technique for instilling a good mindset towards pc technological know-how. The findings are regular with Palktzoglou, Stylianou, and Suhonen (2014) and Jabr (2011), who indicated that the use of social media to educate in faculty improves college students' attitudes. The take a look at also found that there has been no sizeable distinction inside the overall performance suggest ratings of male and female Computer Science college students when they had been exposed to social media learning systems. Similarly, when uncovered to social media learning platforms, there was no massive difference inside the attitudes of male and female students toward technology. The locating is also consistent with Krasnova (2017) and Mazman and Usluel (2017).

Conclusion

Based on the results of the study, the utilization of Social Media Group Learning Platforms was found to be more effective in enhancing students' attitudes towards computer science in senior secondary schools than conventional methods. The study also revealed that gender did not have any significant impact on the effectiveness of the Social Media Group Learning Platform.

Recommendations

The study's results led to the following recommendation:

1. The government should organize workshops and seminars to educate Computer Science teachers on the effective use of Social Media Group Learning Platforms.
2. Social Media Learning Platforms should be used by teachers in secondary schools to improve students' academic performance and attitude toward computer science.
3. E-textbooks should be created by authors of Computer Science textbooks to make them compatible with Social Media Group Learning Platforms.



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