

KEFFI JOURNAL OF EDUCATIONAL STUDIES (KEJES)

KEJES VOLUME 5, NUMBER 1, AUGUST 2024. ISSN: 2705-2877



FACULTY OF EDUCATION



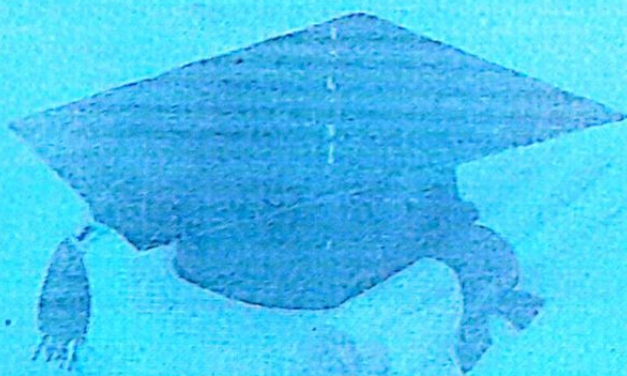
NASARAWA STATE UNIVERSITY, KEFFI, NIGERIA

KEFFI JOURNAL OF EDUCATIONAL STUDIES (KEJES)

KEJES VOLUME 5, NUMBER 1, AUGUST 2024. ISSN: 2705-3877



FACULTY OF EDUCATION



IMPACT OF CARRYOVER COURSES IN GENERAL STUDIES, ON ACADEMIC ACHIEVEMENT IN NASARAWA STATE UNIVERSITY, KEFFI, NASARAWA STATE, NIGERIA

Jibrin A. Tanko, Nasir M. Awwal and Hassan I. Malam 97

EDUCATION, SECURITY AND POST- COVID SUSTAINABLE DEVELOPMENT IN NIGERIA: IMPLICATIONS FOR DIGITAL LITERACY SKILLS IN NONFORMAL EDUCATION

Jerry E. Jummai and Kanu A. Chibuzor 105

EFFECT OF GAMES SIMULATION STRATEGY ON JUNIOR SECONDARY SCHOOL STUDENTS' INTEREST IN BASIC SCIENCE IN NASARAWA STATE, NIGERIA: IMPLICATION FOR POST COVID SUSTAINABLE DEVELOPMENT

Philip A. Eggon, Yakubu S. David and Dauda V. Shekwonuzhibo 112

EFFECT OF GAME-SIMULATION STRATEGY ON UPPER BASIC STUDENTS' INTEREST IN ALGEBRA IN NASARAWA STATE, NIGERIA

Hussaini P. Simon, Gabi S. Suleiman and Zhekaba I. Jonathan 120

POST COVID AND PARENTAL INFLUENCE ON SUBJECT SELECTION AND ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS FOR SUSTAINABLE DEVELOPMENT KEFFI, NASARAWA STATE, NIGERIA

Ezugwu E. Ijeoma, Oriaku V. Grace and Nwako C. Nneka 129

EFFECT OF PERSUASIVE COMMUNICATION STRATEGY IN ENHANCING ACHIEVEMENT AND ATTITUDE OF SENIOR SECONDARY BIOLOGY STUDENTS IN NASARAWA STATE, NIGERIA

Etonihu J. Chioma 137

RELATIONSHIP BETWEEN SCHOOL GUIDANCE PROGRAMME AND ACADEMIC ADJUSTMENT OF SECONDARY SCHOOL STUDENTS IN SOUTHERN ZONE OF NASARAWA STATE, NIGERIA

Ayeni S. Bonlale, Ologun E. Cecilia and Yakubu D. Sabo 147

SECONDARY SCHOOL SUPERVISION IN NIGERIA: CHALLENGES AND WAY FORWARD.

Yakubu Gunde, Mukhtar Abubakar and Umar Altine 156

INFLUENCE OF TEACHERS' MOTIVATION ON ACADEMIC ACHIEVEMENT OF PUBLIC SENIOR SECONDARY SCHOOL STUDENTS IN NASARAWA STATE, NIGERIA

Habu Dogara and Bala S. Abdullahi 165

EDUCATION, SECURITY AND POST- COVID SUSTAINABLE DEVELOPMENT IN NIGERIA: IMPLICATIONS FOR DIGITAL LITERACY SKILLS IN NON- FORMAL EDUCATION

Jerry and Kanu

Abstract

The paper discussed education, security and post- COVID sustainable development in Nigeria: implications for digital literacy skill in Non- formal education. The threats posed on the education sector by the pandemic era, rising insecurity and of late climate change were outlined. Achieving quality education for all by 2030 as set in the Sustainable Development Goals target of the United Nations and other similar expectations will be a mirage if the reset button is not pressed. Moreover, the technological revolution presently turning the world's fortune around is beginning to have a profound impact on the continent of Africa. Among other recovery strategies available and highlighted in the paper is the utilization of opportunities offered by Non-formal education using digital literacy skill. Conceptual clarification of education, security, digital literacy skills, Post-COVID sustainable development and Non-Formal Education was made. The Implementations of e-learning and Digital Literacy Skills for Teaching-Learning in Non-Formal Education were also discussed. Some recommendations were also proposed as a way out of the dilemma.

Keywords: Education, security, digital, literacy, non- formal education

Introduction

Nations of the world have been grappling with recovery strategies from the humanitarian crisis and emergencies occasioned by the corona virus pandemic which broke out in 2019. Some countries have been critically hit much harder than others by the scourge. As affirmed by Finley (2020), impacts from covid-19 pandemic and rising insecurity (in form of insurgencies, banditry, armed robbery, kidnapping, cultism and child abuse/ human trafficking) have added to existing problems faced by developing nations. Global education is being seriously threatened. The effects of lockdown have been debilitating and monumental on virtually all sectors particularly the education sector. The impact of the existing inequities has worsened and new inequalities created among nations of the world. While many educational institutions struggled to adjust their academic calendar for the year due to the covid-19 induced disruption, some states especially in the Northern and South-eastern part of Nigeria are confronted with constant violent attacks (Suleiman & Ileyemi, 2022). Moreover, the technological revolution currently turning the world's fortune around is beginning to have a profound impact on the continent of Africa, such that if the reset button of the education landscape and challenge of exclusion is not pressed, achieving quality education for all by 2030 will be a mirage (Kuye, 2021).

This ceaseless attack on schools particularly in Kaduna, Zamfara, Katsina, Niger and Yobe has led to further shut down of schools in those states. Pupils/ students and teachers have become victims of rampant abduction/ mass kidnap. Situations where schools were asked to re-open in the affected states after some measures of sanity were restored, pupils and students are scared of returning to classrooms (UNESCO, 2021). Concerns have been raised over a sudden increase in the number of out-of-school children, and might rank highest in Sub- Saharan Africa. The United Nations International Children's Emergency Fund

(UNICEF) estimated that at least 10 million pupils/ students did not go back to school in October, 2021 due to insecurity (UNICEF, 2021). In addition to the problem of covid-19 and insecurity is the adverse effect of prolonged strikes by the Academic Staff Union of Universities (ASUU) in 2020 and again in 2022 which hit hard on university undergraduates. The incessant and protracted strikes have left many students of public owned tertiary institutions and admission seekers stranded and kept redundant at home to while away time meant for useful academic pursuits. Academic calendar and programmes have been disrupted. The resultant effect is the chunk of half-baked graduates being churned out annually in their thousands by higher institutions of learning. Other problems ravaging the nation ranges from unemployment, poverty, natural disaster (such as flooding, erosion, global warming) to community/ religious clashes. The havoc wreaked by the pandemic era alongside overwhelming challenge of insecurity and other emerging problems have exposed the urgent need for innovative strategies in the teaching- learning systems of developing nations.

The realization of the 4th Sustainable Development Goals (SDGs) 2030 target of quality education for all has been seriously threatened. The United Nations' Educational Scientific and Cultural Organization/ UNESCO (2021) hinted that learners and educational institutions at different levels (both in formal and non- formal education systems) in hundreds of millions all over the world were thrown out of classes due to implementation of social distancing and localized schools' closure. Learning from home through on-line and distance education was adopted as the new norm because teaching- learning activity in physical classrooms became practically impossible to implement (Kuye, 2021). The inadequacies and inequities in the education systems were exposed. This ranged from unequal access to education opportunities, poor teaching-learning skills, lack of innovative initiative and un-conducive supportive environment.

In order to achieve full recovery and effectiveness in Nigeria's educational system, a balanced integration in the operation of all educational programmes spanning formal and non- formal systems is required. The pandemic situation exposed the need for young adults to have creative sustainable skills, entrepreneurship/ trade and digital literacy skills for learning and livelihood in addition to basic and functional literacy skills. The realization of the SDGs goal for education 2030 will be farfetched if adult and non- formal education is not re-positioned in terms of provision, access and delivery efforts. Potential inherent with non-formal education in creating a healthier and more inclusive society became glaring during the era. Through the use of radio and television station, the informal system of education became prominent for learners particularly those in final examinations classes. Even in the midst of recovery from the emergencies, adequate contingency arrangements have not been proffered on how to ensure the right to education of all levels of learners. It has become imperative to ensure synergy of efforts in mitigating the consequences of the pandemic era and insecurity on education. The need to ensure equal educational opportunities for all citizens of the nation at primary, secondary and tertiary levels, both in the formal and the non-formal education systems cannot be over emphasized.

Education

Education is a systematic process of acquiring knowledge, skills, values, beliefs, and habits. It's a lifelong journey that occurs formally through schools, colleges, and universities, as well as informally through experiences and interactions in society. Education plays a pivotal role

in shaping individuals and societies, empowering people to reach their potential, contribute to economic growth, and participate actively in civic life (FRN/ Federal Republic of Nigeria, 2014). According to Finley (2020) Education is the foundational tool for personal and societal development. In the context of Nigeria, it plays a critical role in shaping the country's future by providing individuals with knowledge, skills, and competencies. A well-rounded education system contributes to social and economic growth, empowers citizens, and fosters innovation and critical thinking. However, in Nigeria, challenges such as inadequate infrastructure, insufficient funding, and disparities in access to quality education hinder its effectiveness.

Security

Security encompasses various dimensions, including national security, economic security, and human security. In Nigeria, security challenges such as insurgency, communal conflicts, economic instability, and crime have significant impacts on education and socio-economic development (Suleiman & Mariam, 2022). Nigeria faces threats from insurgent groups like Boko Haram in the northeast and other banditry-related violence in the northwest. These challenges often disrupt educational activities, causing school closures, displacement of students and teachers, and the destruction of educational infrastructure. Economic instability, coupled with high levels of unemployment, has contributed to rising crime rates. Criminal activities, such as kidnapping for ransom, affect educational institutions directly or indirectly by instilling fear among students, teachers, and communities, thereby disrupting the learning environment. Ensuring security is vital to creating safe learning environments, enabling access to education for all, and fostering the stability necessary for sustainable development initiatives to thrive.

Digital Literacy Skill

Digital literacy skills encompass a range of competencies that enable individuals to effectively navigate, understand, evaluate, create, and communicate information using digital technologies. These skills are essential in today's digital-driven world and are increasingly crucial for personal, professional, educational, and societal participation (Onyema & Deborah, 2019). In today's interconnected world, digital literacy has become a fundamental skill set necessary for success in various aspects of life, including education, employment, communication, and participation in the modern economy.

According to Ayanwale and Ndlovu (2022) in the educational sector, integrating digital literacy into the curriculum is pivotal. Educators play a crucial role in fostering digital literacy skills among students by incorporating technology into teaching methodologies and promoting digital literacy as a core competency alongside traditional academic subjects. Additionally, continuous professional development programs for teachers can enhance their ability to effectively utilize digital tools in teaching. The importance of digital literacy has been magnified, especially in the wake of the COVID-19 pandemic. The shift towards remote work, online education, and digital communication highlighted the necessity for individuals to have adequate digital skills. However, significant disparities exist across different segments of the population, creating a digital divide between those who have access to technology and the internet and those who do not (Olaniyi, 2021). Promoting digital literacy goes beyond mere access to technology. It involves training and education initiatives aimed at empowering individuals with the knowledge and skills necessary to navigate the digital landscape effectively. This includes understanding how to use digital devices,

critically evaluating online information, protecting personal data and privacy, and utilizing digital tools for communication, problem-solving, and information retrieval. 108

Post-Covid Sustainable Development

Post-COVID sustainable development in Nigeria pertains to rebuilding and reshaping the socio-economic landscape after the pandemic. It involves adopting sustainable practices in various sectors, including education, healthcare, economy, and infrastructure. Prioritizing education, enhancing healthcare systems, promoting economic resilience, and addressing inequalities are essential components of post-COVID sustainable development (UNESCO, 2021).

Non-formal Education

Non-formal education is an organized functional educational activity operated outside the established formal conventional school system with the intention of serving identifiable learning clientele and learning objectives (Federal Ministry of Education, 2018). Akpala, (2018) presented it as any organized educational or training activity meant for a homogenous group such as school dropouts, illiterate rural and urban adults, youths, women and industrial workers aimed at improving their employment and income potential and a possible help to enable them re-enter the formal system. The curricular of non-formal education is not spirally designed, neither are the clienteles chronologically graded. Non-formal education takes care of educational needs as it concerns a homogenous group such as the out-of-school unemployed youths and adults (men and women). Learners in the non-formal system are provided opportunities to continue their education at any level (primary, secondary and tertiary), and in various forms depending on their individual and societal needs (Mayanchi & Muhammad, 2012). These categories of learners are transformed through training into occupational wage earners or job providers. Apart from being a means of implementing life-long education policy, non-formal education translates into economic well-being of families and wealth creation for the nation. It is life-long because individual participants continue to develop their knowledge, skills and attitudes over their lifetime. It encompasses the entire spectrum of learning from basic education to professional development that occurs outside the formal school system.

Implementations of e-learning and Digital Literacy Skills for Teaching-Learning in Non-formal Education

Technological innovation is changing a lot of things at the global level and in various sectors for future and for livelihood. The pandemic era has compelled governments of nations across the globe to enact policies that restricted movement of people which also affected the education system (Ayanwale & Ndlovu, 2022). Educational institutions had to search for new solution within a short period of time. This brought into prominence the 'new normal' which presents an opportunity for educational institutions across the world to re-imagine the impossible and shift to new ways of working and collaborating. The term 'new normal', according to El-Erian (2010) has been used in the contexts to mean that something which was previously not typical has become typical. It substitutes the accepted, habitual usual state after a certain event has occurred. For example, Covid-19 epidemic which was universal has led to a new way of doing things in different spheres of human endeavour particularly the education sector. A new disposition called on-line reality has emerged to become the new face of the working environment as everyone tries to fit into the new normal. On-line education has its root in distance education and uses digital technology to facilitate the

efficient and effective delivery of lectures, virtual classroom sessions and other instructional materials and activities through the internet (Onyema & Deborah, 2019). The crisis has created an opportunity to reconstruct adult and non-formal education system. It has become a catalyst to establish better and updated practices in teaching-learning process suitable for the present generation of non-formal learners. Stakeholders involved must be prepared to embrace the changing world in order to remain relevant.

The need to re-invent the learning environment is to enable digitalization and expansion of the clientele – facilitator relationship and to build a talent-driven economy. There is an urgent need to redesign and re-orientate adult and non-formal education providers and recipients to fall into the 'new normal' reality. Concerned stakeholders need to re-imagine the impossible and shift to new ways of facilitating and collaborating (Olaniyi, 2021). Different technological tools and platforms aid on-line teaching-learning such as zoom meeting, skype for business, google meet, whatsapp conference call, Youtube, Go to meeting, Coursera and 3-D google map and several other e-learning media, mobile devices/technologies and open educational resources (OERs). These variegated on-line platforms offer opportunity to millions of people, organizations, public and private sector participants helping them communicate and transmit useful pieces of information/ learning experience among members. The massive efforts deployed within a short time to respond to the shocks of corona virus pandemic has reminded everyone that change is a possibility. It has become obvious that adult and non-formal education systems need to be made more flexible, equitable and inclusive (UNESCO, 2021). Educators need to re-design and reshape strategies placing emphasis on relevant individualized learning. By transforming to on-line learning, stakeholders and participants can be driven to embrace digital technology. As such the perspective and learners' need must be reviewed to conform to this new – normal (Olaniyi, 2021). The success of on-line education depends on the following factors: good internet connections, availability of learning software, requisite digital skills and access to technology and constant electricity supply.

Considering the medium of delivery in the academic context and leveraging on certain skills such as communication skill, research skill, organizational skill, e-skill, e-competence and other life skills, digital instructional materials are being resorted to for teaching learning in the pandemic era. The skills being advocated are the ones that will help the Facilitator collaborate and manage learners well remotely using social media and gadgets/ mobile learning devices which are presently in their millions. Teaching-learning and research all over the world are gradually embracing the use of open licensed soft wares, electronic textbooks, internet services, digital contents, on-line courses and mobile technologies (Onyema & Deborah, 2019). Access to latest innovation in educational resources, materials and strategies is made flexible and affordable with the use of multi-media devices. For instance, the use of open educational resources (OERs) is presently helping to bridge the gap between formal, informal and non-formal learning (NOUN, 2022).

Digital literacy is essential for teaching-learning and livelihood in the 21st century and a 'must-embrace' if the 2030 SDG Goal 4 of education for all is to be achieved. Paper-based teaching-learning is gradually giving way for the use of mobile devices. Basic literacy skills such as reading skill, writing skill, listening skill, speaking skill, ability to interpret phenomenon/ ideas and solve common daily problems are acquired at foundational and higher levels of education. Digital literacy helps to enhance and deliver contents using

technology (e.g use of mobile devices). Digital literacy is a functional literacy that involves the comprehensive use of digital technology to view information, create information, harness information and process information. This skill need to be inculcated into learners at the foundational level whether for formal or non-formal education. It goes beyond computer literacy. With the help of mobile devices, gadgets and social media, adult and non-formal education providers can make learning accessible to the common people. On-line digital method has enabled the features of learner control over time, setting or pace. Through on-line reality, teaching and learning have been able to take place remotely live and still connected virtually. 110

Conclusion

The new normal for non-formal education requires stakeholders and participants to unlearn what they have always known and then learn the new normal by developing superior human resources in the digital age for effective andragogy (science of teaching- learning in adult and non- formal education category). The choice of on-line teaching- learning platforms will help simplify, shorten and improve instructions and teaching- learning outcomes regarding adult and non-formal education. Hence the recommendation of digital technology as a tool to navigate the pandemic era and rising insecurity alongside other emerging problems.

Suggestions

The following suggestions are hereby made:

- i. Facilitators/ Instructors of adult and non- formal education learners should be trained and equipped with technological tools and technical know-how on on-line teaching-learning platforms (Blended learning) and different kinds of virtual resources.
- ii. Facilitators must inspire recipients to participate actively in the learning process by becoming more flexible in approach.
- iii. Curriculum planners should make conscientious efforts to create meaningful and effective on- line learning courses.
- iv. Improvement in funding and allocation to the programmes of non-formal education should be improved upon at the Federal level. Paucity of fund has affected the hiring and motivating of dedicated facilitators and provision of requisite resources and materials needed.
- v. Partnership can be reached with telecommunication service providers to offer free or subsidized mobile data packages to encourage learners and facilitators of adult and non- formal education using on-line learning platforms and resources.
- vi. Periodic capacity building workshops/ seminars, conferences, symposia and trainings need to be organized for all stakeholders and participants in adult and non-formal education on current demands particularly as it concerns on-line learning/ Blended learning with a view to improving their computer literacy skills.

References

- Akpala, I.V. (2018). Adult and Non-formal education in Nigeria: from Access to Quality for national Development. In *Journal of pristine* 14(1) ISSN 2250 – 9593
- Ayanwale, M.A. & Ndlovu, M.C. (2022). Transition from Computer- based Testing of National Benchmark Tests to Adaptive Testing: Robust Application of fourth industrial Revolution Tools. In *Cypriot journal of educational sciences*; 17(9) 3327- 3343

- Ayanwale, M.A. & Ndlovu, M.C. (2022). Transition from Computer- based Testing of National Benchmark Tests to Adaptive Testing: Robust Application of fourth industrial Revolution Tools. In *Cypriot journal of educational sciences*; 17(9) 3327 - 3343
- El-Erian, M.A. (2010). *Navigating the new normal in industrial countries*. Washington D. C.: International Monetary Fund
- Finley, M. (2020). *How to thrive in a shattered world: hope for troubled times*. Review and Herald Publishing Association. Hagerstown, MD 21740 Pg5-15
- FRN/ Federal Republic of Nigeria (2014). *National policy on education, 6th Edition*. Abuja: Federal Ministry of Education and Nigeria Educational Research and Development Council
- Kuye, I.H. (2021). Covid-19 and Beyond: Repositioning Adult and Non-formal Education the Achievement of Sustainable Development Goals in Nigeria. In *KIU Journal of social sciences*. Kampala International University. ISSN: 2413- 9580; 7(1): 233 - 238
- Mayanchi, M.L. & Muhammad, S.H. (2012). *Adult and non-formal education deregulation and access*. In a paper presented at First National Annual Conference organized by Faculty of Education, Gombe State University.
- National Open University of Nigeria/ NOUN (2022). Digital literacy Skills for Learning and Livelihood. In *The regional training and research institute for distance and open learning (RETRIDOL)* NOUN Monthly ODL Discourse: September 2022 Edition
- Olaniyi, L.H. (2021). Covid-19 Epidemic: Adopting the New Normal Instructional Delivery System for Business Education Programme in Higher Institution of Learning. In *NOUN Journal of education (NJE)* Vol7 2021. Publication of the Faculty of Education, National Open University of Nigeria. Abuja, Nigeria. ISSN: 2504-8945. 180 – 188
- Onyema, E.M. & Deborah, E.C. (2019). Potentials of Mobile Technologies in Enhancing the Effectiveness of Inquiry- based Learning. In *International journal of education (IJE)*, 2(1), 1- 25. Downloaded from <https://doi.org/10.5121/IJE.2019.1421>
- Suleiman, Q. & Mariam, I. (2022). How Insecurity, Covid- 19 hampered Nigeria's Education Sector. In *Premium Times; 2021 Review*. Downloaded on 21st August, 2022 from premiumtimesng.com/news/top
- UNESCO (2021) Unpacking Sustainable Development Goal4 SDG's 10 Targets. In *Global campaign for education*. Downloaded www.campaignforeducation.org
- UNICEF (2021). Unicef for every child. *Press release* from [unicef.org/coronavirus/](https://www.unicef.org/coronavirus/)

KEFFI JOURNAL OF EDUCATIONAL STUDIES (KEJES)
KEJES VOLUME 5, NUMBER 1, AUGUST 2024.

©
2024

ISSN: 2705 -2877

No part of this publication may be reproduced,
stored in retrieval system or transmitted
by any form or by any means, electronic,
mechanical, photocopying, recording, or otherwise
without the express written consent of the
copyright owner.

Published By:



Nasarawa State University
Printing Press, Keffi
Tel: 08032876853, 08025681382

EDITORIAL BOARD

iii

Prof. Orame P.S. Alaku

Prof. Peter A. Agu

Editors:

Prof. Ben C. Uzouchi

Prof. Isaac J. Kukwi

Prof. Chris D. Musa

Prof. Kpanja K. Lagu

Prof. Usman S. Gbari

Prof. Lubasa N. Nseendi

Associate Editors:

Prof. Nwosu P. Nwosu

Dr. Yunusa Abdulkareem

Dr. (Mrs) Hauwa'u M. Mainoma

Dr. Maikudi K. Allahnana

Dean and Chairman, Faculty of Education,
Nasarawa State University, Keffi, Nigeria

Managing Editor, Faculty of Education, Nasarawa
State University, Keffi, Nigeria

Nasarawa State University, Keffi, Nigeria

Nasarawa State University, Keffi, Nigeria

Nasarawa State University, Keffi, Nigeria

Nasarawa State University, Keffi, Nigeria

Nasarawa State University, Keffi, Nigeria

Nasarawa State University, Keffi, Nigeria

Nasarawa State University, Keffi, Nigeria

Nasarawa State University, Keffi, Nigeria

Nasarawa State University, Keffi, Nigeria

Nasarawa State University, Keffi, Nigeria

IMPACT OF CARRYOVER COURSES IN GENERAL STUDIES, ON ACADEMIC
ACHIEVEMENT IN NASARAWA STATE UNIVERSITY, KEFFI, NASARAWA STATE,
NIGERIA vi

Jibrin A. Tanko, Nasir M. Awwal and Hassan I. Malam

EDUCATION, SECURITY AND POST- COVID SUSTAINABLE DEVELOPMENT IN
NIGERIA: IMPLICATIONS FOR DIGITAL LITERACY SKILLS IN NONFORMAL
EDUCATION 97

Jerry E. Jummai and Kanu A. Chibuzor

EFFECT OF GAMES SIMULATION STRATEGY ON JUNIOR SECONDARY SCHOOL
STUDENTS' INTEREST IN BASIC SCIENCE IN NASARAWA STATE, NIGERIA:
IMPLICATION FOR POST COVID SUSTAINABLE DEVELOPMENT 105

Philip A. Eggon, Yakubu S. David and Dauda V. Shekwonuzhibo

EFFECT OF GAME-SIMULATION STRATEGY ON UPPER BASIC STUDENTS'
INTEREST IN ALGEBRA IN NASARAWA STATE, NIGERIA 112

Hussaini P. Simon, Gabi S. Suleiman and Zhekaba I. Jonathan

POST COVID AND PARENTAL INFLUENCE ON SUBJECT SELECTION AND
ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS FOR
SUSTAINABLE DEVELOPMENT KEFFI, NASARAWA STATE, NIGERIA 120

Ezugwu E. Ijeoma, Oriaku V. Grace and Nwako C. Nneka

EFFECT OF PERSUASIVE COMMUNICATION STRATEGY IN ENHANCING
ACHIEVEMENT AND ATTITUDE OF SENIOR SECONDARY BIOLOGY STUDENTS
IN NASARAWA STATE, NIGERIA 129

Etonihu J. Chioma

RELATIONSHIP BETWEEN SCHOOL GUIDANCE PROGRAMME AND ACADEMIC
ADJUSTMENT OF SECONDARY SCHOOL STUDENTS IN SOUTHERN ZONE OF
NASARAWA STATE, NIGERIA 137

Ayeni S. Bonlale, Ologun E. Cecilia and Yakubu D. Sabo

SECONDARY SCHOOL SUPERVISION IN NIGERIA: CHALLENGES AND WAY
FORWARD. 147

Yakubu Gunde, Mukhtar Abubakar and Umar Altine

INFLUENCE OF TEACHERS' MOTIVATION ON ACADEMIC ACHIEVEMENT OF
PUBLIC SENIOR SECONDARY SCHOOL STUDENTS IN NASARAWA STATE,
NIGERIA 156

Habu Dogara and Bala S. Abdullahi

165