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Editorial Note

Academicians think and make significant contribution to change their world. Much of this is accomplished through writing. It is almost a crime of criminal proportions to be an academic without being heard. As arrows are in the hands of a mighty man so are writings in the hand of an academicians. They remain valuable bricks by which towers are built, inventions forged, the course of history changed, and indeed, the destinies of empires and countries reconstructed. This is why the grave yard continue to be the riches place on earth, full of the unaccomplished dreams of men and women who refused to write. Posterity may not completely forgive such horrors of our collective academic ineptitude. A word to the wise may not be enough... But a word from the academic scholar is really sufficient.

Editor-in-chief

NIGER DELTA RESEARCH REVIEW

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PLAY AS A SIGNIFICANT CONTRIBUTOR TO CHILD DEVELOPMENT: IMPLICATIONS FOR THE CLASSROOOM TEACHER

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Abstract

Play is a key factor to the development of the growing child. In this article, the authors considered various definitions of play, theories of play and explained the importance of play, to the cognitive and intellectual well-being of the child. Children uses play to not only learn language but also adjust and socialize as they advance through the early stages of life. Play helps the child to improve their communication skills. Through play, children directly or indirectly learn scientific concepts, mathematical concepts and lots of literacy skills. All of these interactions help to build self-confidence among children. Play enhances creativity. Encouraging children to play is one of the most important ways to nurture development and it is good for parents and caregivers to begin from day one (1). The paper emphasizes that teachers' especially at the pre-nursery and nursery stages require utilizing and initiating various methods/types of play in creating initiatives for the child's development and mental advancement. Suggestions that will serve very useful purposes for the classroom teachers are made.

Keywords: *Classroom, Implications, teachers, Play, Significance.*

Introduction

School teachers, parents and elder siblings are fond of telling their pupils, children or younger ones to "go and play", most times, with a feeling that the child is seeking for too much attention around them. Some teachers and parents also query the child for "playing too much". Despite the above, play is important for the even growth of all children. Play is not just fun or pleasure to the child; it is rather the work of young and growing child (Papilla, Olds & Feldman, 1999: 265). Play creates an opportunity for children to learn from their achievements and failures as they explore their world. The mistakes and accidents the child encounters in the process of "trials and errors" leave lasting impressions on them. Through such experiences, the child learns what is safe and what is dangerous to them. The collective experimentations of the child in order to gain new knowledge and skill to improve upon previously acquired skills or experience is what is referred to as play (Farrant, 1964). Similarly, it is scientifically proven that the first years of life shape a child's future into adulthood. This is because it is when the most significant brain development happens, particularly in the first two years of life. Lack of play and communication, which is also known as "under-stimulation", can have long-term negative consequences on a child's learning, physical and mental health. According to Theirworld (n.d.), roughly 80% of brain development is completed by age three and 90% by age five. This means a child cannot wait for primary school for learning to begin.

There are many definitions of play. Uduchukwu (2011) has cited some earlier scholarly definitions of play. Among them is that of the National Children's Bureau (2006), here play is explained as the activities of child from babyhood until the early teenage years. It is seen as a variety of activities which the child voluntarily selects or undertakes for his self-satisfaction, interest and delight (enjoyment). E-niko Ltd (2004) submitted that play is a key and primary need for the development of the child adding that both hereditary and environment has their requisite contributions for an effective play life of the child. For Brown (2007), play means pleasure; it empowers the child's wellbeing by energizing and enlivens them. Play softens and revitalizes the natural senses for hope as well as direct children towards newer opportunities or prospects. Much earlier, Farrant (1964) had defined play as any spontaneous behaviours enjoyed for its own sake by the child. In addition to the above,play must be purposeful; emphasizing that it is a common activity for young animals and manalike (Graham& Burghardt, (2010). Sylva &

Lunt (1991) defines play as work for the preschool child, noting that play is one of the activities most significant to the child's overall development. Fontana (1981) believe that play is a hedonistic (pleasure - seeking) element for children that have very important implications for all areas of a child's psychological life. Similarly, Fontana (1981) concluded that it is a monumental mistake to see play even among older children as a trivial or time wasted activity. According to Radford & Govier (1984) play is a pervasive and characteristic part of behaviour of a normal healthy child, and it has a developmental sequence. Play invariably is part of every child's developmental process.

Theories of Play

There are three major theories of play. These are the Surplus Energy Theory attributed to two philosophers, Friedrich Von Schiller (1759 – 1805) and Herbert Spencer (1820-1903); the second one is the Practice Theory of Play or the Instinct Practice Theory of Play developed by Karl Gross (1898 – 1901) and the third theory is the Recapitulation Theory which was presented by Hall (1904).

The central notion of the Surplus Energy Theory focused on proximal mechanism and posited that 'higher' animals especially mammals play when they had a surfeit of good nutrition and a physiology that allowed for vigorous activity and exuberance. Put simply when mammals are very full with food, they will need to dispose of some excess energy and this is done through play. The major short coming of this theory is that it failed to give an account of the different forms play takes or why children often play when they are tired (Graham &Burghand, 2010; Radford & Grovier, 1984). The theory of surplus energy could still be seen as significant because children seemed to be less actively involved in play when they are tired and hungry.

The second theory of play is the Instinct Practice Theory developed by Karl Gross in his two books, "The play of animals" (1896) and "The play of man" (1901). This theory is also called the "Practice Theory of Play". The main focus of the theory is that mammals especially man and other higher animals incorporate their instincts and experiences as a preparation for survival as adults. Gross argues that play was used to practice inborn skills for the purpose of adaption. Human survival is dependent upon adequate adaption to the environment. The theory maintains

that this is the main evolutionary role of prolonged juvenile period and parental careenhanced. Play extends even into the adult-hood. Gross sees play as teleological, anticipating the future needs of the animal. Play is a period in which animals learn from their offspring techniques for hunting and survival or maneuvering skills. Critics argue again that one of the short comings of this theory is that in humans, there is a great variety and complexity in child play. The theory did not also touch much of the mature adult play. All the same, its focus is on the anticipatory and complex adult activities (Radford & Grovier, 1984).

The third theory of play is the Recapitulation Theory by Hall. According to Graham & Burghardt (2010), Hall viewed play as a residual or even vestigial (remaining as a small part of something that used to exist) behavior from the evolutionary past, but one never the less developmentally essential, even if its importance was no longer "urgent" (Hall, 1904:206). The theory believes that individual development (ontogeny) is tied to that of other species (phylogeny) for example, children's play that is linked to water or river or swimming is connected to the fish phase, tree climbing with the monkey phase and gang behavior with primitive tribal life. Every activity of play has a parallel phase. Critics of this theory considered some of the concepts as ambiguous. Additionally, genetists have rejected the idea of the transmission of acquired characteristics from one generation to the next through other species' (Radford & Govier, 1984).

In modern times, two theories of play are given much attention. The first is that of Sigmund Freud which conceived play in emotional terms, describing its purpose as "cathartic". Cathartic in medical terms means to purge or to clean. Freud sees play as a means of relieving pent up emotions. Play serves to give children some emotional relief. Going further, the most considered theory in psychology with respect to play is that of Jean Piaget which is linked with the concept of intellectual development.Piaget believes that play has an important role in the development of intelligence of which the opportunity to mastery and practice skills at different stages of development is an example. Piaget considered play as being characterized by stages which he called types. The types of play as explained by Piaget includes

1. Mastery play;
2. Symbolic play or makebelief play;
3. Play with rules or games.

Mastery play or practice play in Piaget's view is in line with the sensory –motor stage of development (i.e. from 0-2 years). At this early stage, the baby learns to enjoy the movement of the hands and legs; these are motor skills. To Piaget, play starts in the child with the practice and control of movement. Through this movement the child learns to explore the world by touching, sighting, or through sounds. The baby learns from these movements about the effects he can have on them (Sylva &Lunt, 1991). Sylva & Lunt went further to mention that this mastery process of play deals especially with repetitive movements and explorations. Play at this stage is for the mere joy of mastering an activity. For example, the baby grasps objects; enjoy swings or can even throw objects at later periods of this stage.

The second phase is the symbolic or make-believe play. This play period coincides with the pre-operational stage in Piagets' theory. The child is between the (2nd to 7th years). At this stage the child uses symbols in play. He also learns language as well as how to pretend by making or using something to represent another object. Pretense play for children is significant because the child transforms either himself or any other object around him into something else.

The child at this play period of representations has transformed from sensory-motor schemes to concept formation. Through the objects which children use to represent other things the child equally learns how to make words. Sylva and her colleagues had cited Catherine Garvey as showing that by this stage language is the vehicle for make believe play. Socially when left alone by adults, children are capable of sustaining make-believe conversations together during the symbolic stage which is an indication of improvement in their language development. Symbolic play can be either solitary or social (Tanner & Byrne,2010). It involves playful use or manipulation of inanimate objects such as dog retrieving a stick or a cat balling a ball. Object play provides opportunities for practice in hand-eye (or paw-eye) co-ordination. It is a developmental pre cursor of most, if not all complex and cognitively flexible tool use. At this play type for example, a girl child could pretend to be a mother and bath her doll baby. She could in the process be talking to the doll baby as if she is a real mother. The boychild could also be seen talking to his toys about the importance of going to school as though it is real.

The third period of play observed by Piaget is the play with rules. This has the same characteristics with the concrete operational period (between ages 7 onwards). At this stage, the child's thinking has become more logical and in their plays' they incorporate rules. This period is the stage for the development of thinking. At this period the child both assimilates and accommodates. Assimilation is when the child takes in information about the outside world and modifies it to fit in with his own understanding and experience. Accommodation is when the child changes and develops his own understanding to match with objects and events in the external world. From Piaget's explanation, when children reach two or three years, they may attend play group for all or part of the day. Through such gatherings, children learn to play with other children, to share and co-operate and to develop skills of social life (Sylva & Lunt 1991).

A summary of Piaget typology of play could be seen as-

i.   Fictional play: it is made manifest about age two. Fictional plays involve fantasy or pretense behaviour, for example assuming the doll to represent a real-life baby.

ii.   Functional play: it involves kicking, clapping, lifting of hands etc. These involve motor movements.

iii. Receptive play: these are plays were the child listen to stories from either elders or their playmates; they could look at pictures from books. Such books could be books with recordings of events as 'The Bible in Pictures'.

iv.   Constructive play: children from three years above, play with bricks, drawings, sand and other natural materials.

v.   Play with rules also termed "games". This is the stage experienced by the child especially at the nursery schools and beyond.

Contributions of Play to Child Development

There are many roles which have been identified as significant contribution of play to the holistic development of the child. Among others Papalia et al (1999) emphasized that through play, children grow. Play stimulates the senses of children; it also assists the young ones to learn how to use their muscles.

Through active utilization of play, children coordinate what they see with what they do and therefore gain mastery of their bodies. Another significant role of play to children's'

functionality is that, it enables them to find out about the world and get a better understanding of themselves. Play creates for children the potentials to acquire new skills, become more proficient with the development of language as well as try out different roles. Play helps the growing child to be in touch with real-life situations and motivates the child to cope with complex emotions. As a phenomenon, the importance of play requires to be appreciated and consciously developed for the advancement of the child.

Play is fundamental to the psychological health of the child. According to Allport (1961), the healthy individual is one who can work and play and love. Play contributes in various ways to the psychological health of children. Most especially because pleasure-oriented activities may at times be of greater value than those related to work. Play enhances creativity since children learn through it just as they learn consciously or unconsciously from all forms of experiences (Fontana, 1981).

Play relieves feelings of stress and boredom, connects the child to people in a positive way, and stimulates creative thinking and exploration, regulates emotions and boost ego (Larreth, 2002 as cited by Uduchukwu, 2011). Earlyday development of the child is strongly linked with play as it helps young children's brain to develop. As earlier maintained, play is a great contributor for language and communication skills which is important to the maturation and mental competence of the child (https://theirworld.co.org). When children sing songs for example, it goes just beyond a way to pass time; such songs teach the young child about the importance of communication. Songs could also enable children to learn the geography of their environment. For example, children at the pre-nursery sing "there are seven important rivers in the continent of Africa; Nile, Niger, Benue, Congo, Orange and Lipopo, Zambezi". As children play using for example skipping ropes to jump, they are indeed developing their motor skills. Again, the use of household or indoor games like ludo, enables the child to develop problem-solving skills and numeracy. Simple play types such as stacking and knocking over blocks may assist toddlers to discover mathematics and science concepts, including shapes, gravity, balance and counting. This early childhood engagement through play is vital to laying the foundations for the Childs' cognitive abilities during adulthood. Play helps young children's brains to develop and for their language and communication skills to mature. Sylva and Lunt (1991) observed that throughout childhood, each new skill that is learnt means a new game to be played. Some important benefit

of play has been listed by Li (2021) in www.parentingforbrain.com. They include among others
that play:

1. Stimulates early brain development;

2. Improves intelligence;

3. Sparks creative thinking;

4. Improve communication, vocabulary and language;

5. Promotes impulse control and emotional regulation.

6. Grow social competences and empathy;

7. Provides better physical and mental health;

8. Teaches life skills and lessons;

9. Strengthen relationship with care-takers and peers and

10. Happy play moments are some of the most precious gifts caregivers, parents and teachers can give to children.

Children of all ages learn how to behave from their friends, in part because they receive social rewards or punishment for behaving appropriately or inappropriately. Subsequently, friends are both playmates and teachers (Gazzaniga & Heatherton, 2003:396).

A lot happens during children's play time. For instance the https://.ndehs.udu.edu(n.d) explains that when little ones are lifting, dropping, looking, pouring, bouncing, hiding, building, knocking down and more, theyare indeed learning. At such spectacular moments, the child is learning key scientific concepts, such as what sinks and what floats; mathematical concepts including how to balance blocks to build a tower; literacy skills, such as trying out new vocabulary or story telling skills as children "act out" different roles. Additionally, as children play with their parents, they are learning that they are loved, they appreciate that adults consider them as important(thereby lifting their ego or self-esteem). The act equally makes them feel that they are fun to be around with. Through such interactive sections, the child's social and emotional skills are being gradually developed to give the upcoming child self-confidence and self-worth. These are the hall marks for the continuous building of a loving and supportive relationship with others for the rest of their lives.

Five Categorical Criteria of Play

Not all behaviours demonstrated by children can be assumed as play. Play is particularly identifiable when according to Pellegini (2009) and Pellis& Pellis (2009) as cited in Graham &Burghardt,(2010), it:

1. is completely functional in the context in which it appears.
2. spontaneous, pleasurable, rewarding or voluntary;
3. differs from other more serious behavioursin form and time. Forexample play occurs early in life;
4. is repeated, but not in abnormal and conveying stereotype form such as rocking and pacing.
5. is initiated in the absence of severe stress.

When the above characteristics are met, play can be said to have taken place.

Play involves physical activity which is one of the main ways by which physical development is exercised. Other important articles of play include toys and play things. Play enables the child to adjust himself to the material world in which he grows up. Plays such as make-believe and pretense allow the child an opportunity to experiment with the activities of people and things. In putting these behaviours together, children for example may learn to become like fierce lions, kindly fathers, stern teachers or a whimpering child.

Plays that contain complex behaviours, according to Sylva,and Lunt (1991) assist the child build, create or complete something tangible. In doing this, the child has an objective in mind and can judge whether what he is doing will further that objective or not. The realization that something has "come off implies a standard in the mind, whether consciously or not.

Bruner (1983) as cited in Sylva and Lunt (1991) explained play as a source of novelty. In play the child can try out any novel combinations and create different situations and objects by exploring materials and opportunities offered to him. Discovering new ways of making or combining objects or symbols gives the child the chance to be creative and to experience flexibility; this would seem to be of particular benefit from pre-school education and play

opportunity. Through creating new objects, paintings, as well as models and shapes, a child takes his first step towards creativity.

How can free and structured plays be encouraged?

Teachers can encourage play activities that are healthy for children by:

a) presenting the child with objects and activities with clear goals. Such activities encourage concentration. For purposes of their intellectual development, the child could be exposed to art, pretend play or puzzles. Appropriate materials for such play could be paint and papers, clay and plasticine, construction materials, and dressing up clothes.

b) teachers can encourage the child to work in pairs. Studies have shown that working in pairs improve the intellectual level of their play. For instance, the pre-school years are important for the child's communication and language development. It is obvious that children learn faster when they are playing among themselves. According to Sylva and Lunt (1991), creative adventures and experiences such as constructions and make belief plays are usually the kinds of plays that provide children with opportunities for conversations between children, they could flow better with guidance in order to stimulate wider and more flexible use of language.

c) the involvement of adults especially parents is imperative. When parents and other adult personalities create time to chat regularly with their children, they (parents) are providing the child with a unique opportunity to stimulate language and other vital activities of development in the child.

Implications for the Classroom Teachers

Teachers' understanding of children's play can:

1. help the teacher to know when play can best be used for learning.
2. will enable the teacher to take an informed decision on when the child could be left to play at what he likes; so as to curtail wasted time.
3. enable teachers guide the range of play that will be useful activities to the child.
4. limit the use of play to experimentation with and strengthening of useful knowledge and skills which the child has already begun to grasp.

5, through the teachers' directives and watchful observation, help child find this spontaneous activity most rewarding, not only in the interest of the child's development in his learning but in the better results which he achieves.

6. help to ensure that knowledge and skills acquired through play are put to work (build on top of each other).

Considering these implications, the following suggestions are made for effective use of play in teaching and learning.

1. Teachers should assist the pupils through purposeful directions to put their knowledge and skills into work and practice in real life situations.

2. Teachers should try to see that what gives pleasure and satisfaction to pupils is worthwhile and in keeping with the aims and values in life.

3. It beholds on the teacher to constantly be aware of the activities of the child both at school and out of school (their homes). When teachers do this, they are trying to complete the child's learning. They must remember that as long as there is conflict between the school and the home, the teacher's task is almost impossible. Only when a real cooperative spirit exists between the home and the school, can there be the realization of the goals for which school exists (Farrant, 1964).

4. Teachers can infuse playful learning in their classes by avoiding avenues that might cause distractions for exploring, questioning and problem-solving (Ogunyemi, 2016).

Conclusion

This expository study x-rayed the importance of play to the development of the growing child. Play is work to the life of the child. Its contributions to the healthy and progressive advancement of children are the center piece of this study. Play offers the child the context for understanding and appreciating standards for good conduct in society (Nnaedozie & Uzoka, 2010). Play is normally associated with pleasure and enjoyment; play has to do with activities that sustain the emotional and physical growth of the child. Play without doubt is how children test their ideas and learn new skills. The paper also considered various theories of play and equally examined a few of their weaknesses. Play can as well be categorized in terms of types. Play without doubt is a veritable tool for the classroom teacher once they understand its nature and significance in

child development. Educationists need give proper attention to the child's behaviour especially play since it is a basic factor for socialization. Most importantly, every family should endeavor to provide play materials for the utilization of the child as this will help them in their cognitive advancement.

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CHALLENGES OF YOUTH PARTICIPATION IN NATIONAL DEVELOPMENT IN NIGERIA

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Abstract

This paper took a critical look at the factors that are militating against the expected link between youths and national development in Nigeria. The paper understands that youths are industrious, energetic, intelligent and revolutionary group of people in any nation. They are the dreamers and visionaries in any nation, ready to take up challenges and risks for the sake of self and the nation. In doing so, they become primary agents of social change and development in any society. The paper however, thinks that these expectations of the usefulness of youths in Nigeria cannot be presently attained because of some social forces that do not link the positive energies of youths to national development. Some of these forces are identified as uneducated parents, poor home upbringing, criminal role models, criminal subcultures, membership of cult groups, and toxic informal education amongst others.
Keywords: National Development, Youths, Capability, Functioning, Link.

Introduction

This paper examines the factors militating the against roles youths are expected to play in the development of Nigeria. Youths in any society constitute a large part of the population. This population is said to be very strong physically, and also agile. Their level of intelligence and tendency for innovativeness and creativity is also stated to be very high (Ovwigho & Ifie, 2009). They also constitute a group in Nigeria that have acquired secondary school education, and first and second degrees in different fields of study from tertiary institutions of learning. In Nigeria, and other countries in the world, they are the most productive and emergent sport men and athletes as well as fighting force. Therefore, seeing and using them as agents of national development are viewed as a well thought out position. Youths in Nigeria appear not to be properly positioned to perform this natural and social role of national development because of certain factors which are identified and discussed in this paper.

Conceptual Development

Earlier understanding of the concept development was based on facts in economic growth than in other spheres of human existence. These earlier attempts to define development in terms of economic growth were confirmed by Okowa (1996), as well as Todaro and Smith (2011). Todaro (2011: 14) states that:

> *Development has traditionally meant achieving sustained*
> *rates of growth of income per capita to enable a nation to*

> *expand its output at a rate faster than growth rate of its population. Levels and rates of growth of "real" per capital Gross National Income (GNI) (monetary growth of GNI per capita minus the rate of inflation) are then used to measure the overall economic well-being of a population-how much of real goods and services is available to the average citizen for consumption and investment.*

However, the above perception of development was seen as narrow minded according to both Okowa (1996) and Todaro (2011). The issue of disagreement is that in a country such as Nigeria, both the GDP and GNP would be very high, but about 95% of the population are still living 'in abject poverty and detestable conditions. There may also be a very high population of unemployed youths, who are employable as well as a high population of unemployed but employable adults.

Consequently, Seers (as cited in Okowa 1996 and Todaro 2011:15), while questioning the economic growth-biased perception of the concept Development, stated thus:

> *The questions to ask about a country's development are therefore: what has been happening to poverty? What has been happening to unemployment? What has been happening to inequality? If all three of these have declined from high levels, then beyond doubt this has been a period of development for the country concerned. If one or two of these central problems have been growing worse, especially if all three have, it would be strange to call the result "development" even if per capita income doubled.*

Basically, the questions to ask to find out if Nigeria as a nation is developed or developing are: are those graduated from schools really educated or not? Are the skilled, if any, relevant to the available employment needs? Are there employment opportunities for those who need them? Is anybody creating employments in Nigeria? Are such employments in the service or productive industry? What is the nature or state of the education industry? What is the life span of people generally? Are there satisfactory health facilities in the country? Are the people not travelling outside the country for health services? Are people not dying of preventable diseases? What is the level of inequality between people? What is level of poverty?

For example, in 2017, Nigeria's Human Development Index (HDI) value according to Ehiaghe (2019) was 0.532, that is placing Nigeria in the 157th position out of the 189 countries assessed. Related to the above is the problem of poverty as reported in Ajayi and Ndujihe (2018). It disappointingly revealed that Nigeria was rated in 2018 as the poverty capital of the world with not less than 88 million out of our estimated population of 198 million, living in extreme poverty. The above report has not changed from that in 2014 as reported by Ehiaghe (2019), where it was revealed that a world Bank report in April 2014, indicates that Nigeria and four other countries are hosts to nearly 760 million of the world's poor. Nigeria in the

report was rated as the third among countries with the highest population of extreme poor. Ehiaghe (2019) states that, available data reveals that six Nigerians slip into poverty every six minutes. The veracity of the above situation was further confirmed by the World Data Lab (Lawal, 2018). The above organization's report revealed that over 1.1 million Nigerians have slipped into extreme poverty and that the situation has increased the number of Nigerians living in extreme poverty (or below $1.90 per day) to 88 million (Lawal, 2018).

Also related to the issue of development is hunger, which is still a problem in Sub-Saharan Africa. In the 2018 Global Hunger Index, "Nigeria ranked 103rd out of 119 qualifying countries and with a score of 31.1". It means Nigeria suffer from a level of hunger, referred to as "serious (Lawal, 2018).

Other questions to answer are: what is happening to public poverty? What is the level of the use of technology in the life of the people? What is the extent of homogeneity of values? What are the generally agreed success goals and the means to attain them? To what extent are the different institutions of society functioning in line with international best practices? It was therefore not wrong for Todaro (2011:16) to opine that:

> *Development, in its essence, must represent the whole gamut of change by which an entire social system, tuned to the diverse basic needs and evolving aspirations of individuals and social groups within that system, move away from a condition of life widely perceived as unsatisfactory toward a situation or condition of life regarded as materially and spiritually better.*

Todaro (2011) also reported Sen's (1999) views and intellectual contributions to the idea of development. Sen introduced two concepts –**capability** and **functioning** to the development discourse. Capability in this sense means the freedom an individual has, given his personal features, and his/her command over commodities while functioning refers to what people do or can do with the commodities of given characteristics that they come to possess or control. For example, before a Nigerian can do anything (functioning) with crude oil to enhance her/his well-being, the individual must have the relevant know-how and technology (capability). For the individual as a person, his level of development in the opinion of Sen (as cited in Todaro 2011) depends on what "she/he is, or can be, and does, or can do".

This simply means how much dominion one has over his environment to enable him sustain him/her happily. To this extent, the Nigerian in the Niger Delta has little control over his environment in terms of capability to explore and use what is really there for her/him. Todaro (2011) added his contribution to the discourse on development. He started by asking if we can define development as the "sustained elevation of an entire society and social system toward a "better" or more humane life? His answer to the above question was yes as he identified and explained the three core values of development.

These core values are: sustenance, self-esteem, and freedom from servitude. He referred to them as common goals and fundamental needs sought by all people and societies. Todaro

defined Sustenance as the ability to meet basic needs or goods and services such as food, clothing, shelter, health, security, and electricity. He argued that "when any of these is absent or in critically short supply, a condition for these sustenance factors to be met is the availability of qualitative education which provides people with abilities and skills.

Self – esteem is referred to as "sense of worth and self- respect of not being used as a tool by others for their own ends". This self-esteem may be expressed in values such as authenticity, respect, dignity, integrity, self -determination, identity, honor, and recognition. The educational, political and economic are major institutions in promoting the above values and feelings of "being a person" in the individual. The third core values referred to as "Freedom from servitude", is really related to the above and demands that the individuals in society or country such as Nigeria should be free from the "alienating material conditions of life and from social servitude to nature. Freedom from the forces of nature and the challenge of the environment can be greatly enhanced with skills and ability acquired through education. It is not wealth and economic growth as Todaro (2011) would want us to believe. It is the ability to understand nature in totality and apply the principles of science to make living easier and create comfort and happiness for mankind. This position would become clearer when we look are Rodney's explanation of the concept "development".

Rodney (1982) had revealed the many-sided nature of the concept development. He opined that development could be understood from the human and societal/State angles. At the level of the individual, it implies or means increased skills and capacity, greater freedom, creativity, self-discipline, responsibility, and well-being. At the level of the society, development, according to him, means increased capacity to regulate both internal and external relationships. Development according to Rodney, entails ability to protect one's, professed independence and resist infringement from others. Arguing from the point or angle of "economic determinism", (a seeming "man shall live by bread alone" concept of development), Rodney (1982:9) had said:

> *A society develops economically as its members increase jointly their capacity for dealing with the environment. This capacity for dealing with the environment is dependent on the extent to which they understand the laws of nature (science), on the extent to which they put that understanding into practice by devising tools, (technology) and on the manner in which work is organized.*

The emphasis here is on economic development. It has de-emphasized the need for development in other spheres of human existence, such as the political, religious, legal, family, military, health, and education etc. For example, understanding the forces and laws of nature and the application of the laws require education, because the manner in which work is organized and the relevant attitudes to be acquired, are inculcated in educational organizations more effectively.

In recent times, Angaye (2016) also questioned the economic growth conception of the term development. His conception of development is beyond economic growth. For him,

development entails both quantitative and qualitative changes in the individual and society which includes positive changes in "moral, spiritual, mental, material, psychological, intellectual, political and socio-economic improvements" (Angaye 2016, p.132) He thinks that development is a:

> *"multidimensional socio-economic phenomenon which is characterize by rising standards of living, resulting from improved structures, institutions and attitude; increased incomes, the reduction of poverty, unemployment, inequality and dependence; and the provision of better food, shelter, clothing, education and good health" (Angaye 2016, p.147)*

Angaye further revealed that in the 1970s, the Berlin Centre for Future Research produced a Composite Index of Development or quality of life goals with the following ratings:

1. Improvement of the mental quality of life (improved education, knowledge and culture): 28.8%
2. Improvement of the physical quality of life (improved health, preservation of the natural environment and reduced violence): 26.9%
3. Improvement of the spiritual quality of life (improved morals, ethics, harmony, social organization and use of talents): 25.8%
4. Improvement of material quality of life (better housing, general supplies and use of natural resources and reduced destruction of useful materials): 18.5% (Smith as cited in Angaye, 2016 p.147)

It will be realized that the above Composite Index of Development must have guided the present UNDPs Human Development Index (HDI) which measures national achievement in human development in health, education, and income/standard of living.

Youth

It should be noted that the definition of a youth using the chronological criterion has not been easy for many. For instance, Ojerinde (2011) reveals that United Nations Organization in 1985 defined youths as people whose age bracket is between 1 –24. Then in 1988, the United Nations recommended that 15-25 years age bracket should be taken as the range for the youth (Kloskowska as cited in Kuczynski, Eisenstadt & Sarkar, 1988). Sarkar, et al. (1988) also reported that the concept adolescence cannot be used in place of youth because adolescence only covers the first cohorts of the 15-25 age groups. In recent times, George and Uyanga (as cited in Uyanga & Ekott, 2016) stated that the United Nations General Assembly now puts the age bracket of the youth as 15-29. It is however, germane to highlight that the definition of who a youth is has not been easy. Also important of mention is the fact that every social group or community or linguistic group seem to have a word for the concept youth. Such concept when used tends to solve the problem of definition concerning youth. It should be pointed out that surrounding every chronological stage (age) of the human life, are a system of physical, physiological, social, and psychological characteristics.

Characteristics of Youth

Some generally known characteristics of youth are;

Promotion of Culture: Those who sustain and promote the culture of communities and societies are the youth. This is correct for both rural and urban youths. Transmission of culture is enhanced by different activities of youths. Cultural elements such as belief, values, norms, dressing, dancing, drumming are mostly transmitted by youths.

Group Identity/Community Development: A common factor binding youth together for rapid action for the realization of ideas is the ability to identify their kinds and forms of association. Both in the rural and urban societies, youths have been useful in community development.

Industry: A youth is a very active person physically. Both the male and female sex in Africa and the rest of the world are engaged in livelihood activities. Some are in schools while the majority are out of school, engaged in one form of venture or the other. In the former Eastern region of Nigeria, youths are very industrious and have self-engaged themselves in provision of services and creation of things, many are also traders. While the female sex are engaged in fashion and design, decoration, tailoring, hair dressing etc., the male sex are into bricklaying, cement molding, petty trading, carpentry, woodwork, motor mechanic, welding etc.

Strength: They are a source of labour force for manufacturers and others in need of labour hands. Their strength and physical strength and power is required for the production of the raw materials needed in the light industries to diversity the economy of the country.

Intelligence and Quick Response: The age bracket 15-25 is a period noted for high intellectual activity and ability. Such intellectual alertness and acuity enable them to become over sensitive to social, technological and economic changes in their environment.

Propensity for Change: Youths are highly susceptible to forces that induce them to embrace change and also clamour for change. Such tendencies have influenced them to unsuspectingly accept ideas from selfish adult role models who only use them to achieve their ends in Nigeria and some African countries.

Furthermore, Oyebamiji (as cited in George & Uyanga, 2016 p.289) outlined some behavioural features which confirm some of the characteristics stated above. These are:

1. a strong tendency to move up a ladder of success
2. a potential for idealism caused by values inculcated by role models during early developmental stages
3. a craze for realization of the internalized values from models for exhibition of frustration and anxiety when internalized values are far from being realized

The State of Nigeria's Youth Today

Okoh (2005) characterized Nigerian youth as: inward; fatherless and convulsive. He said they can be rightly referred to as the inward generation; fatherless generation and convulsion generation.

Inward Generation:

Okoh (2005) explains inwardness as the behavior of an individual who feels and think that he/she must now live for himself/herself alone because there is "nothing out-there or up-there by which he/she can fully realize his/her potentials and ideas. The individual and present youth in Nigeria largely feel this way about their parents, community leaders, political leaders and

others. They have therefore decided to withdraw into themselves. This entails a personalized approach to self- discovery and response to problem solving. This inward behavior of the youth has made him/her to become very personal and individualistic in a selfish sense. He/she no longer wants to think of the general or public good but for the self only. They have become a group for itself. This development is dangerous for national development because, the youth will no longer want to make sacrifices for their country, except for a price. It is for this reason that some of the groups in the Niger Delta such as Movement for the Emancipation of Niger Delta (MEND), Movement for Survival of Ethic and Ijaw National Development (MOSEIND), Ijaw Youth Council (IYC), Niger Delta Association (NDA), and RNDA have members who are only interested in pursuing their personal gains.

Generation without fathers: Having rejected the idea that any one out-there is working for their good and happiness, the youth, according to Okoh (2005) have equally rejected the authority of anyone over them. This includes their parents too. The consequence of the above state of affairs is that as a group for itself, the youth now appoint leaders amongst them to govern them. These leaders are respected and obeyed, while the parents and constituted authority in legal institutions are not obeyed. The respected and adored group leaders, as can be seen normally have personal agendas for personal enrichment. Youths in this youth organizations usually end-up not realizing their aspirations because of the myopic vision of their leaders and finally become a wasted generation. Another problem is that such youths, do not usually believe that they must be parents someday, a dream their parents have for them.

Convulsive generation: Nigeria today has a teeming youth population that is dissatisfied with its leaders at all levels, parents, heads of institutions and organizations. Some have decided to innovate on our values and rules to suit their way of living. They suffer frustration and depression. They seem disappointed with the whole social system. They are resentful and do not want to believe in anyone and his/her ideas. Nigeria has become a country where leaders and parents cannot be trusted. A country, viewed in this sense is where everyone lives for him/herself and the youth in such environment cannot be a tool for national development.

Factors Militating Against Youth Participation in National Development in Nigeria

Most societies perceive the youth as their future leaders. As future leaders, they are socialized to take on this task as young men and women. Their education either informally or formally is a preparation for the adult roles they are expected to play for the sustainable development of communities and societies. This paper argues and posits that the above expectation is a pipe dream in Nigeria that would be difficult to realize because of the factors that are briefly discussed below.

1. **Lack of understanding of the problem of Nigeria**

   The problem of Nigeria is education. The Nigerian leaders, who cannot sustain the development of the country and cannot bring happiness to the people lack knowledge, understanding and wisdom on how to lead. Knowledge, understanding and wisdom are acquired through education. Nigeria has been led by leaders who read speeches written for them. The lack of education blinds them to the meaning of the words they read in speeches. Such leaders have not prepared youths as future leaders because they lack the knowledge to do so.

2. **Uneducated parents**

A child could face a lot of problem especially when he is being raised by a family of uneducated parents. Such a family could be referred as a unit led by blind beings. Such parents usually cannot give the training required to face the challenges of a technology driven age to become agents of development.

3. **Criminal role models**

Nigeria is often referred to as a place where "anything goes". Nigeria as a country breeds youth who wait and solicit for free money, chanting a hollow "loyalty" to perceived political masters. These political masters call themselves "big men" and are also called so but may lack productive abilities. They teach the youth how to consume but not how to produce. They have become teachers of inverted values to the youth, thereby depriving them of any opportunity to develop values such as accountability, discipline and responsibility needed for national development.

4. **Criminal subcultures**

There are many criminal subcultures in Nigeria. Some of these are school cults of the male and female sex; community cults in rural and urban communities, kidnap criminal groups, armed robbers etc. Most youths due to status frustration allow themselves or are attracted to one or two of the above groups. As criminal subcultures they act, feel and think in manners that are inimical to the development their communities and the Nigerian society in general.

5. **Toxic informal education**

The Nigerian sociopolitical and economic space seems to be very corrupt. There appears to be among Nigerians, a way of feeling, thinking and acting that is not helping the sane development of the youth. Consequently, the system of informal education entails the transmission of untested ideas, beliefs, e.g values and opinions that may not be helpful to the youths. Such tendency weakens the youth's ability for national development.

6. **Schooling without skills**

It is now a known fact to most people in Nigeria that have Masters and Doctorate degree can hardly find jobs to sustain themselves. Lack of critical mind sets and absence of skills could not also allow them to be self- employ themselves. Our education system as the old men of "Umuofia" warned in the novel titled "Eze Goes to School," has churned out lazy men and women without skills to feed themselves and contribute to national development.

7. **The schooled but uneducated youth**

The Nigerian society appears to be littered with schooled but uneducated youth who lack attitudes, skills, values, knowledge and understanding to contribute to national development. The cause of this seems to be the large-scale malpractices and cheating orchestrated in our examinations. The schooled but uneducated graduates who may not want to return to be re-educated are perceived to constitute the wasted generations of Nigeria. Majority of them also constituted the violent and terrorist youth groups we have in Nigeria.

8. **Low reading culture**

It is often said, "Reading maketh a man". The Nigerian youth can hardly read "good" books to increase their education on important issues. They cannot read very wide these

days. Gone are those days when some adults only read newspapers and magazines to educate themselves on writing and speaking English language. Lack of reading widely, drastically reduced youth understanding of their immediate and extended societies to enable them to become change agents in national development.

9. **Corruption in public and private life**

    The Nigerian youth is socialized in a society that corruption is perceived to be tool for national underdevelopment. Examination malpractices and cheating in examinations are all manifestations of corruption. Members of some youth groups in Nigeria have intra conflicts because of accusations and counter accusations bordering on corruption. Youth who are socialized into a corrupt system can hardly become effective agents of national development.

10. **Mental and physical laziness**

    Nigerian youths from the kind of banking or cup-mug type of education in the classroom are not made critical and alert to their economic and political problems, hence respond to these problems with ethnic interest. Their agitations for change are self-serving and not nationalistic. The schooled but uneducated graduates in Nigeria, no longer think that they can farm to produce what they will eat. The education has rather produced lazy youths who lack understanding of the importance labour in the production process for national development.

11. **Inverted values**

    Our cherished ways of socially, economically and politically relating with others in the society, have been turned upside down or inverted. Values enable us to gauge the extent to which we are right or wrong depending on the moral laws of society. In place of hardwork, we have laziness and we have substituted truth for deceit and lies. That is why it is said "Nigeria is where anything goes". The youth who are socialized in this environment can hardly be agents of development in a society where the guiding principle of survival is "thou shall live by bread alone".

12. **Overdependence on natural capital**

    Nigeria's claim to produce crude oil is false (Okoh 2005). In the true sense of it, Nigeria did not contribute to the formation of hydrocarbons found in the Niger Delta Development Council (NDDC) States. Nigeria is only using western technology to drill the oil for sale. It is wrong for a country to make her young men to believe in a wrong use of a notion "production". For Nigeria to self-sustain itself, she must use the freely acquired natural capital and build her young men and women on the exact essence of production in industries. This lack of understanding of the import and meaning of concepts such as production has made the youth to virtually live in a fool's paradise without any readiness to take up the challenge of production of goods for national development.

13. **Lack of employment**

    Seeking and finding a job that can sustain one's self and immediate family has become a Herculean task in Nigeria. About 21% of the population of employable men and women are living without a job. Of this percentage, the graduates are a significant number. Graduates who studied to acquire different skills cannot find job because they are not available. It has been argued by some that most state governments lack ability to create

jobs for the indigenes and others. It is also argued that most skills acquired by graduates from universities do not match what is required by employers. It certainly means that majority of the university education seekers are blindly running programmes for skills that are not relevant in the job market. The above scenario depicts youth populations that have not been properly guided to fulfill their roles as agents of national development.

14. **Lack of homogenous values**

Values mean different things to different people in Nigeria. The meaning of a value seems to depend on a person's religion (Muslim, Christianity, African Traditional Religion), tribal group, sex, class, etc. In Nigeria, the sanctity of life is perceived differently by different religions. The issue of corruption, bribery and stealing of public fund is understood differently by different tribal groups.

Sameness of values is a condition for peace and national unity. Peace and unity are also conditions for development. The different militant youth groups from different tribal groups are a function of the absence of national unity caused by the different meanings giving to values such as justice, equality and fairness. The youth under this condition can hardly contribute sincerely and effectively to national development.

Conclusion

The position of the youths as an agent of national development is critical to Nigeria's efforts at modernization and Globalization. The youth, also referred to as the leaders of the future of any society would not be able to do so if they are not properly positioned and prepared for this expected role. Apart from a deliberate effort to prepare youths for their anticipated role, the society in which the preparation would take place must be conducive and supportive of the efforts of other agents of socialization. This paper however, perceives that the roles youths would exercise in positive national development is hindered because of very serious intervening variables or forces that weaken the position of youths in their expected role.

Suggestions for Further Studies

The paper suggests that: parents should take the role of caring and moral education of children more serious. The educational institution must not allow negative influences of the external society to dictate the character of its products and Government must endeavor to provide peace and security for all and assist agents of socialization to inculcate the expected moral values in both adults and the youth. In addition, the educational institution should insist in its functions, and the need for pragmatic theory and practice in the concept of "character and learning".

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PRINCIPALS' ADMINISTRATIVE COMPETENCIES AND EFFECTIVE MANAGEMENT OF PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE

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Abstract

The study investigated principals' administrative competencies and effective management of public senior secondary schools in Rivers State. Descriptive survey design was employed with three research questions and three hypotheses. The sample comprised 150 principals and 580 teachers selected using proportionate random sampling. The instrument of the study was a 15 itemed questionnaire titled "Principals Administrative Competencies Questionnaire" (PACQ). Mean and standard deviation were used to answer the research questions, while Pearson moment correlation was used to test the hypotheses at 0.05 level of significance. Results revealed that communication; decision making and financial management administrative competencies to a high extent influence effective management of secondary schools; and principals' communication, decision making and financial management competency showed a significant relationship with the effective management of public senior secondary schools in the state. It was therefore recommended among others that the appointment of the position of a principal should not solely be dependent on rank level but that the candidate should poses administrative competencies.

Keywords: Administrative competency, effective management, communication, decision making, financial management.

Introduction

Administrative competence is the quality state of an individual to be adequately functional in matters concerning administration or having sufficient knowledge, judgement and skills as regards administrative issues. One who has the administrative knowledge of combining available educational resources in the form of: human (students, academic staff, non-academic staff, parents, sponsors, vendors in the school compound, etc.); material (infrastructural and instructional facilities); financial (Government grants, education trust fund, external aids, community efforts and development, alumni, etc.) and time resources within the school environment to achieve educational goals and objectives. Idoko (2015) views administrative competence in education as the effective management of educational resources in the form of planning, controlling, directing organizing and coordinating them towards the achievement of educational goals at that educational level.

The seat of the principal is the highest office in any senior secondary school and from that position the principal puts to play administrative competences in the manner in which educational resources (human, material, time, and financial) are effectively and efficiently managed. It is the adequate utilization of educational resources of the school for efficiency and the achievement of school goals. Hence the principal can only effectively function in the assigned roles when they have the requisite competencies such as leadership talent, administrative efficiency, managerial planning skills, etc.

The appointment criterion of a principal of a public senior secondary school is therefore very significant when considering the competence of the position. Okoroma (2002) in a study on the effects of frequent changes in educational policies on secondary school administration in Rivers State observed that principals of public secondary schools in the state are not appointed based on competencies or knowledge acquired but rather by patronage of political groups, religious affiliations, tribal relations, etc. In a similar study conducted in the southern part of the country, Akinola and Adebakin (2016) found out that the appointment of a principal was on the basis of grade level, number of years of service and a degree in education; with no consideration on the administrative competence of the candidate.

The administrative competence of the principal at this level of education is showed in the effective coordination and supervision of the school to ensure that the academic and administrative activities are fulfilled. Given the important roles principals play in the achievement of senior secondary education, it becomes imperative that they are acquired certain administrative competences to effectively and efficiently fulfill the demands of the office. Administrative competencies of principals can be viewed from areas such as; communication, decision making, financial accountability, discipline, public relations, etc.

This follows that there are different administrative competencies that are required of principals to effectively function in their office. This study shall focus on three basic competencies namely; communication (which is concerned with the ability of the principal to effectively communicate with staff and students in the accomplishment of school goals; decision making (which focuses on the principals ability to make the right decisions on behalf of the school community without any form of bias; and financial management (which is concerned with the appropriate allocation and accountability of school funds. Hence the study seeks to investigate administrative competencies of principals in the areas of communication, decision making and financial management so as to ensure the effective management of public senior secondary schools in Rivers State.

Theoretical Framework

This study is guided by the Contingency theory developed by the management psychologist Fred Fielder. Adiele (2020) explains that the theory is hinged on the fact that management techniques should be dependent upon the circumstances or situations that a manager or leader finds himself. Contingency thinkers do not follow the strict method of one best way as the classical arguments but recognize the need to understand that situational differences should be responded to by different managerial competencies. They recognize that there is no one best

way or method to manage any organisation based on the fact that managers are faced with the task of determining which managerial approach is likely to be most effective in a given situation.

Going by the above the application of contingency theory can be depicted in the diagram below:

Administrative Compentencies	Administrative Task
Communicative	Building of relationships/communication lines
Decision making	Professional knowledge for decision making
Financial management	Budgeting and allocation of financial resources.
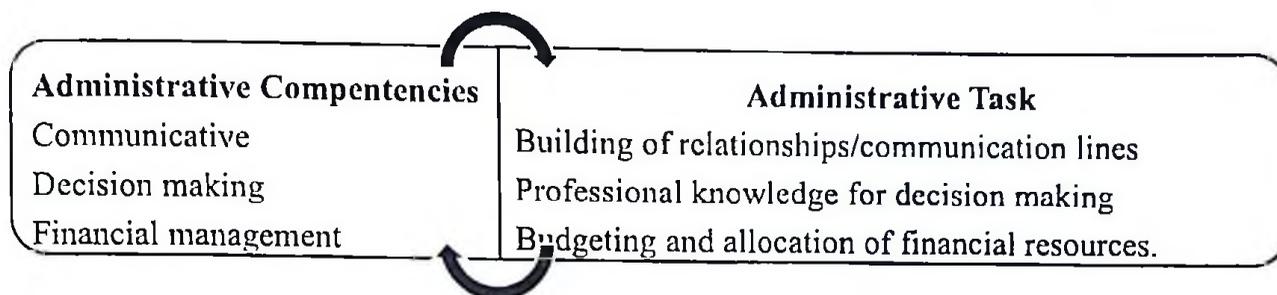
Figure 1: Application of Contingency theory to principal's administrative competency

Figure 1 above explains that there are different administrative competencies for different administrative task.

The theory in application to this study can further be depicted below:
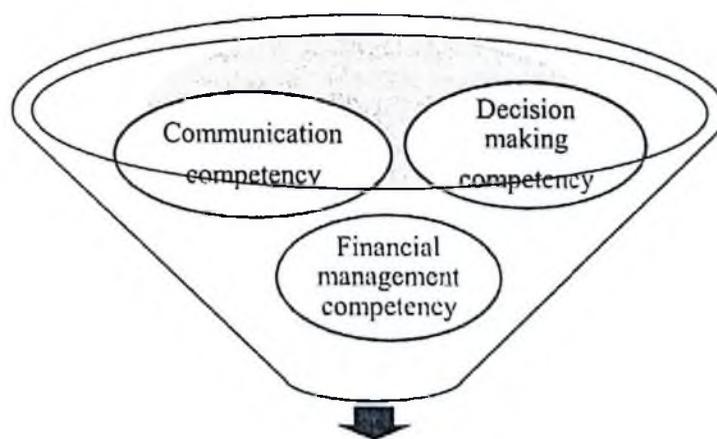
Figure 2: Principals Administrative Competencies for Effective management of schools

Figure 2 above explains that a combination of different administrative competencies of a senior secondary school will enable the principal to effectively manage the affairs of the school.

This theory is relevant to this study given that the school principal is the head of the school and as such will be faced with different administrative challenges that demand being competencies in various aspects of administration. Hence the researcher views that the principal of a public senior secondary school in Rivers State will require communication, decision making, financial management competencies which may be contingent in the school as the need arises.

Conceptual Clarification

Principals' Communication Competency

Communication can be said to the life wire of every organization since individuals working in the same environment must naturally send and receive information to one another. Okoroma (2019) defines communication as the ingredient which makes every organization process

possible, as it is the vehicle through which all management and administrative functions operate. In a similar view, Adiele (2020) describes communication as a process that involves a chain of actions, reactions and interactions among a group of people within and outside an organization.

Owan and Nonye (2019) in an investigation on principals' administrative competence and teachers work performance in Calabar Education zone, discovered that; school principals' supervisory, leadership and communication competences were all significantly related to the class teachers' work performances. In a similar study by Nwosu (2017) on the extent to which principals' communication strategies contributes to teachers' work performance in public secondary schools in Ikenne local government area in Ogun state, results revealed showed that 24.7% of the variability observed in the teachers' job performance was accounted for by the principals' communication strategies, showing the existence of a positive significant relationship was between principals' communication strategies and teachers' job performance in secondary schools.

Principals' Decision Making Competency

Decision making is simply the process of selecting from among many options the best possible option to achieve a desired goal. Agabi (2014) defines decision making as the managerial function of a school head that helps them to determine the best option after selecting from among many options. This is in line with Nwankwala (2016), who defines decision making as a managerial tool that involves a process of choosing an action among competing alternatives. She likened decision making to a wheel that involves the administrative process of planning, organizing, communication, supervising, controlling and budgeting. Decision making competency can therefore be described as the process of achieving educational goals by means of putting into actions educational plans, policies and objectives towards giving the school a direction.

Ayeni, (2018) in a study examined principals' decision making strategies and teachers' productivity in secondary schools in Ondo Central Senatorial District of Ondo State. The results showed a significant relationship between principals' decision making strategies and teachers' instructional task performance, and a significant relationship between teachers' instructional tack performance and students' academic performance. Similarly, Francis and Oluwatoyin (2019) investigated principals' personnel characteristic skills: A predictor of teachers' classroom management in Ekiti State Secondary School. Results revealed that supervision skill, communication skill, inter-personal relationship skill, decision-making skill, and training and development skills were competencies required of principals. It was also revealed that the listed competencies were significant predictors of teachers' classroom management.

Principals' Financial Management Competency

The sole purpose of financial management in any organisation is the ability to be able to raise funds and ensure that the funds are mobilized and optimally used in the most effective and efficient manner. Financial management of school funds involves planning, organizing and

controlling of inflow and outflow of money aimed at achieving the goals and objectives of the school. It involves budgeting, auditing, application accounting strategies, cost-saving approaches, profit maximization, sourcing of funds among others.

Onuoha (2018) explains that the budgetary allocation to the education sector is not enough therefore to be able to achieve educational goals the school principal needs to ensure accountability and efficiency in the management of financial resources. Financial management involves: funds collection, budgeting, spending, keeping of account records, etc. Adegbemile (2011) in a study investigated the competency needs of principals for effective school administration at secondary school level. The study was carried out in South West Geo - Political Zone of Nigeria comprising of 100 Junior Secondary Schools located in the six states in South West Geo- Political Zone of Nigeria. Results revealed that principals need instructional skills, personnel management skills, and financial management skills

Purpose of the Study

The purpose of the study is to investigate administrative competencies of principals in the effective management of public senior secondary schools in Rivers State. Specifically, the study sought to;

1. Examine the extent to which principals' communication competency influences effective management.
2. Examine the extent to which principals' decision making competency influences effective management.
3. Examine the extent to which principals' financial management competency influences effective management.

Research Questions

1. To what extent does principals' communication competency influence the effective management of public senior secondary schools is Rivers state?
2. To what extent does principals' decision making competency influence the effective management of public senior secondary schools in Rivers state?
3. To what extent does principals' financial management competency influence the effective management of public senior secondary schools in Rivers state?

Hypotheses

H_{01}: There is no significant relationship between principals' communication competency and the effective management of public senior secondary schools in Rivers State.

H_{02}: There is no significant relationship between principals' decision making competency and the effective management of public senior secondary schools in Rivers State.

H_{03}: There is no significant relationship between principals' financial management competency and the effective management of public senior secondary schools in Rivers State.

Methodology

The study adopted descriptive survey design because it involved data collection from a given population in an attempt to elicit their opinions. The respondents comprised of all Principals' and teachers of the 261 public senior secondary schools in Rivers State. Proportionate random sampling was employed and a sample of 150 Principals' and 580 teachers were selected for the research. Three research questions and three corresponding hypotheses guided the study. The instrument of data collection was a 15 itemed self-structured questionnaire titled "Principals' Administrative Competencies Questionnaire" (PACQ). It comprised of two sections; section A was on the demographic data while section B had 15 items on a four point likert scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE). Two experts from the department of Educational management Ignatius Ajuru University of Education and one from the department of measurement and evaluation validated the instrument and their corrections guided the final draft. The items were analysed using mean and standard deviation, with mean values 3.50 – 4.00 (VHE), 2.50 - 3.49 (HE), 1.50 - 2.49 (LE) and 1.00 - 1.49 (VLE). Pearson moment correlation was used to test the hypotheses at 0.05 level of significance.

Results

Table 1: Extent of Principals' communication competency in the effective management of public senior secondary schools in Rivers state.

S/no.	Principals communication competency	$\bar{X}$	SD	Remark
1.	Communication will enhance school administration.	2.92	1.22	HE
2.	Communication will enhance academics.	2.84	1.35	HE
3.	Communication will enhance the relationship between the principal and heads of department.	2.72	1.43	HE
4.	Communication will enhance principal/teacher relationship.	2.65	1.49	HE
5.	Communication competency will enhance principal/student relationship.	2.52	1.50	HE
	Grand Mean	2.74	1.40	HE

Data in table1 shows the extent of Principals communication competency in the effective management of selected public senior secondary schools. The results show that Principals communication competency to a high extent influences effective school administration, academic activities, relationship between the Principal/heads of departments, teachers as well as the students. Result further shows that Principals' communication competency to a high extent with a mean score of 2.74 influences effective management of public senior secondary schools in Rivers state.

Table 2: Extent of Principals' decision making competency in the effective management of public senior secondary schools in Rivers state.

S/no.	Principals decision making competency	$\overline{X}$	SD	Remark
1.	Principals' decisions influence the staff.	2.76	1.32	HE
2.	Principals' decisions influences the students	2.84	1.22	HE
3.	Principals' decisions give direction to educational policies and programmes.	2.94	1.22	HE
4.	Principals' decisions influences teaching and learning	2.89	1.26	HE
5.	Principals' decisions influence the outlook of the school.	2.82	1.31	HE
	Grand Mean	**2.85**	**1.28**	**HE**

The data on table2 shows the extent of Principals' decision making competency in the effective management of selected public senior secondary schools in Rivers State. The results show that principals' decision making competency to a high extent influences the staff, students, gives direction to educational policies and programmes, teaching and learning, and the outlook of the school. The result further shows that Principals' decision making competency to a high extent with a mean score of 2.85 influences the effective management of public senior secondary schools in Rivers state.

Table 3: Extent of Principals' financial management competency in the effective management of public senior secondary schools in Rivers state.

S/no.	Principals financial management competency	$\overline{X}$	SD	Remark
1.	Financial management competency will ensure effective budgeting and implementation.	2.84	1.32	HE
2.	Financial management competency will ensure financial accountability in the school.	2.95	1.21	HE
3.	Financial management competency enhances effective allocation of funds.	2.71	1.36	HE
4.	Financial management competency will enable principals to proffer avenues to source for funds.	2.75	1.32	HE
5.	Financial management competency will ensure prudent and efficient use of school funds.	2.81	1.27	HE
	Grand Mean	**2.81**	**1.30**	**HE**

Data on table3 shows the extent of Principals' administrative competency financial management in the effective management of the selected public senior secondary schools in Rivers State. The results show that Principals' financial management competency to a high extent ensures effective budgeting and implementation, financial accountability, effective allocation of funds, proffers ideas for fund raising and enhances the prudent use of school funds. The result further shows that Principals' administrative competency of financial

management to a high extent with a mean score of 2.81 influences the effective management of public senior secondary schools in Rivers state.

Table 4: Relationship between Principals administrative competency of communication and the effective management of public senior secondary schools in Rivers State.

	Mean	SD	N
Principals' communication competencies	2.74	1.30	685
Effective management of public senior secondary schools in Rivers State	2.68	1.28	685

Correlations

		Principals' communication competencies	Effective management of public senior secondary schools in Rivers state.
The principals' communication competencies.	Pearson Correlation	1	.349**
	Sig. (2-tailed)		.000
	N	685	685
The effective management of public senior secondary schools in Rivers state	Pearson Correlation	.349**	1
	Sig. (2-tailed)	.000	
	N	685	685

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

The result of table 4 shows Pearson correlation value 0.349 indicating low positive relationship and significant value of 0.00 below the significant level of 0.05. Therefore, the null hypothesis is rejected, indicating that there is a significant relationship between principals' administrative competency of communication competencies and the effective management of public senior secondary schools in Rivers state.

Table 5: Relationship between principals' decision making competencies and the effective management of public senior secondary schools in Rivers state.

	Mean	SD	N
Principals' decision making competencies	2.85	1.28	685
Effective management of public senior secondary schools in Rivers state	2.68	1.28	685

Correlations

		Principals' decision making competencies	Effective management of public senior secondary schools in Rivers state
The principals' decision making competencies	Pearson Correlation	1	.518**
	Sig. (2-tailed)		.000

The effective management of public senior secondary schools in Rivers state	N	685	685
	Pearson Correlation	.518**	1
	Sig. (2-tailed)	.000	
	N	685	685

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

Result of table 5 above shows Pearson correlation value 0.518 indicating moderate positive relationship and significant value of 0.00. Therefore, the null hypothesis is rejected, indicating that there is a significant relationship between principals' decision making competencies and the effective management of public senior secondary schools in Rivers state.

Table 6: Relationship between principals' financial management competency and the effective management of public senior secondary schools in Rivers state.

	Mean	SD.	N
The principals' financial management competencies.	2.81	1.30	685
The effective management of public senior secondary schools in Rivers state.	2.68	1.28	685

Correlations			
		Principals' financial management competencies.	Effective management of public senior secondary schools
The principals' financial management competencies.	Pearson Correlation	1	.577**
	Sig. (2-tailed)		.000
	N	685	685
The effective management of public senior secondary schools in Rivers state.	Pearson Correlation	.577**	1
	Sig. (2-tailed)	.000	
	N	685	685

**. Correlation is significant at the 0.01 level (2-tailed).

Result of table 6 above shows Pearson correlation value 0.577 indicating moderate positive relationship and significant value of 0.00. Therefore, the null hypothesis is rejected, indicating that there is a significant relationship between principals' financial management competencies and the effective management of public senior secondary schools in Rivers state.

Discussion of the findings

Results on Principals' communication competency showed that principals' communication competency to a high extent influences the effective management of public senior secondary schools. While the test of hypothesis showed a significant relationship between principal's communication competency and the effective management. These results are in line with the results of Owan and Nonye (2019) and Nwosu (2019) who found out that principals'

communication competency improves teachers work performance, and as such encourages effective management.

Results on the decision making competency showed that principals' decision making competency to a high extent influences the effective management of public senior secondary schools. Results of hypothesis showed there was a significant relationship between principal's administrative decision making competency and the effective management of public senior secondary school in Rivers state. This is supported by the results of Ayeni (2018) who discovered that principal's decision making strategies influences teachers instructional task performance.

Results on the Principals' financial management competency showed that principals' financial management competency to a high extent influences the effective management of public senior secondary schools. The test of hypothesis indicated a significant relationship between principal's financial management competency and the effective management of public senior secondary schools. The results of this study is in line with studies of Adegbemile (2011) who identified financial management competency as a very important prerequisite of principals' given that the budgetary allocation to education requires efficient management.

Conclusion

Senior secondary education is a critical aspect of education that requires of which principals at that educational level need to poses administrative competencies comprising of communication, decision making and financial management for the effective management of the schools. Given the results, it shows that communication, decision making and financial management competencies are required for any principal to effectively function in their office as all these variables to a high extent influence the effective management of the schools.

Recommendations

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

1. Principal of senior secondary schools should not be appointed based on political, religious, cultural lines and rank level rather they should be appointed based on their professional qualification.

2. New and already existing principals should regularly undergo trainings on administrative competencies most especially on communication, decision making and financial management.

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APPLICATION OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN THE DEPARTMENT OF ADULT EDUCATION IN NIGERIAN UNIVERSITIES: PROBLEMS AND PROSPECTS

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Abstract

This paper focus on issues relating to Application of Information Communication Technology (ICT) in the Department of Adult Education in Nigerian Universities: Problems and Prospects. A lot of literature on ICT (e-learning) on Adult Education was reviewed. It was revealed that Adult Education department in Nigerian Universities have benefited a lot from the application of ICT in Adult Education delivery system. It was also discovered that e-academic activities are encouraged in the developed countries but in Nigeria, it is still in a nascent stage. Relevance of ICT in delivery of research and academic programme was also discussed. The paper also established the need for effective utilization of ICT (E-learning resources) in the Department of Adult Education in Nigerian Universities as well as the prospect of ICT application in Adult Education Departments. Benefits of application of ICT (E-learning resources) in Adult Education Departments in Nigerian Universities were also highlighted. Problems facing smooth application of ICT (E-learning) in Adult Education Department in Nigerian universities were identified, while recommendations on how to overcome these problems were proffered.

Keywords: Information Communication Technology (ICT), E-Learning, Adult Education, Community Development, Functional Literacy.

Introduction

Globally ICT is considered the pivot on which the strength of academic programme revolves in different Universities. ICT features includes computers, laptop, cell phones, CD-ROM, video conferencing, web, internet, E-mails, (i.e. the e-learning tools) which are regarded as invaluable in all spheres of life particularly in academics ICT has made education worthwhile in all Universities across the globe. Pratt (2017).

ICT focuses primarily on communication technologies which include the internet, wireless networks, cell phones, laptops, computer, etc. ICT have provided students in universities all over the world with a vast array of new communication capabilities. For example, students communicate in real time with others in different countries using technologies such as

Instagram, voice over, WhatsApp, video-conferencing and Facebook which allowed users from all over the world to remain in contact on regular basis. Pratt (2017).

According to Pratt (2017), ICT is the infrastructure and components that enable modern computing. Although, there is no single universal definition of ICT, the term is generally accepted to mean all devices, Networking components applications and systems that combined and allow people, institutions and organizations to interact in the digital world.

According to Ando (2008), ICT provide opportunities for making learning more interesting and easy to understand ideas. ICT aid distance learning through the use of phone, video conferencing, e-mails. It helps to break literacy barriers in communities with the use of video and radio. ICT also helps in academic research with useful information sharing through the internet.

According to Kaka (2008), ICT has played important role in the education sector especially the use of the internet has been effective way of increasing student's knowledge. The use of the multimedia internet base also support and facilitate student academically. A lot of web blog providers are free to the users such as WordPress. In this plug, students create and write something, like article, research and equally express their opinion by an online forum provided in internet. Generally, ICT objectives are:
   a. To implement the principle of life-long learning
   b. To increase a variety of educational services
   c. To develop a system of collecting and disseminating educational information
   d. To develop distance education with national contents.

It is expected that academics round the globe avail themselves of the usefulness of ICT in order to make learning more interesting and less stressful. There are many ICT resources; however, this paper is focused on e-academic resources which facilitate teaching and learning in different learning environments for effectiveness. Martin, (2009).

In UK, America and Australia, there is technological driven, reading and learning enhancement and innovation through e-learning. UK has set up a material science department in 1993 to develop and help integrate computer-base learning (CBL) materials into mainstream teaching. They have gone to create a number of high-quality resources, such as websites, in-depth simulations and CD-ROM to assist in delivering of Adult teaching. The CD-ROM is a piece of soft worse for teachers and it contains a vast amount of learning materials. The CD-ROM are converted for use in online distance learning for adult and regular students. (Martin 2009).

Adult education (Andragogy) is process of helping adult to learn. (Ihegirika 2016). Adult education also denotes all educational activities or programmes designed for any person regarded as adult by any given society to partake and acquire knowledge, skills, awareness which will enable him/her to be productive in life and also lead to change in behaviour;

Some of the programmes of adult education that needs utilization of ICT are: remedial education, functional literacy, women education, educational gerontology, etc. All adult education programmes can be carried out through three forms which are: formal education, non-formal education and informal education. Some areas of specialization in the department of adult education are: Community Development, Environmental Adult Education, Literacy Education, Industrial Education, Social Welfare etc. All the programmes in the field of adult education require research, teaching and learning process which involves the use of ICT through e-learning resources such as computers, laptops, projectors, website, internets, video conferencing, television, etc but from the research's knowledge e-learning resources has not been fully applied in the field of Adult Education in Nigeria Universities, hence, the need for the study, to review on e-learning resources which can facilitate learning, teaching, research and community service in the Department of Adult Education in Nigeria and proffer some recommendations in order to fill the gap in the application of e-learning resources in Nigeria Universities.

Information Communication Technology (ICT)
Onyekwe (2006) saw ICT as a broad-based electronic technology that is used for collecting, storing, processing and transmitting information in various forms, ICT is therefore technology that generally supports the individual's ability to manage and communicate information electronically. ICT involves computers, internets, laptops, handset, projectors, palm top etc. Therefore, for adult education students not to be left out in what is going on around the globe, they are to join in utilization and application of this technology through integration of ICT into adult education academic programs in Nigeria universities.

Thus, this work focuses on the following: need/usefulness for the utilization of ICT in adult education academic programme in Nigeria universities, importance of adult education academic programme in Nigeria, application of ICT in Adult Education academic programme and research in Nigeria universities, problem and prospect of application of ICT in adult education academic programmes in Nigeria Universities.

E-learning on the other hand, is the delivery of a learning, training or educational programmes through electronic means. E-learning involve the use of computer and other electronic device such as mobile phone and laptops (Derek, 2003). E-learning also involve the online using the internet or an intranet. CD-ROM, DVD and Flash drive can be used to provide learning materials. Distance education provided the base for e-learning development.

E-learning is learning utilizing electronic technologies to access educational curriculum outside of a traditional classroom. In most cases, it refers to course, programme delivered online completely. There are many terms used to describe learning that is delivered online via the internet, ranging from Distance Education, to computerized electronic learning, online learning, internet leaning and many others.

E-learning are programmes or courses that are delivered via the internet to somewhere other than the classroom where the teacher is teaching. it is an interactive in that one can

communicate with your teacher or other students in the class, sometime it is delivered live where one can interact in real time and sometime it is a lecture that has been pre-recorded. There is always a teacher interacting with you and grading your participation, assignment and tests. E-learning has been proven to be a successful method of training and is becoming a way of life for many citizens in U.S.A.

In UK and Australian universities, dissemination of IT (E-learning) resources are used for the promotion of teaching-learning process, it has been developed into a very high quality series of packages, in the areas of materials science, Adult education, humanities, etc in addition they have an extensive micrograph library, containing over 650 micrographs intended for use in teaching and learning as well as video library for the students to aid learning process.

E-learning resources such as multilingual e-learning translation has proven to be very beneficial and solution to problem of language barriers among teachers and students in universities across Australia and United Kingdom. The trend in e-learning has continue to evolve and grow. There is also increase in mobile e-learning interactive video-based learning and adoption of learning portals. The future of e-learning is dynamic one, translation and localization plays a vital role in bringing research and academic solution to all universities across the continent (Legrand, 2018).

E-learning is nothing but the use of technologies to connect teachers and students who are physically miles apart. In e-learning, lectures can be delivered by a member of means these include the use of mainframe computers, floppy diskettes, multimedia, CD-ROMs and interactive video disks. In most recent times, e-learning procedure make use of web technology which has do with both the internet and intranet for teaching-learning process in the universities. Future trends are looking at teaching-learning process to be delivered on cell phones. This new form of learning education is called M-learning or Mobile learning.

E-learning across the globe create the platform to involves the same time interaction of participants with an instructor via the web in real time. For example, virtual class room (VCRs) that are nothing else but real classrooms online. Participants interact with each other and instructors through instant messaging, chat, audio CD, E-mails, video conferencing and what is learnt in the session can be recorded and played back.

In UK and Australia, there is technological driven, reading and learning enhancement and innovation through e-learning. UK has set up a material science department in 1993 to develop and help integrate computer-based learning (CBL) materials into mainstream teaching. They have gone to create a number of high-quality resources, such as websites, in-depth simulations and CD-ROM to assist in delivering of adult teaching. The CD-ROM is a piece of soft worse for teachers and it contains a vast amount of learning materials. The CD-ROM are converted for use in online distance learning for adult and regular students. (Martin, 2009).

Importance of E-learning

E-learning platform is very important in educational enhancement of people. It enables one to limit various resources in several varying formats, it is a very efficient way of delivering courses online. Due to its convenience and flexibility, the resources are available from anywhere and at any time.

Everyone who are part time students or full-time students can take advantage of web-based learning (e-learning). Web-based learning promotes active and independence learning, as you have access to the net 24 X 7 from anywhere. The video instructions that are provided for audio and video learning can be rewound and seen and heard again and again if you do not happen to understand the topic first time you do not happen to understand the topic first time around (Isabelle, 2017).

However, in Nigeria, the use of ICT seems to be at the nascent stage, not yet blossoming in most departments in the Universities. Among the departments in which ICT is in its nascent stage is the Departments of Adult Education.

Adult Education as a Concept

According to UNESCO (1976) in Ihejirika (2016), Adult Education is the entire body of organized educational process, whenever the content, level and method, formally or otherwise, whether they prolong or replace initial education in the schools, college and universities as well as apprenticeship whereby person regarded as adult by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualification and bring about change in their attitude or behavior in the two-field perspective of full personal development and participation in balance and independent social, economic and cultural development.

Adult education can also be considered both as a preparation for life as well as life itself. It is a preparation for life because adult education equips people with the necessary skills competences and knowledge that will help them improves their lives and that of their communities. Adult education is also life itself because it is a process that continues throughout the life span of the recipients. The immeasurable contribution of adult education in the transformation process of the nation has left a burning desire to increase access to adult education for her citizens.

Obidiegwu and Obiozor, (2014) were of the view that adult education is a continuous process for acquisition of wide-range of experiences in and out of school, in all aspect of life, a process of continuing inquiry and continuing acquisition of skills, knowledge and competences essential for necessary adaptation in life and improvement of one's standard and quality of life for the whole life span.

Application of ICT (E-learning) Resources in Adult Education Department in Nigerian Universities
The following are some ICT based instructional platform and method proven to be beneficial in helping adults learn better.

Virtual Teaching and Distance Learning

Virtual teaching is an ICT interactive platform where by teachers and learners interact through video conferencing techniques. With this innovation, distance is no longer a barrier for the adult learner to access information f0rom the teacher or facilitator. This platform ensures that the level of teacher-students interaction appropriate that in face-to-face session. Adult education students in different part of the country can interact with one another through video conferences.

Multi Threading and Functional Literacy

This is a e-learning resource that enable different part of course material to be connected in any preferred order that makes sense to the learners. According to Modebelu and Anebi (2013), the advantage of this is that it enables the use of cross-indexing and has the ability to navigate forward and backward while studying course content. This ICT tool can be very effective in demonstrating how on-the-job training can be carried out in a non-formal adult education programme or organization.

Web Based Instruction

According to Modebelu and Anebi (2013) the web based instruction uses the internet as the main components to access learning materials for teaching and learning. The desired course information is gathered from internet through browsing. This technique exposes the adult learner to wide range of information in various areas of interest.

Instructional Slides and Environmental Adult Education

Adult education instructors and adult learners require this skill to enable them access and utilize teaching and learning aids made and written into compact disk with graphics and texts. This is made possible through the use of an application package such as power point. These techniques can be beneficial to the adult learner because it enables him master the main points in every course of study and during presentation. Environmental Adult Education can utilize instructional slides to enlighten their learners or audience on environment issues or problems and possible ways to solve those problems.

Computer Assisted Instruction and Adult Education Research/Community Development

This component is very important for individualized learning. It creates an environment for individualized method of instruction using a computer and website. Modebelu and Anebi (2013) posited that this method affords the students the opportunity to individually interact with the computer through online website in a teaching and learning manner. Computer assisted instruction (CAI) which is a television screen for displaying information. This presents itself in the form of video tape recording motion, picture sequences, slide, film stripes or other visual displays generated by the computer. This component enables adult learners ask questions and

feed in answers through the key board. The adult learner may write these questions and other inputs directly on the light sensitive display screen with a light pen or gum.

Virtually all adult education researches are carried out through the use of the internet by browsing to gather needed information by scholars which serves as literature review. In community development, the community development agent can make use of this component (CAI) to record pictures. Sequent slides, video display, films which will be use to enlightened and educate community members.

Need for Effective Utilization of ICT (E-Learning Resources) in Department of Adult Education in Nigerian Universities

Application of ICT features or tool such as computer, website, e-library and internet in the field of adult education has resulted in unprecedented qualitative improvement in education practices in Nigeria universities.

There is improvement and more opportunities now created for adult teaching and learning through the use of the internet in education delivery in Nigeria universities. Using various ICT applications such as E-mails, CD, the website help, many adult learners who hitherto wouldn't have had the opportunity to access formal education now engage in online teaching and learning of those programmes competencies and knowledge that will improve their lives and that of their communities.

With the aids of ICT, tools like the computer, cell phone/internet, teaching and learning has been made more flexible to suite the adult learner. It has increased the number of adults who are admitted to read or study various courses both in formal and non-formal setting. Integration of ICT resources into the delivery system of adult education academic programmes and research has ensured that many adult learners are reached without necessarily having face-to-face contact with facilitators. e.g. National Open University of Nigeria (NOUN), Okereke (2005) explained that one of the strengths of computer network has been its ability to bring people together while a traditional classroom relies on a single teacher to provide face-to-face teaching and learning experience for learners.

Application of ICT tool like the internet and website in adult education academic research and programs in Nigeria Universities has drastically reduced the rigours and suffering of researchers by providing a more efficient and effective means of sourcing information. The website and the internet through cell phones has made it possible for adult education research to have access to millions of literature materials across the globe. ICT has opened doors of opportunities for adult education researchers by making it possible for them to access the World Wide Web and other ICT network where limitless resources materials are stored. Application of ICT in adult education research enables adult education researchers all over the world to share their experience and expertise. A researcher can easily link up with other researchers in the same field of interest for information sharing, clarification of issues, follow-up to previous research work. Okereke, (2005) reported that in developed countries internet learning has become common. He stated further that schools use the internet to provide home works, assignments and other information for students stuck at home due to bad weather or sickness.

According to Hussein, (2006) application of ICT enhances cooperation among researchers. He further stated that joint research among researchers from distant places is boosted through the utilization of ICT.

Research in adult education is very important for development and progress at home, society, nations and the world. There is actually no boundary as to the scope of research in adult education. The constant challenges that evolve in the home, society, nations are the present adult education researchers tasks of finding solution to them. Research generally is conducted in order to correct imbalance, add to existing knowledge, fill a gap, or resolve a perplexing issue. Any of these can occur in the form of a social change challenges, global demographic shifts, environmental degradation, insurgency, inflation and other economic issues, epidemics and political instability, the list is endless. Most of these problems are global issues that affect adversely most societies of the world.

Collaboration among adult education researcher in various universities in Nigeria through the application of e-learning features like the E-mail and online website can help to find solutions to most of these problems, sharing of ideas and experience among adult education researchers and tackle most of the challenges facing our people today.

Prospects of Application of ICT (E-Learning) Resources in the Department of Adult Education in Nigeria Universities

ICT is having a revolutionary impact on educational methodology globally (Dobesaki, 2005), he equally noted that, this revolutionary trend is not widespread is most rural areas and need to be strengthened to reach a large percentage of the population regardless of age or socio-economic background. Kimutlia (2008) stressed that adult education academic programmes have usually been carried out via radio, television, satellite, projectors and instructor led lessons, but more recently some organizations have incorporated newer technologies. He pointed out that adult education academic programmes are new delivered through access centre such as community radio, telecasters and multimedia centre.

Nigeria government is aware of the need for ICT development and training to boost the standard of education. As a result, many governments, private, institutions, and non-governmental institutions in Nigeria are striving to assist in the provision of ICT training and application at all level of education (Ibe, 2008). The federal government in 2001 approved a national information technology policy to solve ICT (E-learning) problems in the country. Government also established national information technology development agency (NITDA) which is charge with implementation of ICT policies in the country Nigeria (Amie & Achugbou 2008). The call for ICT policies in Nigeria is to allow individuals citizens, including adult education learners and facilitators access the training and services connected to ICT. In the light of this, the government set up the Nigeria National Information Communication Technology (ICT) for Development, National Information Communication Technology (ICT) strategic action plan committee to develop a new ICT policy for development and for all education sector, including adult education.

ICT (E-learning resources) has brought enormous gains to research and programmes in adult education. According to Obiozor (ND) ICT is there to aid in human development and growth and facilitates standard and effective living. ICT supports an individual's ability to manage and communicate information electronic through the use of personal computer, (PC), printers, scanners, video recorders, television, radio and digital cameras as well as software and system needed for communication such as the internet and electronic mail (Bialobrezeska and Cohen as cited in Obiozor, (2014).

ICT bring the library to the sitting room of researchers and in this way affords the researcher the luxury of access to wide range of materials at his convenience. The researcher can continue his work after official closure of libraries. Libraries are presently going digital even in Sub-Sahara Africa. Moreover, the adult educator can easily access the development models and modules used in other countries through the internet. Such models can be tried out in other communities without having to go through the expenses of inviting people from other shores to come and assist in developmental studies.

ICT affords the use of electronic computers and computer software to securely convert, store, protect, process, transmit, input and retrieve information. ICT presents various cases of learners and researchers acquire auditory, and visual opportunity to acquire skill for life and participate in the scheme of things. Teleconferencing through Skype and other such facilities provides borderless access to research in adult education, computers and multimedia software's provide attractive ways of learning. The web enables access to the best materials and the most exciting learning opportunities.

The use of ICT devices such as training aids which include instructional videos, help students understand a particular topic. Topics of interest can also be uploaded and down-loaded in DVDs which the instructor can use as premade resources materials any day.

ICT is equally very important in skill training using digital projectors and multimedia which allows in instructor to display 3-D images large enough for the audience to view in universities. Multimedia applications combine elements from a variety of audio-visual aids allowing a teacher to use his own materials with others.

ICT can also be of great importance in the delivery system of distance education. Distance learning institutions such as National Open University of Nigeria (NOUN) can benefit a lot from adaptation of ICT platform in its education delivery system. NOUN can utilize e-learning to reach its numerous students across the country. E-learning makes it possible for adults who are burdened with so many responsibilities to do the learning at a time that suite their daily schedules, e-learning enabled transfer of skills and knowledge in our universities environment. ICT is a powerful tool for boosting remedial adult education programmes, distance learning, skill training and raising levels of literacy, numeracy and computracy. ICT was found to boast adult learners confidence in learning as well as rapidly gain ICT skills and double the value of study time by acquiring two sets of skills.

Problems Associated to Application of ICT (E-Learning) Resources In The Department of Adult Education In Nigerian Universities

Every nation and people are constantly faced with the challenges of ICT (e-learning) in different sectors of human development, community improvement and nation building. Obiozor, (2014) identified lack of interest and ability to lean and acquire training on the application and general usage of ICT resources as one of the setbacks. He further said that many Nigeria colleges and university professors and teachers in adult education centres are not computer literate, lacked training and ICT skills, did not utilize web-based teaching and multi-media technology devices in their research and lecture. Though there is improvement today, it was observed that while many of them have acquired laptops and have tried to appreciate the basic usage application of ICT through the internet website, most of them are not yet proficient in the application of ICT in their tasks.

Obiozor (2014) identified lack of technical infrastructure that supports evolving technological breakthrough as the bane of the application of ICT in adult education research. This finding was supported by that of UNESCO finding in 2004 using Egypt as a case study.

Some of the problems associated to utilization of ICT (E-learning resources) in the Department of Adult Education in Nigerian universities are:

1. Inadequate ICT resources
2. High cost of maintenance and repair of ICT facilities (to support research)
3. Lack of adequate training and retraining programmes for stake holders in ICT application in adult education research.
4. Lack of funds for procurement facilities for e-learning
5. Irregular electricity supply and constant power eruption
6. Resistance to change by some adult facilitators and learners

Hussein (2006) found out that the most critical problem identified by a large majority of the respondents in Nigeria literacy centres are slow access speed of the internet. Others are lack of time and lack of access to the internet from home. Indeed, these problems often frustrate researcher and kill their zeal in the programme.

Dighe (2006) highlighted the problem of digital divide as a challenge to the use of ICT in literacy and lifelong learning. She observed that access to technology is highly unequal due to high cost of computer in some parts of Nigeria. The unequal opportunity to have access to ICT technology is known as the digital divide. The digital divide is not just an issue of the polarization of the information rich versus information poor. It is also a divide between men and women everywhere even among internet users including in Nigeria universities.

Eyitayo (2011) in his finding highlighted some challenges students face in the use of ICT tools. These challenges include inability to employ technology-based tools strategically to optimize learning experience. The question of how to utilize ICTs for leaning purposes in schools, universities and in the work place has become more and more important for anybody engaged in education and training as new technology is spreading rapidly.

Eyitayo further observed that even when a learner is not doing what is directly related to computer, ICT skills are required to do most assignments and projects virtually all university courses required basic computer knowledge and more jobs are demanding that workers should become increasingly familiar with using a wide range of computer application.

Another challenge that militates against the application of ICT in adult education academic researchers and programme in Nigeria universities is lack of ICT facilities in schools. In few cases where one can find ICT facilities in schools and adult education centers, relevant software's that will enable adults master computer appreciation and use are lacking. This militates against accessibility to technological tools and internet usage.

Conclusion

From the foregoing, it is evident that application of ICT in adult education Department in Nigeria universities is most desirous especially in this era of technology driven education delivery system. Application of ICT resources in adult education research can bring revolutionary change in the practice of adult education. It can help to discover novel ways to deliver ICT programmes especially to adult learners. Adult learners learn better when learning experiences are presented using variety of media that make learning more interesting. ICT readily offers learners with interesting learning experience that will enable adults learn better. ICT tools can be deployed in most of the adult education academic programs that are designed to help adult achieve personal and community development. These programs includes adult literacy program, remedial education program, distance education program, skill acquisition programs, they are better presented to adult learners using various ICT platforms.

Suggestions

In order to boost the application of ICT (e-learning) in adult education in Nigeria universities, the following recommendations are made:

1. Power supply should be made readily available. Due to the epileptic nature of power supply in Nigeria, organizations and individuals involved in providing ICT facilities should have stand-by alternative power supply.
2. Training and re-training of staff, students and adult educators of various establishments should be embarked upon. The training should be regular to accommodate innovation in ICT features.
3. Tertiary institution should ensure that their post graduate students and all their lecturers are computer literate and programme implementation in adult education in universities in Nigeria at the point of admission or employment as the case may be.
4. Adequate internet infrastructure should be provided; more investors in ICT should be encouraged to invest in Nigeria universities. This will reduce the cost of accessing the internet. Internet service providers (ISPs) should set up internet exchange points that would route traffic within Nigeria or the sub-region before the Europe or other continents. Open sources software and operating systems should be harnessed as suggested by Farrell and Isaac cited in Obiozor (2014)
5. Government should ensure adequate funding and effective implantation of ICT (e-learning) policy in our university system.

6. Efforts should be made to provide digital and e-libraries and upgrade existing libraries to meet the demands of the times.

7. Periodic appraisal of lecturers and adult education practitioners on ICT proficiency will ensure adaptation of ICT usage by lecturers and adult educators.

8. Government should promote the emergence of rural telecommunication. Provision of internet services to rural and neglected areas and people will help in tackling the digital divide in Nigeria.

9. Government, non-government organization (NGOs) and private sector operators can sponsor the purchase of ICT equipments and tools and make such available to users at greatly subsidized rates. This can be done through partnering with development partners and universities

10. Universities, national research centers and national information Technology Development Agency should collaborate with international agencies to review and establish the needed special ICT programmes that will provide skill straining opportunities for adult educators or instructors and other stake holders involved in working with adults and youth so that they can in turn impact the knowledge to learners.

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PROVISION OF INFRASTRUCTURE FOR QUALITATIVE EDUCATION IN SECONDARY SCHOOLS IN BAYELSA STATE: MATTERS ARISING

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Abstract

The study investigated the role of infrastructural provision and its effects on the quality of education. It partly examined what an education is, quality education, and qualitative secondary education. It went on to talk about infrastructure, the meaning of infrastructural provision, infrastructural provision in secondary schools, the importance of adequate provision of Infrastructure in secondary schools; these include but not limited to: schools adequately provided with the relevant and adequate facilities score higher or perform better in standardize examination such as the West Africa School Certificate Examination, it also enhances teaching and learning by providing suitable ambiance for the teachers to teach effectively and efficiently as well as making learning an exciting adventure for students. In addition, the various factors militating against the provision of infrastructure in secondary schools were highlighted. They include: lack of adequate funding, population explosion, corruption, and lack of reliable statistical data. Moving forward, it is absolutely necessary in making sure that there is seamless provision of facilities in the secondary schools. This can be made possible by way of strengthening government anti-corruption agencies to fight corruption at all levels of the educational value chain and also increase the budgetary allocation to education particularly the secondary education level.

Introduction

The problem of infrastructure provision in education has being a major topical issue over the years. This is due to the critical role it plays in the attainment of quality education and the development of society. Hence, policy makers and other stakeholders have formulated policies and programme that are geared towards the provision of adequate infrastructure all in a bit to achieving the goals and objectives of the educational system.

Education is a "systematic training and instruction through which knowledge, ability, character and mental powers are developed (Oxford Advanced Lerner Dictionary). To Owakah (2006) in Osaat (2011), Education is a process through which individuals are assisted formally or informally through proper direction and guidance to develop their capabilities for their own

benefit and that of the society. The foregoing simply implies that Education is an instrument that is used to effect positive change in an individual and the society.

For the requisite capabilities of an individual to be achieved, it is expected that the educational system must have what it takes in terms of standard to instil or assist the individual to be become whatever he/she wants to be in life. This can only be possible with an educational system that is high in quality.

According to the speaking dictionary, quality is "the standard of something as measured against other things of a similar kind; the degree of excellence of something. To CMC. global (2020), **Quality** is the "degree to which a set of inherent characteristics fulfils requirement. Hence, the US Department of Education (2002) in Muhammad H, Muhammad A, & Fazalur (n.d) define the Quality of Education by its fulfilment of the national educational goals and objectives. It further went on to classify these objectives into three categories: Social Excellence, National Excellence and Academic Excellence.

The above assertion simply means that quality education is the degree to which the educational system fulfils its requirements as it relates to assisting the individual and the nation towards the realisation of the educational aspirations. The statement further identifies three indicators of quality education such as educational inputs, educational outputs, and educational processes.

> *Inputs include financial measures, physical measures, and manpower measures associated with the resources that provided for the students at each educational level. Financial measures are generally summarized by educational expenditures per student. Physical measures include the age, condition, and comprehensiveness of such material and equipment. Manpower or human resource measures include the number of personnel of different types, often expressed as a ratio in relation to the number of student numbers at each level. They also include background information about these personnel such as educational qualifications, experience, and perhaps knowledge competencies and attitudes (Murnane 1987 in Muhammad et al, n.d).*

It is clear from the above submission that one of the key measures in the educational input is the physical measure such as facilities (Infrastructures). These facilities play a prominent role in the achievement of the educational goals and objectives. Hence, it will serve as the focal point of this paper.

According to Mariam Webster Dictionary (2021), Secondary education is a school intermediate between elementary school and college and usually offering general technical, vocational, or college preparatory courses. In other words, secondary education lies in between or lies in the border between Primary and University levels of Education.

Qualitative secondary education is the systematic process through which the secondary school system fulfils its requirement such as "preparing the individual for useful living within

the society and also preparing the individual for University education" (FRN, 2004). Aligning with the quality of education, quality secondary education must fulfil its broad national goals before it can be term to be a quality secondary education.

Infrastructure

Infrastructure may legitimately be examined as a stock or flow variable. In the former case, attention focuses on the stock of infrastructure at a given time. In the later case, attention is on net infrastructure creation or loss over a given time period. (Johannes and Bob, 2008). Infrastructures basically are the essential physical and organisational structures needed for the operation of a society or enterprise. Also, they can be in form of services and facilities necessary for an economy to function.

This has shown the verve with which nations across the globe has been vigorously working to put in place the required facilities needed for the growth and development of their countries and institutions. Examples include but not limited to good road network, electricity, seaports, Airports, Dams etc

Infrastructural Provision on the other hand is the amount of infrastructure or facilities provided for the functioning of a system towards the accomplishment of its goals and objectives.

Thus, **infrastructure provision in education** is the process of providing of educational facilities such as class rooms, offices, laboratories, and libraries etc that are relevant and adequate to achieving preset education goals.

Infrastructure Provision in Secondary schools

Infrastructural provision in secondary school is the systematic and rational process of providing or making available adequate and relevant physical inputs such as class room, library, laboratories, desks, Information and communication technology equipment etc, for effective and efficient teaching and learning.

As we continue to strive towards the attainment of the Sustainable Development Goals (SDGs), the building of infrastructure to grow and sustain high quality man power warrant considerable attention. This is expedient considering the low level or the obvious non-availability of these necessary facilities which has exacerbated the low quality man-power, rising number of drop-outs, high failure rate among students in standardized examinations etc.

More so, the gains and potential economic benefits of quality secondary education are usually acknowledged by government and business leaders. This in recent time has motivated the expansion of state funded secondary schools across the nation and beyond.

Ironically, one striking trait noticeable in public secondary schools across the country, and specifically Bayelsa is the absence of relevant and adequate infrastructure which is one of the core ingredients for quality attainment. There are wide spread and noticeable cases of lack of sufficient classroom leading to overcrowded situations in the majority of public secondary

schools in Bayelsa state especially at the urban and semi-urban centres. Also, inadequate library dots most of the schools, laboratories are also ill equipped. In some instances, there exists a situation where the Chemistry, Physics and Biology laboratories are housed together in a single room. Again, in this era of Information and Communication Technology (ICT), most schools lack internet connectivity and computer sets, even the available computers in some of these schools are non-functional. There are cases of students sitting on a bare floor. Also, there are insufficient offices for Teachers and non-teaching staff and many other inadequacies. Hence, it will be almost impossible to achieve the purpose for which the educational institutions were established for. This is also the opinion of Lennette (2009) when he opined that, "without proper infrastructure, it is impossible to ensure that education will provide maximum benefits to the children and that precious public dollars will be spent". What can be inferred from the above is that, the absence of critical infrastructures for teaching and learning in school is tantamount to failure on the part of government and educational institutions in meeting the educational needs of the children and the nation at large. To this end, this work is aimed at analyzing the provision of infrastructure for qualitative education in Secondary schools.

With the increasing role secondary education is playing in the educational system and the society at large, there is high demand for this level of education. Also, the attention and resources that are directed to the expansion of the public secondary schools provide an opportunity to create a system to ensure quality in all facets of this level of education. To do so, according to Lennette (2009) requires a strong commitment to building the infrastructure necessary to support a high level of quality. Similarly, the Education Support Programme in Nigeria (ESSPIN, 2009), maintained that, having a good physical learning environment is a critical process of the education process.

The forgoing emphasised the need for government and other critical stakeholders to prioritise the provision of key facilities in schools since they are vital to a conducive learning environment.

The Importance of Adequate Provision of infrastructure in secondary schools

In the words of Familoni (n.d), "the provision of economic and social infrastructures (like school, Hospital) plays a crucial role in the development of nations, whether developed or still developing". They provide the basic foundation upon which the super structure of development and growth is built. With particular reference to the educational sector, the provision of infrastructure is crucial in ushering in effectiveness and efficiency particularly at the secondary school level since it provides the necessary ingredient for the provision of quality secondary school graduates for the universities and middle class man-power for the Industries.

The adequacy and relevance of infrastructures provided in educational institution also plays important functions in the academic performance of the students. This was corroborated by Lennette (2009) when he affirmed that that, the provision of infrastructure play three fundamental roles, viz include:

- *establish and enforce programme and child outcome standard*
- *create and sustain a system to support element of quality and*

- *ensure quality through mechanism for accountability and continuous quality improvement.*

Toeing the same path, Ayeni and Adelebu (2012) asserted that, the provision of adequate and appropriate school facilities are indispensable in the educational process, where the school is located therefore, determine to a large extent the academic standard of the school. In the same vein, Olatola (1989) in Ayeni & Adelebu (2012) states that ... schools adequately provided with the necessary facilities scored higher in their rate of utilization of Infrastructural facilities and performance in West Africa School Certificate Examination subjects.

To Janssen, Jeremie and James (2017); Building, classrooms, laboratories, and equipment-education infrastructure- are crucial elements of learning environments in Schools and Universities. There is strong evidence that high- quality infrastructure facilitates better instruction, improves student outcomes, and reduces dropout rates, among other benefits.

The above submissions clearly show the nexus between availability of facilities and the academic enrichment of the students, in addition to creating an enabling environment to increase teacher's productivity.

The positive role is evident in the outcome of students' performance in various internal and external examinations conducted in the state, country and outside the country.

In specific terms, it creates an ambience conducive for teaching and learning and also engenders greater satisfaction among teaching, non-teaching staff as well as students. It also increases the attendance rate, which in turn drastically reduce the rate of drop-out and also evoke a sense of pride among stakeholders.

However, it is a known fact that, if the foundation is faulty it becomes doubtful that any superstructure can be erected. In other words, without the availability or provision of the needed facilities, the high expectation of quality education particularly at the secondary level will be a mirage. This can be likened to a very scarce commodity that can only be bought at a very high price and cost.

To this end, Okebukola (2011) in his letter to the President suggested that "Government can improve the Nigeria school system by raising the quality of teachers and improving on the infrastructural facilities especially in public schools. This opinion was also voiced by Adeogun and Osifila (2008) that, the availability of educational resources is very important because of its role in the achievement of educational objectives and goals. To Ayeni and Adelabu (2012), the quality of learning facilities available within an educational institution has a positive relationship with the quality of teaching and learning activities which in turn leads to the attainment of goals set. The quality of the school building and furniture will determine how long such will last while comfortable classrooms and adequate provision of infrastructural resource facilitates instructional talk performance and students learning outcome.

In the same vein, Aghenta (1999) in Adeogun and Osifila (2008) asserted that the quality of education received by the learners in school to a very large extent is determine by the level of availability of the material resources and of course the overall atmosphere in which learning activity take place.

Reasoning in the same line of thought, Ogunsaju (1980) in Asiabaka (2008) stated that, "the quality of education that children received bear direct relevance of the availability or lack thereof of physical facilities and overall atmosphere which learning take place."

It is apparent from the above positions that the level of and the availability and relevance of educational facilities thereof plays a very important role in quality attainment of any level of education. It is a prerequisite for academic excellence irrespective of the level (whether at the Nursery, Primary, Secondary, and at the Tertiary level). Also, the height an educational institution hopes to attain is directly proportional to the level of provision and utilization of educational resources (infrastructure) plus other resources.

For example, in this era of information and communication Technology (ICT), a secondary school that fails to make provision for such useful infrastructure cannot expect her output or products to compete favourably in the current global economy that is ICT driven. Their deficiencies would lay bare among their peers in the world of work. This also applies to other spheres in the educational sub system.

School infrastructure is partly responsible for the realization of educational goals and objectives because their presence gives a sense of direction and satisfaction to the physical and emotional needs of staff and students. This was succinctly stated by Khezevich (1995) in Asiabaka (2008) that the physical needs are met through provision of safe structure, adequate sanitary facilities, a balanced visual environment, appropriate thermal environment and sufficient shelter space for his work play. His emotional needs are met by creating pleasant surroundings, a friendly atmosphere, and an inspiring environment.

Taking into cognisance the physical needs, and with particular reference to sufficient space, the author recalls with nostalgia those good old days in the secondary school when these spaces and grounds served as theatres of future champions. Talents were discovered and groomed both in the field and track events during the prestigious inter house sport competitions. The glamour, fanfares and the conviviality that comes with the games were mind blowing and filled the students and other stakeholders at the games with awe.

Fast forward to the current reality, can one still have the same inspiring feelings? Can stakeholders be bold to state that such atmospheres still exist in our citadel of learning? The reality is better imagined than said.
All these are as a result of the inadequate or non-availability of the needed infrastructure to carry on with these laudable sporting activities. This is noticeable in virtually all the sectors of the public educational system particularly in the public secondary schools. Even the available ones are allowed to rot away without proper maintenance.

The Effects of Inadequate provision of Infrastructure in Secondary Schools
The non-availability of the necessary infrastructure could negatively impact the performance of the students and the quality of the school in general. This was also the view of Uzokwa (2006) when he asked rhetorically that, "With an ill-equipped lab, how can a student learn how

to conduct a chemical test simple as titration? Yet, this type of knowledge is a prerequisite in the field of Chemistry, Biochemistry, Pharmacy and the likes. With an ill-equipped dilapidated lab, how can students learn how to conduct test on heat, light, sound and Mechanic?

In addition, the teachers cannot also perform magic when students are not comfortable to learn in an over- crowded and dilapidated classroom. The enthusiasm for teaching and learning activities will be at their lowest ebb due to the inconveniences associated with such a learning environment. This view was also expressed by Hallack (1990) in Adeogun and Osifila (2008) that the availability, relevance and adequacy of educational achievement and that unattractive school buildings, crowded classrooms, non-availability of playing ground contribute to poor academic performance.

From the forgoing, it can be deduced that without adequate infrastructure it would be difficult to achieve the high expectation of the secondary education system. In addition, it will amount to an educational and national disaster if the system continues functioning without providing the facilities needed for it to achieve its academic goals. Hence, one cannot disprove but agree whole heartedly the enormous role that the presence of infrastructure plays in the school system. Thus their provision should be of high priority among the various tiers of government, school administrators, communities and non-governmental organisations (NGOs).

Factors that militate against the against the adequate provision of infrastructure in secondary schools
In trying to meet the infrastructural needs of the secondary schools, stakeholders are faced with daunting challenges that has prevented them from making adequate provision of these facilities. These factors include but not limited to:
  I.   Poor allocation of resources to inputs that directly enhance learning
  II.   Population Explosion
  III.   inaccurate statistical data
  IV.   corruption
  V.   sole dependence on government for revenue

Poor Allocation of Resources to inputs that directly enhance learning
The education sector is made up of the Primary, secondary, and Tertiary level with different programmes. These levels of education are all competing for the scarce revenue that comes from government. This is a huge burden for the government to shoulder. According to Ogbonnaya (2012), there are Mathematics and Science programmes. There are language programmes, Arts programme and programmes as in Music and computer science. These various programmes plus recurrent and capital expenditure is such a huge financial burden for the educational system to carry. Specifically, this also have a direct impact on the provision of the requisite infrastructure needed for these programmes to function optimally. Funding has never been adequate judging from budgetary allocations over the years.

Population Explosion

The estimated population of Nigeria as at 2020 is 206,139,589 based on projections of the latest United Nations data. Being the most populated black nation in the world, this figure is quite enormous considering the effect it will have on school enrolment. The implication is that, an increased population mean an increase in the number of school age children. This in turn entails that more school facilities should be provided by the government.

However, a nation grappling with funding issue in education will be in a strait to providing educational infrastructure for a teeming army of young school seekers. Hence the provision of new infrastructure cannot meet the demands of the teeming population of pupils leading to inadequacy and the subsequent overutilization of the available ones.

Corruption

Corruption both at the political and institutional level has led to infrastructural shortage in the educational system and specifically at the secondary schools. For instance, funds budgeted for infrastructural development are either embezzled or diverted by corrupt political appointees. At the school level, there is institutional corruption perpetrated by corrupt school leaders. Monies released for project execution are sometimes not fully utilized for the purpose for which they were meant for or diverted to other less important programme(s).

Inaccurate Statistical Data

The problem of inaccurate data in Nigeria has been a major challenge in the planning and implementation of educational programmes. Available data most time are not reliable; they are formulated to meet pre-determine objectives of those who manipulated them.
Wrong information and figures make it difficult for government to plan education effectively much less provide funds for education (Ogbonnaya, 2012). This is true of infrastructural provision because one cannot rely on forged statistical data to provide facilities for schools. Doing so will most time amount to inadequate provision or rarely over-provision.

Sole Dependence on Government for oil Revenue

Crude oil appears to be the main stay of the Nigeria economy. It is no longer secret that government makes her budget annually based on revenue from oil (Ogbonnaya 2012). What this implies is that, whatever happens to the price of crude in the international market will have a ripple effect on the revenue of government and by extension the fund that will be allocated to the funding of school infrastructure.

The way forward

In conclusion, it is pertinent to state that, the gains of better policy formulation in the educational system can only be achieved through the provision of sufficient and adequate infrastructural facilities like conducive class room, well equipped laboratory, conducive offices for staff and open spaces for play and sporting activities, and ICT facilities etc.
The learners at this level of education can only be well prepared for College and University education and also be self reliant if the necessary infrastructures are provided both in their right quantity and quality.

Moving forward, there should be an increased funding of the educational system to facilitate the provision of the necessary infrastructure towards the realisation of the laudable aspirations at every level of the educational system.

Government should strictly enforce the laws put in place to fight corruption both at the Ministries, Department, Agencies, and down to the schools in other to deter people nursing similar corrupt tendencies.

In addition, stakeholders should look for alternative ways and means in sourcing for funds instead of depending solely on government allocation. There should be a reinforced synergy between the government and the private body through the public private partnership for the provision of school facilities. Faith based organisation should not relent in their assistance to the educational institutions. Also, NGOs and communities should sustain or better still increase their commitments to the educational system particularly in areas of challenging infrastructural needs.

Government should also strengthen her institutions saddled with the responsibility of data gathering in order to guarantee the availability of reliable statistical data for the effective and efficient planning and implementation of educational programmes at all levels.

Doing the aforementioned and others not stated here will enhance the provision of adequate and relevant infrastructure for the school system, particularly at the secondary school level in order for it to meet its broad educational goals and objectives.

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EVALUATION OF HUMAN RESOURCE DEVELOPMENT PROGRAMMES FOR TEACHERS' PRODUCTIVITY IN PUBLIC SECONDARY SCHOOLS BAYELSA STATE, NIGERIA

AKOSUBO-OGORI, Ebimiere

Abstract

This study examined human resource development programmes for teachers' productivity in public secondary schools in Bayelsa State. Three research questions and three hypotheses were formulated, answered and tested respectively. The design adopted in this study was an evaluation research survey design with a population of 431 teachers in all the 21 public secondary schools in Ekeremor Local Government Area of Bayelsa State. Simple random sampling technique was used to randomly select 22 teachers each from 10 schools. The sample of 220 teachers consisting of 100 male teachers and 120 female teachers in the public secondary schools. The instrument used for data collection was tagged "Questionnaire on Evaluation of Human Resource Development Programmes for Teachers' Productivity" (QEHRDPTP). The instrument was face validated by two experts in Educational Measurement and Evaluation and two experts in educational management. Cronbach alpha technique was used to establish the internal consistency of 0.78 coefficient. Mean and standard deviation were used to answer the research questions while t-test was used to test the hypotheses at 0.05 level of significance. The result revealed that there was no significant difference between male and female teachers on the provision of human resource development programmes for teachers' productivity in public secondary schools in Bayelsa State. The study concluded that human resource development programmes are capacity building programme which enhances productivity and should be encouraged. Recommendations were made amongst which are; teachers' should be updated in their profession through human resource development programmes like, in-service training, workshops, conferences, short term course, computer-based programmes to enhance teachers' productivity. Also the Bayelsa State Ministry of Education through the Post Primary Schools Board should organize training and re-training programmes for teachers. Good condition of service and good working environment should be provided.

Keywords: Human Resources, Development, Teachers, Productivity, Public, Secondary Schools, Bayelsa State.

Introduction

Teacher education through human resource management practices are significant to teachers' performance. Education is the most important tool, the foundation and the principal key for the sustainable development of any nation, as no education can exist without the educator being the teacher. Human resource development programmes are necessary for the regular training and retraining of teachers to keep them abreast with the modern pedagogical trends in education. These programmes are human-centered and can only be achieved through effective implementation and participation of human resource development programmes. Education is the instrument par excellence in achieving the developmental goals of a nation (Federal

Republic of Nigeria, 2014). FRN (2014) noted that teacher education will continue to be given major attention and that o9n educational system can be higher that the teacher.

The teacher is the human point of contact who mediates all other factors which influences on the quality of education ought to be updated as skills acquired during the pre-service training becomes obsolete with time, especially in the age of technological explosion. Hence the need for human resource development programmes through training and re-training of the teacher is necessary to make them productive. The effectiveness of the educational system therefore anchors on the productivity of the teacher. Kennedy (2016) is of the view that variables of teachers' productivity such as; effective teaching, good preparation and presentation of lesson note, effective use of scheme of work, mastery of content, competence, commitment to job and extra-curricular activities are used to measure teachers' performance/productivity.

Studies have revealed how importance of education is to her citizenry, which expressly view education as a process, product and a discipline. Anugwom (2009) noted that education is a tool for imparting knowledge, skills and relevant attitudes for one to be meaningful to the development of their society. Education is the basic foundational instrument in the growth of any nation because the potential of any nation is reflected in the human intellectual development of that society. The societal values, norm and skills are preserved, developed and consciously transmitted from generation to another through education.

Teachers carry out the most vital roles in education, as key players in achieving the goals and objectives education. As public servants' teachers render useful services in an educational sector that enhances the development of the society. They execute teaching assignments, interprets and implements the contents of the curriculum in the achievement of the goals and objectives of education.

Zimoghen and Suwari (2016) opined that, the duties of the teacher are enormous as they are able to explain abstract concepts understandable and meaningful to the learner. The development level of any nation depends largely on its educational attainment and as such the teacher should be given great attention. Achimugu (2005) sees the teacher as the fulcrum on which the lever of education rests. Darling-Hammond (2012) noted that the realization of educational goals requires teachers to have strong content knowledge, pedagogical knowledge and skills of how to teach others, understand learners and their development; having general abilities for organizing, observing, explaining ideas, thinking diagnostically and having adaptive expertise for making judgement. This is a great responsibility and it requires the teacher to be continuously updated in his/her knowledge regularly through in-service-trainings programmes, workshops, conferences, short-term courses, seminars, peer mentoring etc.

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) (2012) opined that resources are made up of all things considered important for the achievement of specific aims and objectives of the school system by the school administrator. Therefore, in the educational system, human resources (HR) includes the principal, vice principal, teachers, non-academic staff and students. It is evident that human resources constitute the driving force of

any organization with the responsibility of meeting the goals and objectives of that organization. In the educational system both academic and extracurricular activities are the focus. Human resource management needs to be adequately and appropriately managed since it enhances productivity.

George and John (2004) noted that human resource development as stated by Rastogi (2002) is an important input for organizations especially for employees' continuous improvement mainly on knowledge, skills and abilities. Therefore, human resource development programme is the teachers' mental, physical abilities, skills, knowledge and attitude acquired through quality education and training for the actualization of personal and educational goals.

Human resource development is a conscious plan designed by management for the attainment of increased productivity, improved skills, knowledge, understanding and attitudes, proficient use of tools and modern facilities. This can give the teacher good attributes for professional efficiency and positive personality. These are essential component to achieve a productive workforce. Human resource development programmes includes the followings:
1. Teacher Training programmes/ in-service/short courses
2. conferences,
3. workshops,
4. seminars,
5. peer mentoring
6. symposiums

Maduagwu and Nwogu (2016) opined that training of employees/teachers is empowering them with desirable skills, knowledge and a higher capacity to perform their job better for higher productivity. Training is the development of workers' personally and professionally by equipping them to attain expertise necessary in achieving educational goals. Human resource training is the fundamental concept of human resource development which is concerned with the development of a particular skill to a required level quality by instruction or practice. Training therefore, is a planned process of changing/improving the behaviour, knowledge and skills of the teacher to ensure productivity to achieve educational goals.

Teachers productivity is summary of what he/she does in the class such as knowledge of the subject area, punctuality, commitment to work, drawing and good usage of lesson note, students discipline, proficiency in instruction delivery, completion of scheme of work, classroom management, monitoring of students' academic progress, submission of examination grades on time, participation in extra-curricular and students' academic performance etc. (Amadi, 2016).

Ayeni (2010) emphasized that productivity is a component which the teacher is supposed to provide essential inputs like proper monitoring and evaluation of students through adequate planning of lesson notes, effective lesson delivery, providing regular feedback on students' performance, improvisation of instructional materials, adequate record keeping and appropriate

discipline of students to produce and enhance expected learning and achievement of the goals and objectives of the secondary school education.

Therefore, productivity is increased output and decreased cost of production, this can be perceived as the relationship between total output of goods and services and the total input capacity theory rests on the assumption that formal education increases productivity and must be encouraged. The studies of McGilloway (2005), Oladipo, Adebabakim and Iranloye (2016) are all in line with this study, in the sense that; they all recommended that teachers should be trained, motivated and given better working environment, provision of adequate instructional materials etc. This study therefore, seeks to evaluate the extent to which human resource development programmes are available for teachers' productivity in public secondary schools in Bayelsa State.

Statement of the Problem

The teachers in the public secondary school system of education are given the responsibility of making sure that the goals of the teaching and learning process is successfully achieved. Teachers are expected to perform optimally in their pedagogy effectively and efficiently for quality service delivery. Studies have attributed the poor level of students' performance to the lack of training and retraining programmes for teachers. As key players in education, teachers need to be adequately trained and motivated through a continuous development plan. The public secondary schools' system is faced with the challenge of poor human resource development programmes for teachers' productivity, in as much as human development programmes are scarcely available for teachers in the public secondary schools; it is pertinent to say that the teacher becomes obsolete and outdated to be abreast with global technology explosion in knowledge. It is in light of the above that the study seeks to investigate human resource development programmes for teachers' productivity in public secondary schools in Bayelsa State.

Purpose of the Study

The aim of this study was to investigate the extent to which human resource development programmes are available to enhance public secondary school teachers' productivity in Bayelsa State. Specifically, the study examined:

1. Assess the availability of human development programmes for teachers' productivity
2. Determine the extent to which educational resources through training enhances teachers' productivity.
3. Assess how human resource programmes meets condition of service and enhances teachers' productivity.

Research Questions

The follow research questions guided this study:

1. To what extent are human resource development programmes provided to enhance teachers' productivity in public secondary schools in Bayelsa State?
2. What is the extent to which educational; resources motivate teachers on their productivity in public secondary schools in Bayelsa State?

3. To what extent do human resource development programme satisfies good condition of service and enhance teachers' productivity in public secondary schools in Bayelsa State?

Research Hypotheses

The following hypotheses guided this study and were tested at 0.05 level of significance.
1. There is no significant difference in the mean rating of male and female teachers of human resource development programmes on teachers' productivity in public secondary schools in Bayelsa State?
2. There is no significant difference in the mean rating of male and female teachers on how educational resource motivates teachers' job for productivity in public secondary schools in Bayelsa State?
3. There is no significant difference in the mean rating of male and female teachers on how human resource programme satisfies good condition of service and enhances teachers' productivity in public secondary schools in Bayelsa State.

Method

The study adopted evaluation research. Evaluation research design according to Kpolovie (2011) includes survey works which collects data as they are, analyze, describe and report them without manipulation or distortion of any of the variables. The population of the study comprised of all the 431 teachers in 21 public secondary school in Ekeremor Local Government Area of Bayelsa States. (Source: Bayelsa State Post Primary Schools Board, 2020). A sample size of 220 teachers randomly selected from 11 schools using Yemen's formula to determine the minimum sample size. The sample represents 50% of the population. The instrument used for data collection was develop by the researcher and is titled "Questionnaire for Evaluation of Human Resource Development Programme for Teachers' Productivity (QEHRDPTP). The modified Likert point scale of Strongly agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with the scale weighted 4, 3, 2 and 1 respectively. The instrument was face validated by two experts in Educational Measurement and Evaluation with a reliability index of 0.78 was established via Cronbach Alpha technique as a measure of its internal consistency. Data were collected by the researcher with help of two assistants being teachers who were trained by way of explaining how they should collect the data with clear and precised instructions. A total of 220 copies of the instrument were administered and retrieved, which is 100% of retrieval. Mean and standard deviation were used to answer the research questions with the criterion mean of 2.5 for decision making while t-test was used to test the hypotheses at 0.05 level of significance.

Results

The results were presented in line with the research questions

Research Question One: To what extent are human resource development programmes provided to enhance teachers' productivity in public secondary schools in Bayelsa.
Table 1; Mean Scores and Standard Deviation of Male and Female Teachers' on provision of Human Resource Development Programmes for teachers' productivity in Public Secondary School in Bayelsa State.

| S/N | Items | Male (N=100) | | Female (N=120) | | | Decision |
		$\overline{X}$	D	$\overline{X}$	SD	$\overline{X}^2$	
1.	Teachers attend conferences, workshops regularly	1.51	0.10	1.41	0.71	1.50	D
2	In-service training are organized for teachers' productivity.	1.87	1.06	1.75	0.96	1.79	D
3	Teachers' are encouraged to attend seminars	1.89	1.09	1.99	1.00	1.94	D
4	Teachers attend symposiums to increase their level of productivity.	1.91	1.05	1.83	0.90	1.87	D
5	In-service training are organized for teachers' productivity.	1.87	1.06	1.75	0.96	1.79	D
6	Computer based practice (ICT)are given to teachers to enhance their productivity	1.90	1.04	1.85	1.05	1.87	D
	Aggregate mean	1.94	1.04	1.85	0.95	1.87	Disagree

Table one above showed that the means of both male and female teachers on the opportunities given to them to attend conferences and workshop to enhance their productivity was negative as the mean score is 1.51and 1.41, for in-service training the mean was 1.87 and 1.75, the organization of seminars 1.89 and 1.99, symposium attendance 1.91 and 1.83 and the opportunity give to teachers' for computer based practice to enhance productivity is 1.90 and 1.85 respectively which are all below the acceptable criterion mean of 2.5.

Research Question Two: What is the extent to which educational resource programmes motivations teachers to enhance their productivity in public secondary schools in Bayelsa State?

Table 2: Mean Scores and Standard Deviation of Male and Female teachers on educational resource programmes on job motivation for teachers' Productivity in Public Secondary Schools in Bayelsa State

S/N	Item	Male (N=100)		Female (N=120)		$\overline{X}^2$	Decision
		X	SD	X	SD		
1	Teachers should be provided with adequate resource materials for teachers educational programme.	3.51	0.10	3.41	0.71	3.50	A
2	Teachers' should be trained and provided with computers.	3.02	1.05	3.31	0.82	3.18	A
	Teachers should be encouraged to form study groups.	2.40	0.96	2.65	0.95	2.54	A
3	Teachers are not upgraded through development programmes	3.65	0.96	2.65	0.93	2.54	A
4	Teachers are not appreciated/praised when they perform well.	2.53	0.99	2.85	0.83	2.70	A
	Aggregate mean	**3.02**	**1.09**	**3.16**	**0.78**	**3.11**	**A**

Table two above revealed that the mean scores of male and female teachers' agreed that when teachers' are provided with adequate resource materials and rewarded, paid salaries and allowances when due, promoted and appreciated/praised, their productivity will increase with means scores of 3.50, 3.18, 2.70, 2.54 and 2.54 respectively with standard deviation of 0.10, 1.05, 0.99, 0.64 and 0.96 for the male teachers and 0.71, 0.82, 0.83, 0.65 and 0.93 for the female teachers. The aggregate mean scores of male and female teachers on job motivation is 3.11, greater than the criterion mean of 2.5.

Research Question Three: To what extent does good condition of service enhance teachers' productivity in public secondary schools in Bayelsa State?

Table 3: Mean Score and Standard Deviation of Male and Female Teachers' on good condition of service on Teachers' Productivity in Public Secondary Schools in Bayelsa State.

S/N	Items	Male (N=100)		Females (N=120)			
		$\overline{X}$	SD	$\overline{X}$	SD	X^2	Decision
1	Availability of office equipment for productivity	1.97	0.97	1.83	0.88	1.89	D
2	The use of electronic Board	1.58	1.87	1-62	0.92	1.60	D
3	Basic amenities like Health care, water, electricity are provided for teachers.	1.95	1.02	1.78	0.92	1.85	D
4	Good science laboratory are provided and equipped for teachers' productivity.	1.70	1.01	1.75	0.92	1.72	D
5	Well- equipped library are provides for teachers' productivity.	1.60	0.89	1.70	0.83	1.65	D
	Aggregate mean	1.76	0.95	1.74	0.89	1.74	D

Data on table three presents the mean scores and standard deviation on good condition of service on teachers' productivity in public secondary schools in Bayelsa State. The respondents' disagreed that on item 11, 12, 13, 14 and 15 with average mean scores of male and female teachers' 1.89, 1.60, 1.85, 1.72 and 1.65 accordingly with standard deviation of between 0.83 and 1.78. The aggregate mean scores showed that the mean scores are lower than the criterion mean of 2.5. Therefore, teachers do not enjoy good condition of service to enhance their productivity in public secondary school in Bayelsa State.

Hypothesis One: There is no significant difference in the mean rating of male and female teachers' of human resource development programme on teachers' productivity in public secondary schools in Bayelsa State?

Table Four: t –test analysis of the difference between the mean scores of male and female teachers on human resource development programmes for teachers' productivity.

Gender	N	$\bar{X}$	SD	Df	t- Cal	P-value	Alpha	Decision
Male	100	11.79	5.00					
				218	1.213	0.226	0.05	Retained
Female	120	10.97	4.92					

The date above showed that the male teachers have mean and standard deviation scores of 11.8 and 5.00while the female teachers have mean and standard deviation scores of 10.97 and 4.92. with a degree of freedom of 218, the calculated t value of 1.213 is greater than p value of 0.226 which is greater than 0.05 at significant level of 0.05. This indicated that the null hypothesis which states that there is no significant difference between the mean ratings of male and female teachers on human resource development programmes is accepted.

Hypothesis Two: There is no significant difference in the mean rating of male and female teachers' of job motivation on teachers' productivity in public secondary schools in Bayelsa State?

Table Five: t-test analysis of the difference in the mean scores of male and female teachers' of job motivation on teachers' productivity in public secondary schools.

Gender	N	$\bar{X}$	SD	Df	t Critic	P value	Alpha	Decision
Males	100	15.11	5.09					
				218	1.299	0.195	0.05	Accepted
Females	120	15.99	4.39					

The data on table 5 showed that calculated value is 1.299 with a p value of 0.195 which is greater than 0.05 at 0.05 level of significance. This implied that null hypothesis which states that, there is no significant difference between the mean ratings of male and female teachers on job motivation on teachers' productivity in public senior secondary schools in Bayelsa State.

Hypothesis Three: There is no significant difference in the mean rating of male and female teachers' on the provision of good working condition for teachers' productivity in public secondary schools in Bayelsa State?

Table 6: t-test analysis of the difference of mean scores of male and female teachers' on the availability of resource materials for teachers' productivity in public secondary schools.

Gender	N	$\bar{X}$	SD	Df	t Cal	P-Value	Alpha	Decision
Male	100	9.70	5.24					
				218	0.675	0.501	0.05	Retain
	120	9.24	4.82					

Table 6 indicated that t calculated value is 0.68, a degree of freedom 218 with p value of 0.0501 which is greater than 0.05 at 0.05 level of significance. This revealed that the null hypothesis which states that there is no significant difference between the mean rating of male and female teachers on the availability of instructional materials for teachers' productivity in public senior secondary schools in Bayelsa State.

Discussion of Findings

The findings of the study discovered that male and female teachers disagreed on the provision on human development programmes in the enhancement of their productivity. This is as a result that the grand mean value obtained was lesser than the chosen criterion of the study which is 2.5 while that obtained was 1.87. The result therefore indicated that the respondents are not given the opportunity to attend workshops, conferences, seminars, also in-service training and computer based practices are not available to enhance their productivity. The null hypothesis of no significant difference was accepted as t-cal of 1.213 was obtained at 218 degree of freedom with a p-value of 0.226 which is greater than 0.05 level of significance chosen for this study.

The result revealed that male and female teachers agreed that teachers should be trained to acquire computer skills and also provided with computers, conductive work environment and working condition should be provided to enhance their productivity. The analysis showed that the grand mean of 3.11 obtained which is higher than the chosen criterion mean value of 2.5 and the null hypothesis of no significant difference was accepted as t-test that t-cal of 1.299 was obtained at 218 degree of freedom with p-value of 0.195 which is greater than the chosen alpha level of significance of 0.05The findings of the study is in line with Dorine (2004), Obasi(2011), Obi and Ohia(2014) who all reported in their various studies that the training and retraining strategies adopted by a company significantly influenced the performance of the organisations. Also, the study of Akpan & Ita (2015) in whose study titled "Teachers' Professional Development and Quality Universal Basic Education in Lagos State" is in agreement with this study, the study submitted that regular training enhances productivity and the study recommended that training and re-training programmes should be a regular practice for teachers productivity.

Male and female teachers disagreed that human resource programmes are not available as the grand mean value obtained 1.74 was lesser than the criterion mean value of 2.50. Using the independent sample t-test, analysis revealed that t-cal of 0.67, 218 degree of freedom with a p-value of 0.50 was obtained which is greater than the chosen alpha of 0.05 level of significance chosen for this study. Therefore, the null hypothesis is retained, this means that human resource development programmes are not provided in public senior secondary schools in Bayelsa State.

Conclusion

The finding concluded that for teachers to be productive, they need to be trained and re-trained to be contribute to the academic performance of the student. Also, teachers should be motivated and adequate instructional material provided as to enhance their productivity. Teachers should be encouraged to attend workshops and also develop themselves.

Recommendations

Based on the findings the following recommendations were made:

1. Teachers should be updated in their profession through human resource development programmes regularly.
2. The Bayelsa State Ministry of Education through the Post Primary Schools Board should organized training and re-training programme to enhance teachers' productivity.
3. Teachers' should be trained in ICT and also be provided with computers to motivate them to increase their productivity.
4. Adequate educational resources should be provided to aid teaching and learning.
5. Good condition of service and good working environment should be provided for teachers.
6. Teachers should be upgraded and promoted for personal development.
7. Teachers should be encouraged to develop themselves through sandwich programmes, short-courses etc.

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PRINCIPALS' TRANSFORMATIONAL LEADERSHIP STRATEGIES FOR ENHANCED TEACHERS' EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN BAYELSA STATE, NIGERIA

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Abstract

The study investigated principals' transformational leadership strategies for enhanced teachers' effectiveness in public secondary schools in Bayelsa State, Nigeria. Two research questions and two hypotheses were used to guide the study. The study adopted a descriptive survey design. The population of the study comprised of all the teachers in the public secondary schools in Bayelsa State which have a total of 3, 678. A sample size of 368 teachers (200 male teachers and 168 female teachers) was drawn representing 10% of the entire population using proportionate stratified random sampling technique. A self-structured questionnaire tagged. PTLSTEPSSB was used as the instrument for data collection which yielded a reliability index of 0.92 using Cronbach Alpha Statistics which guarantee the use of the instrument for the study. Mean and standard deviation were used to answer the research questions while z-test was used to test the hypotheses. The study revealed among others that practical use of principals' transformational leadership strategies enhanced teachers' effectiveness in public secondary schools in Nigeria. Based on the findings, it was recommended among others that principals should inspire the mind of teachers through the use of inspirational strategy that will inadvertedly bring about teachers' effectiveness in public secondary schools in Bayelsa State, Nigeria.

Keywords: Principals, Transformational Leadership, Strategies, Teachers' Effectiveness

Introduction

Education in Nigeria is divided into 3 (three) levels, namely, primary, secondary and tertiary. Under the secondary school system, the principal is the leader of an entire school community. He is responsible for managing majorly administrative tasks and supervising all students including teachers. In some counties, they are called head master, administrative head or school head. One of the aims of the principal is to initiate good strategies in order to improve teachers' classroom duty and learning methods. He is also duty bound to provide strategic direction in school system, develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, evaluate teachers' teaching satisfaction and oversee school facilities amongst others. This goes to say, the students' excellent academic achievement, morals, and teachers'

effectiveness and school commitment, among others lies on the principals' leadership strategies.

The principal is charged with the responsibility of providing administrative activities that supports secondary educational goals or objectives attainment. Beyond this, this principal makes decisions for the growth and development of the school as well as equipping learners with knowledge and skills for society building. This corroborates with Njah (2015) who views the school administrator as the coordinator of teachers and with more responsibilities in the day-to-day operation of the school including scheduling of classes, ordering text materials, coordinating transportation mostly in the rural areas, students' discipline, social/recreational programmes, health and safety issues, working with the teachers to develop school curriculum, evaluation of teachers, and management of school-community relations. The principal as a leader gives directive and expert advice on the development of teaching and learning in school.

Oluwuo & Uche (2004) in their perspective sees the principal as the chief executive officer of the school who gives direction and account on the action of his teachers, students, non-teaching staff and the entire community in which the school is built. He also assigns duties to this staff through the delegation of authority and power. Abraham (2013) opines that the functions of the school administrators are to perform his functions through the cooperative human effort and the manipulation of material resources to achieve goals sums up to administration. However, in the face of these aforementioned, school management and administration lies on the leadership styles and strategies deployed by the principal.

Leadership is all about influencing, motivating, encouraging, directing, and coordinating the actions of other people within the organization to achieve the desired goals and results. Without appropriate leadership strategies or styles employed, the principal cannot perform the required duties or tasks of the school effectively and efficiently. To Peretomode (2014), leadership plays a huge role in managerial and educational administration. This is because of its far-reaching effects on the accomplishment of school programmes, objectives and the attainment of educational goals. Leadership is a dynamic concept which is largely seen to persuade others to seek defined objectives enthusiastically. To this, Okorie (2012) in her wisdom sees leadership as taking initiative of some strategies to achieve a group purpose. It is also a process of influencing, directing and coordinating activities towards the achievement of group goals; possession of some power and some personal characteristics; and the ability to get things done through the cooperation of other people in the group.

Teacher effectiveness largely refers to the combination of characteristics, competencies, and behaviours of teachers at the educational levels that enable students reach desired outcomes, which include the attainment of specific learning objectives and goals. It is worthy to note that teachers' effectiveness is directly proportional to the leadership styles or strategies of the principal. A good strategy employed by the principal in the discharge of his duties will bring out the best of the teachers. Teachers are human beings; they have their needs and aspirations. Therefore, the principal as the leader of the school should influence and motivate teachers with appropriate strategies to positively bring out the best of the teachers.

Burns also explains leadership in Okorie (2012), leadership occurs as leader induce followers to act for certain goals that represent the values, needs, wants, aspirations, and expectations of a leaders and not solely on his big titles, or big positions, or because a lot of positions of power and responsibility to do not necessarily make one a leader. According to Armstrong (2012), leadership means inspiring people to do their best to achieve a desired result. It involves developing and communication a vision for the future, motivating people and securing their engagement

A leader according to Weihrich & Koontz (2006) envision the future, they inspire organizational members and chart the course of the organization. Effective and competent leadership in schools is increasingly regarded as a vital element in school improvement and in raising school standards and quality in many parts of the world. School system in Nigeria according to Anyamele & Ukaigwe (2015) is one of our most valued and cherished social institutions. If we must determine to pass on to future generations a better Nigeria and better system, and to achieve the general purposes of education, total quality management, then continued improvement of educational institutions need proactive transformational leadership that is central to the task.

The Concept of Transformational Leadership

Transformational leadership has been increasingly used in speeches and writing about education in recent times. A transforming leader is one who responds adequately to the plights, aspirations, motives and needs of followers. His leadership strategies stand out from other leaders. He stands to see the growth and development of his followers. A transformational leader influences his subordinates so that they will strive willingly and enthusiastically toward the achievement of group goals. Leadership as a process is social influence in which one person is able to enlist the aid and support of others in the accomplishment of a common task. Robin & Judge in Anyemaele & Ukaigwe (2015) assert that for long a great deal of research has been conducted to explain how transformational leadership works. One important mechanism that explains how transformational leadership works is that these leaders use certain strategies to encourage their followers to be more innovative and creative and to take more risks. A reasonable transformational leader would inspire their followers to be more creative and encourage those who follow them to be creative too.

A transformational principal exhibits certain traits, behaviours, styles and strategies, these among others help to inspire and motivate teachers to rally round the common school vision or goals. He makes sure teachers feeling are connected to the school goals and objectives. Transformational principals are particularly good at culture building, considering the plight of the subordinates, providing intellectual stimulation and individual support, and modeling positive behaviours, vision-building and holding high performance expectations for his subordinates, the teachers. In addition, Nwakudu & Okata (2015) opines that, principal as the head of the institution occupies a pivotal position which requires initiatives and skills for the day-to-day administration of a secondary school. As a school leader, principal must have foresight for effective, efficient and dynamic principles or strategies in handling matters between the school, staff, students and the host community.

Transformational leader according to Robbins & Coulter (2013) stimulates and inspires (transforms) as part of his strategies to influence followers in order to achieve extraordinary outcomes. This type of leadership strongly correlated with lower turnover rates and higher levels of productivity, employee satisfaction, creativity, goals commitment, follower well-being, and cooperate entrepreneurship, especially in start-up firms. Studies have shown that transformational leaders were evaluated as more effective, higher performers, more promotable than other counterparts. Anyemele & Ukaigwe (2015) asserts that a transformational principal set direction for his teachers, he builds relationships, easily accessible to teachers; develop effective means for teachers to communicate with one another and also maintain open and effective lines of communication.

Effective principal leadership strategy in secondary schools is very important for the attainment of secondary educational goals and objectives. This is why Ukeje, Okorie & Nwagbara in Nwakudu & Okata (2015) views leadership as the ability to influence, direct and coordinate group activities in such a way that the people work willingly achieving the goals and objectives of the organization. Also, transformational leadership according to Nwakudu & Okata (2015) in the educational institution is regarded as an input into the organization intended to influence the behaviour of the members in order to attain the school organizational objectives through initiating, motivating, directing and coordinating the functions of other members of the group.

Also, Burns in Anyamele & Ukaigwe (2015) avers that, a transformational leader is one who, while responding to the needs of followers, looks for the potential motives in followers, seeks to satisfy higher needs, and engages the full potentials of the followers. The result of a transforming leadership is a relationship of mutual stimulation and elevation that coverts followers into leaders and into moral agents. Anyemele & Ukaigwe (2015) argued that, transforming leaders are leaders who may motivate staff to make new commitments to help those in need or to achieve a breakthrough in their areas of expertise.

Consequently, the character of principal transformational leadership behaviour also beckons on the need to transform the school through mentoring the experienced teachers to achieve effectiveness in teaching, setting the example for the teachers to follow, keeping the teachers informed on immediate and future decisions; ensuring that tasks are carried out by the teachers, stimulating teachers' intellectuality, organizing workshops on novel concepts and pedagogical skills of teaching, developing teachers to become professional, making teachers to see themselves as partners in the administration of the school and not bosses, among others (Asodike & Adieme, 2015). A transformational principal must be creative, goals oriented, with a driven vision and commitment to school goals. This corroborates with findings of Anyemele & Ukaigwe (2015) that, a transformational principal helps teachers to develop and maintain a collaborative and professional school culture, he/she also helps to foster teachers' developmental opportunities amid solving problem more effectively and efficiently.

Transformational principals' strategies according to Anyemele & Ukaigwe (2015) include inspirational motivation, intellectual stimulation, and idealized influence, among others.

Principals' transformational inspirational motivation strategy refers to a situation in which the leader of the school called the principal behave in ways that motivate and inspire those around him by providing meaningful and challenging task to his subordinates called teachers. Under the principals' transformational strategies, team spirit of the teachers is aroused, enthused and optimist. The principal being the leader gets teachers involved in envisioning attractive future states.

A transformational principal creates clearly communicated expectations that teachers want to meet, demonstrates commitment to goals and the shared vision. This corroborates with Conger in Nwakudu & Okata (2015) assertions that, the degree to which the leader (principal) articulates a vision that is appealing and inspiring to the subordinates (teachers) depends upon his leadership strategies. Principal being the leaders of the school with inspirational motivation challenge subordinate (teachers) with high standards, communicate optimism about future goals, and provide meaning for the task at hand, promote job satisfaction, learning discipline, dynamism, among others. Teachers need to have a strong sense of purpose if they are to be motivated to act. The visionary aspects of leadership are supported by communication and study skills that make the vision understandable, precise, powerful and engaging.

In addition, Conger in Nwakudu & Okata (2015) also maintains that intellectual stimulation strategy as strategy of a transformational leader is a degree to which the leader (principal) challenges assumption, takes risks and solicits subordinates and students' ideas. Leaders with this strategy stimulate and encourage creativity in their subordinates. They nurture and develop people who think independently. This affirms Anyemele & Ukaigwe (2015) that the use of intellectual stimulation strategy by transformational principal stimulates teachers' efforts to be innovative and creative by questioning assumptions, critical thinking, problem-solving, reframing problems and approaching old situations in new ways. They encourage creativity. There is no public criticism of individual members' mistakes. New ideas and creative problem solutions are solicited from teachers, who are included in the process of addressing problems and finding solutions.

Teachers (followers are encouraged to try new approaches, and their ideas are not criticized because they differ from principal (leader). This aspect of transformational leadership strategy of the principal according to Robins & Judge in Anyemele & Ukaigwe (2015) motivate teachers to go extra effort thereby leading to high job productivity, higher morale and satisfaction, higher school organizational effectiveness, lower turnover, low absenteeism, and greater school organizational adaptability.

Statement of the Problem

Education in Nigeria and all over the world is the backbone of any nations; it brings about desirable change to a dynamic society. Secondary schools in Nigeria have been facing series of leadership problems ranging from student management, discipline, student unrest, cultism, academic staff unsatisfactory nature, poor passion and zeal for work, lack of school and classroom commitment and non-academic crises to leadership tussles among others. These mammoth challenges and crises could be seen from the angle of the principals' lack of

leadership quality, and his inability to take responsibility of attending to the essential needs of academic and non-academic staff. Nonetheless, it is also a known fact that education in this country has been facing problems of leadership issues, where every government comes up with different educational polices aimed at actualizing their self-ideologies. Government in Bayelsa state have made payment of staff salary is a priority, teachers welfare package has been taken care of to a large level, building of boarding schools, staff accommodation and hostels for the teeming students among others.

Surprisingly, in the face of this aforementioned goodwill by the government of Bayelsa State, teachers in public secondary schools still develop cold feet, nonchalant attitude, low morale, commitment and among others leading to decline of students' performance in internal and external examinations. The sharp decline of students' performance in internal and external examinations is worrisome to the government, educational stakeholders, NGOs, parents, community leaders, chiefs and faith-based organizations among others. However, could this development be a direct result of the lack of principals' leadership qualities or ideas in the management of school activities?

Teachers are the driving force of schools over the world; students cannot attain high academic excellence if the morale and commitment of teachers is low. It is against this backdrop that this study intends to investigate principals' transformational leadership strategies for enhanced teachers' effectiveness in public secondary schools in Bayelsa State, Nigeria.

Aim and objectives of the Study
The purpose of the study was to investigate the ways principals' transformational leadership strategies enhance teachers' effectiveness in public secondary schools in Bayelsa State. Specifically, the objectives include to:
1. determine the ways principals' use of inspirational motivation strategy enhance teachers' effectiveness in public secondary schools in Bayelsa State, Nigeria
2. examine how principals' intellectual stimulation strategy enhance teachers' effectiveness in public secondary schools in Bayelsa State, Nigeria

Research Questions
1. In what ways does principals' use of inspirational motivation strategy enhance teachers' effectiveness in public secondary schools in Bayelsa State, Nigeria?
2. In what ways does principals' use of intellectual stimulation strategy enhance teachers' effectiveness in public secondary schools in Bayelsa State, Nigeria?

Hypotheses
1. There is no significant difference between the mean responses of urban and rural teachers on the use of principals' inspirational motivation strategy for enhanced teachers' effectiveness in public secondary schools in Bayelsa State, Nigeria
2. There is no significant difference between the mean responses of urban and rural teachers on the use of intellectual stimulation strategy for enhanced teachers' effectiveness in public secondary schools in Bayelsa State, Nigeria.

Methodology

This study adopted a descriptive survey design and the population comprised 190 public secondary schools in Bayelsa State. There are 3, 678 teachers in the public secondary schools in Bayelsa State. The sample consisted of 368 public secondary schools in all 8 LGAs of the state representing 10% of the entire population using proportionate stratified random sampling technique. Furthermore, purposive sampling techniques were used to ensure that Male teachers and Female teachers were selected to be part of the sample. The study sampled comprised 200 male teachers and 168 female teachers giving a total sample of 368. Questionnaire tagged. PTLSETESSB was the instrument used for data collection. The instrument has two sections (A&B), section A contained demographic information while section B comprised questionnaire items constructed based on the variables of the study. The instrument was validated by three experts in the department of Educational Psychology (Measurement and Evaluation). The questionnaire gave index of 0.84 using Cronbach alpha statistics to obtain the reliability coefficient which guaranteed the use of the instrument for the study. The questionnaire was patterned according to modified Likert-scale of Strongly Agree (4). Agree (3), Disagree (2) and Strongly Disagree (1) points respectively. Three hundred and sixty eight copies of the instruments were sent out and all the three hundred and sixty eight copies were retrieved for analysis. The instruments were administered by the researchers and three trained research assistants. The instruments were used to answer the research questions using mean and standard deviation and hypotheses tested at 0.05 level of significance using z-test statistics.

Data Analysis

Research Question 1:

In what ways do principals' inspirational motivation strategy engenders teachers' effectiveness in public secondary schools in Bayelsa State, Nigeria?

Table 1: Mean Responses and standard deviation of the ways principals' inspirational motivation strategy engenders teachers' effectiveness in public secondary schools in Bayelsa State, Nigeria

S/N	Items	Male Teacher = 200			Female Teachers = 168		
		Mean	STD	Remark	Mean	STD	Remark
1	Inspires the mind of teachers to be productive in assigned tasks	3.82	0.86	Agreed	3.28	0.62	Agreed
2	Provides challenging daily tasks to teachers	3.29	0.82	Agreed	3.36	0.85	Agreed
3	Engenders teachers' strong enthusiasm towards work	2.96	0.68	Agreed	3.03	0.76	Agreed
4	Optimizes teachers' ability to quickly finish assigned job	3.40	0.78	Agreed	3.64	0.80	Agreed
5	Envisions teachers' future state of mind	3.64	0.65	Agreed	3.81	0.62	Agreed
6	Enhances effective communication line to teachers' expected wants	3.56	0.81	Agreed	3.46	0.89	Agreed
7	Demonstrating teachers commitment to goals	2.88	0.56	Agreed	3.00	0.60	Agreed
8	Enhances team shared vision goals to be very understandable	3.76	0.79	Agreed	2.96	0.60	Agreed
9	Providing teachers strong sense of purpose	3.16	0.65	Agreed	3.02	0.88	Agreed
	Total	30.17	6.6		29.55	6.82	
	Grand mean	3.35	0.73	Agreed	3.28	0.76	Agreed

Data in table 1 showed that all the items (1-9) had mean scores above the criterion mean of 2.50 and adjudged as the ways inspirational motivation strategy engenders teachers' effectiveness. In summary, with a grand mean of 3.35 and 3.28, all the teachers agreed that inspirational motivation strategy engenders teachers' effectiveness in public secondary schools in Bayelsa State, Nigeria by inspiring the mind of teachers to provide meaning to their tasks, giving challenges to teachers daily tasks, optimizing teachers' ability to finish assigned job, envisioning teachers' future state, giving communication to teachers' expected wants, demonstrating commitment to goals, giving team shared vision understandable to goals and giving teachers strong sense of purpose are the ways in which inspirational motivation strategy engenders teachers' effectiveness in public secondary schools in Bayelsa State.

Research Question 2:

In what ways could principals' intellectual stimulation strategy increases teachers' effectiveness in public secondary schools in Bayelsa State, Nigeria?

Table 2: Mean Response and Standard Deviation on the ways Principals' Intellectual Stimulation Strategy increases Teachers' Effectiveness in Public Secondary Schools in Bayelsa State, Nigeria

S/N	Items	Male Teacher = 200			Female Teachers = 168		
		Mean	STD	Remark	Mean	STD	Remark
10	Intellectual stimulation strategy stimulates teachers' efforts to be innovative	3.24	0.64	Agreed	3.32	0.81	Agreed
11	Encourages teachers to be creative	3.42	0.82	Agreed	3.22	0.73	Agreed
12	Stimulates teachers to learn new approaches in teaching and learning	2.80	0.74	Agreed	3.06	0.65	Agreed
13	Nurture teachers to think independently	3.14	0.68	Agreed	3.08	0.80	Agreed
14	Develops teachers to think beyond the realm of study	3.88	0.88	Agreed	3.64	0.86	Agreed
15	Provides support from teachers to principals	3.68	0.82	Agreed	3.60	0.80	Agreed
16	Equipping teachers to be rational thinkers	3.60	0.81	Agreed	3.58	0.84	Agreed
	Total	24.8	5.39		23.5	5.489	
	Grand mean	3.54	0.77	Agreed	3.40	0.78	Agreed

Data on table 2 showed that all items (10-16) had mean scores above criterion mean of 2.50 and adjudged as the ways intellectual stimulation strategy increases teachers' effectiveness in schools. In summary, with a grand mean of 3.54 and 3.40 as well as standard deviation of 0.77 and 0.78, all the teachers agreed that intellectual stimulation strategy increases teachers effectiveness in public secondary schools by helping to stimulate teachers' efforts to be innovative, encouraging teachers to be creative, encouraging teachers to try new approaches to teaching and learning, by helping to nurture teachers to think independently, developing teachers to think beyond the realm of study and by helping teachers to be rational thinkers are the ways intellectual stimulation strategy increases teachers' effectiveness in public secondary schools in Bayelsa State, Nigeria.

Test of Hypotheses

Table 3: z-test on the mean ratings of male and female teachers' opinion on the ways inspirational motivation strategy engenders teachers' effectiveness in public secondary schools in Bayelsa State, Nigeria

Teachers	N	Mean	Std	Df	z-cal	z-crit	Decision
Male	200	3.35	0.73				Ho1
				366	0.87	1.96	Accepted
Female	168	3.28	0.76				

Data on table 3 showed that male teachers have mean and standard deviation scores of 3.35 and 0.73 while female teachers have mean and standard deviation scores of 3.28 and 0.76 with a degree of freedom of 366, the calculated z-test value of 0.87 was less than the critical table value of 1.96, therefore, the null hypothesis is accepted. By implication, there is no significant difference between the mean ratings of male and female teachers' opinion on the ways inspirational motivation strategy engenders teachers' effectiveness in public secondary schools in Bayelsa State, Nigeria.

Hypothesis 2: There is no significant difference between the mean ratings of male and female teachers' opinion on the ways intellectual stimulation strategy increases teachers' effectiveness in public secondary schools in Bayelsa State, Nigeria

table 4: z-test statistics on the mean ratings of male and female teachers' opinion on the ways intellectual stimulation strategy increases teachers' effectiveness in public secondary schools in Bayelsa State, Nigeria

Teachers	N	Mean	Std	Df	z-cal	z-crit	Decision
Male	200	3.54	0.77				
				366	0.68	1.96	Ho2
Female	168	3.40	0.78				Accepted

Data on table 4 showed that male teachers have mean and standard deviation scores of 3.54 and 0.77, while female teachers have mean and standard deviation scores of 3.40 and 0.78. With a degree of freedom of 366, calculated z-test value of 0.68 was less than the critical table value of 1.96; therefore, the null hypothesis is accepted. By implication, there is no significant difference between the mean ratings of male and female teachers' opinion on the ways intellectual stimulation strategy increases teachers' effectiveness in public secondary schools in Bayelsa State, Nigeria.

Discussion of Findings

The findings of this study revealed the ways inspirational motivation strategy enhances teachers' effectiveness in public secondary schools include: inspiring teachers mind by providing meaning to their tasks, giving challenges to teachers' daily tasks, arousing teachers; enthused towards work, optimizing teachers' ability to finish assigned job, envisions teachers' future state, communication to teachers' expected needs, demonstrating commitment to goals,

giving team shared vision, understandable to goals, giving teachers' strong sense of purpose, and among others. The findings are in line with Conger in Nwakudu & Okata (2015) that principals' transformational inspirational motivation strategy motivate and inspire teachers by providing meaningful and challenging task, helps teachers to work, team spirit is aroused, enthusiasm and optimism are displayed, envisioning in an attractive future states, creating clearly communicated expectations in which teachers needs are met, demonstrates commitment to goals and the shared vision. Avolio in Anyemele & Ukaigwe (2015) also assert that inspirational strategy articulates a vision that is appealing and inspiring to teachers, motivate challenging task with high standards, communicate optimism about future goals of the school organization, and provide meaning for the task at hand, promote teachers' job satisfaction, learning discipline, dynamism, among others.

The findings also revealed that principals' transformational strategy endangers teachers' effectiveness include: stimulate teachers' efforts to be innovative, encourages teachers to be creative, trying new approaches to teaching and learning, helps to nurture teachers to think independently, helps to develop teachers to think beyond the realm of study, gives support from teachers to principals, helps teachers to be rational thinkers and free thinkers. The findings are in line with Conger in Nwakudu & Okata (2015) that intellectual stimulation strategy that helps teachers take challenges assumption, takes risks and solicits support, stimulate and encourage creativity of teachers, nurture and develop people who think independently. Also, Bass & Avolio in Anyemele & Ukaigwe (2015) asserts that the use of intellectual stimulation strategy by a transformational principal stimulates teachers' efforts to be innovative and creative by questioning assumptions, critical thinking, problem-solving, reframing problems and approaching old situations in new ways, encourage creativity, use of new ideas and creative problem solutions are solicited from teachers, helps address problems and finding solutions to problems.

Conclusion
Based on the findings of the study, it was concluded that a transformational principal needs strategy to stimulate, transform and inspire followers to achieve extraordinary outcomes. If this type of leadership approach is in use, it will strongly enhance teachers' effectiveness in public secondary schools particularly in Bayelsa State. It will enhances employee satisfaction, creativity, goal commitment, follower well-being, and cooperate entrepreneurship, especially in start-up firms to achieve secondary schools goals and objectives. The strategies are appealing, inspiring and captivating to produce a multiplier effect on teachers.

Recommendations
Based on the findings, the following recommendations are made:
1. Principals should inspire the mind of the teachers through the use of inspirational strategies which will inadvertedly bring about their teaching effectiveness in order to achieve extraordinary school outcomes.
2. Principals should set direction for teachers, build relationships intellectually so as to achieve desirable outcomes of schools goals and objectives.

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TEACHER ATTRITION: A CHALLENGE TO THE ADMINISTRATION OF PRIVATE SCHOOLS IN CONTEMPORARY NIGERIA

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Abstract

The importance of teachers' roles in ensuring that learners are affectively guided to learn cannot be debated. Teachers are nation builders because no institute in the society can grow or develop without them. Teachers are however not given the right recognition and treatment in the Nigeria society and this has resulted to low morale and lack of interest in the teaching profession. The resultant effect of this is high rate of teacher attrition. Teacher attrition, as elucidated in this paper is more permanent in private post primary schools. Reasons given for teacher attrition in private schools are discussed in this paper. These include, among others, lack of pension and gratuity, overworking of teachers and lack of job security. The way forward for school owners was proffered. Emphasis was made on the inclusion of pension/gratuity scheme in teachers' welfare package.
Keywords: Teacher, Attrition, Challenge, Administration, Private Schools.

Introduction

Education is the pivot of all developmental strides in every nation. This is because education as an institution performs very important functions that are geared towards the development of the society. These functions have been summarized by Datta (1984) as conservative, social, political, moral and selective functions.

Thio, (2003:3) also noted that:

> *Education in its intents, purposes and ramifications bring about change, development and advancement to an individual from the shackles and chains of ignorance, poverty, stagnation and destruction, creates awareness of self and society at large.*

Education therefore, takes care of the needs of both the individual and the society because it has both intrinsic and extrinsic values. It is because of the overwhelming importance of education (be it formal, inform or non-formal) in the society that the Federal Government of Nigeria in the National Policy on Education, F.R.N. (2013:10), section 1, subsection 3, described education as an instrument for national development and social change. Hence every

effort is made by the government at the local, state and federal levels to ensure the provision of education to all members of the Nigerian society.

Rebidas (2014) writing on the importance of education also noted that no individual is a human being in the working world until he has been educated in the proper sense. He further noted that education makes man a right thinker and a correct decision maker, a more dependable worker, a better citizen and a strong consumer. However, no educational system can thrive without teachers; hence for the goals of education to be achieved in any society, there is the need to recognize the role of teachers as facilitators of knowledge.

The importance as well as the contributions of teachers in the process of teaching and learning cannot be over-emphasized. This is because it is generally believed that no nation can rise above the level of her education. This means that no nation can rise above the level of her teachers. Ciwar (2006) understood this very well and rightly stated that teacher competence and preparation are the fundamental issues that must be probably addressed if our educational system must be transformed from the present level of decay to a standard that matches the 21st century.

In Nigeria today, the teaching profession is most neglected and rejected. It is accorded the least status in the society; hence many Nigerian youths prefer to study other "prestigious and lucrative" courses than education. A study of joint admissions and Matriculations Board (JAMB) Registration Statistics 2019/2020 presented below shows the extent to which candidates apply to study education in Nigerian Universities and Colleges of Education.

Jamb Registration Statistics 2019/2020-Applicant Number by Faculty

FACULTY	MALE	FEMALE	TOTAL
administration	78.713	87.635	166.348
Agriculture	18.143	14.586	32,729
Arts & humanities	51,594	57,215	108,809
Education	39,350	51,548	90,898
Engineering/Tech/Environ	188,676	20,256	208,932
Law/Legal Studies	44,868	58,093	102,961
Medicine/Pharm/Health	160,574	275,323	435,897
Sciences	176,335	104,445	280,780
Social Sciences	213,475	162,913	376,388
Total Applicant =		1,803,742	

Source *https:/www.nairaland.com/5078287/jamb-r*

The analysis on the table above shows that the percentage of candidates who applied to be trained as teachers in Nigerian Universities was only 5.04%. In the colleges of Education also, only 34, 141 candidates desired to be trained as teachers. Considering this data, the question that should be in the mind of every stakeholder in education is "what is the future of the teaching profession and the educational institutions?

Teachers are regarded with disrespect and treated meanly by the Nigerian society. Hence, incessant strikes are common ways through which teachers express their grievances against the society, especially the government for unpaid salaries, delayed payments and general poor conditions of service. These have resulted to teachers' loss of interest, lack of dedication and commitment to the teaching profession. Many teachers have therefore left the profession while more are still searching for greener pastures where their status in the society will be improved and equally recognized. It is noted that the difficulty in replacing these teachers cannot be underestimated.

Teacher attrition is therefore one of the greatest challenges facing the teaching profession in particular and education in general. It affects all levels of education in both public and private educational sectors. The focus of this paper is therefore to consider teacher attrition as it affects the administration of private schools in contemporary Nigeria. These shall be considered:
- The teacher and the Teaching Profession
- Administration of private schools
- Teacher Attrition: Meaning, Causes and Effects
- The role of Private Schools in Nigerian Education
- Teacher Attrition in Private Schools in Nigeria
- Causes of Teacher Attrition in Private Schools
- The Way Forward for School Owners

The Teacher and the Teaching Profession
Teachers are facilitators of knowledge. They are nation builders. The Oxford Advanced Learner's Dictionary defined a teacher as a person whose job is teaching, especially in a school. As such the success of all educational endeavors largely depends on the teacher. The teaching profession is critical to any nation's development and teachers are significant actors in the teaching and learning process. This is because they are the facilitators of knowledge. Hence well trained, committed and disciplined teachers are assets to any educational institution.

Different programmes have been put in place for the training of teachers in colleges' of education, universities and other teacher training institutes where they are awarded degrees such as Nigeria Certificate in Education (NCE), Bachelors' Degree in Education (B.Ed./B.Sc.Ed/ B.A.Ed), and Postgraduate Diploma Degree in Education (PGDE) and others. These are geared towards ensuring that teachers are well trained in the pedagogy of the teaching profession. The objectives of teacher education as stated in the National Policy on Education, F.R.N. (2013:43) section 5, subsection B, shows the importance of teacher education. They are to:
1. Provide highly motivated, conscientious and efficient classroom teachers for all levels of the educational system;
2. Further encourage the spirit of enquiry and creativity in teachers;
3. Help teachers fit into the social life of the community and the society at large and enhance their commitment to the teaching profession.
4. Provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to changing situations; and

5. Enhance teachers' commitment to the teaching profession.

During the training of teachers in schools, they are also required to go through a period of practical teaching also known as teaching practice. Oyekan (2000) summarized the objectives of teaching practice as:

1. Inculcating in the student-teachers the basic teaching skills and ethics which facilitate the teaching-learning process.
2. Providing the student-teachers an opportunity to imbibe practical classroom life experiences;
3. Exposing the student-teachers to the dynamic social life system of the school as they interact with the learners and staff, use physical facilities and participate in co-curricular activities;
4. Inculcating the ability to use instructional materials to explain and illustrate basic concepts and process for greater understanding;
5. Developing healthy relationships towards the learners, community and members of the teaching profession:
6. Identifying their strengths and weaknesses in lesson presentation while thinking on possible means to improve their teaching capacities;
7. Enhancing the supervisory capacity of the cooperating teachers;
8. Facilitating exchange of innovative educational ideas between the student-teachers, training institutions and the cooperating schools;
9. Providing an avenue for the student-teachers and their supervisors to translate theory into practice; and
10. Exposing the weaknesses in teacher training programmes to the educators for prompt correction and improvement.

The training of teachers is therefore a laudable investment which produces efficient, committed and conscientious teachers who will be able to facilitate knowledge among pupils and students at all levels of education. Hence the importance of employing and retaining qualified, efficient and committed teachers in both public and private schools cannot be over-emphasized. This is because they are the bedrock of every educational system.

Teachers are not only facilitators of knowledge. They are nation builders. Hence every educational institution desires to have competent and dedicated teachers because they determine the success of such enterprise. Teacher attrition, which occurs at all levels of education, has however become a challenge to having competent teachers in our schools. It is an educational issue which constitutes both a problem and a challenge (Kelchtermans, 2017). The question is "Why is it difficult to employ and also retain qualified teachers in all the classes in our schools?

Administration of private schools
Private schools are run by private individuals. This means that the government has very little to do with the management and administration of private schools. Administration, according to Oxford Advanced Learner's Dictionary means the activities that are done in order to plan,

organize and run a business, school or other institution. These activities can be categorized into material and human resources management.

In relation to school administration the recruitment of teachers and ensuring that they are retained in the school by providing good conditions of services a pertinent aspect of Human Resource (Personnel Administration). Adeoye (2000) opined that personal administration has to do with management of people at work in order to get the maximum from them with the ultimate goal of achieving both individual and organizational objectives. Hence, the administration of private schools may not be effective without teachers.

Teacher Attrition: Meaning, Causes and Effects

Teacher attrition simply means withdrawal of teachers from the teaching profession or reduction in the number of teachers in the profession. It is also the rate at which teachers leave the profession or move from one school to another and the difficulty involved in replacing them. World Bank Collection of Development Indicators (n.d) shows that in 2012, 8.3984% of teachers left the teaching profession.

Several factors are responsible for teacher attrition in the Nigerian society. Some of these factors as identified by Datta (1984) are:

Poor Status of the Teaching Profession: As was earlier mentioned, the teaching profession is accorded a very low status in the society. Teachers are therefore the least respected among other professions. This is why most Nigerian youths today resent the idea of choosing teaching as a profession.

Poor Teachers Salary: Teachers are the least paid of all professions in Nigeria. This is because people have the impression that teachers service is sacrificial hence monetary benefits should not be the basis for commitment. Though teachers' salaries have improved over the years, it is still the least among all professions.

Unpaid/Delayed Salaries of Teachers: It is not just that teachers' salaries are poor, they are also sometimes either delayed or not paid for months. This situation puts teachers and their families in hard living situations/conditions, hence their dissatisfaction and desire to exit from the profession.

General Poor Conditions of Service: The condition of service of teachers is generally poor compared to that of other civil servants. In most public schools in Nigeria, teachers stay in staffrooms without good chairs and tables, and fans not to talk of air conditioners. These facilities are things enjoyed to the maximum by other civil servants. The classrooms where teachers interact with students are also not in better conditions as most classrooms in public schools may have leaking roofs, broken walls, no doors, no windows, and insufficient chairs. Teachers are also denied many of their fringe benefits and this is why they must go on strike before some of these benefits are released. Teachers are therefore not motivated to stay in the profession.

Neglect by Members of the Society: Teachers are not honoured by members of the society. Who appoints a teacher as Chairman in an occasion such as naming or wedding ceremony, book launch and so on, or how many members of the society would want their child to marry a teacher?

Forceful entry into the Teaching Profession: Teachers, who were forced, lured or compelled into the teaching profession either by their parents, teachers, peers or failure to get the career of their dream, readily exit from the profession than those who chose the profession themselves and also have passion for it. They are also prone to moving from one school to another as soon as they experience any inconvenience.

Olupohunda (2016) also identified the following as causes of teacher attrition:

- Lack of incentives for the job
- Poor salary structure
- Late or non-payment of salaries and allowances
- Lack of respect for teachers and the teaching profession

In addition, Hess (2006) pointed to poor working conditions and leadership style as causes of teacher attrition while Kelchtermans (2017) identified teachers need for social recognition and sense of belonging as causes of teachers' attrition. Modan (2014) also identified lack of career advancement in development as a cause of teacher attrition.

In many other professions, workers have several opportunities for career advancement but in the teaching profession, most teachers do not rise to the peak of their career before retirement. Moreover, non-payment/delayed payment of salaries of teachers has constituted a barrier to teachers' personal development in the teaching profession. Teacher attrition has adverse effects on students in particular and on the educational institution in general. Effects of teacher attrition as identified by Garcia and Weiss (2019) include:

Threatening of Student Ability: One of the conditions for students' success in their studies is that they must be taught by qualified, efficient and dedicated teachers. Absence of teachers from a pupil's/student's class for a long period of time or constant changing of teachers is detrimental to their ability. This is because teachers have different personalities and modes of teaching, therefore when a new teacher takes over a class, the pupils/students would have to learn to adapt to his or her method of teaching and also his/her personality. This period of adjustment may negatively impact on the students' ability.

Strauss (2017), Scarton (2018) stressed that high teacher turnover rates in schools negatively impact not just those in a new teachers' classroom but also pupils and students in other classes.

Reduction of Teachers' Effectiveness: Teacher attrition can result to teachers' ineffectiveness and this happens when competent and effective teachers leave the school and are replaced with weak ones. Teachers' effectiveness is also reduced when teachers are either overworked or switched across subjects.

Consumption of economic Resources: Much is spent in the training of teachers, hence if teachers exit from the profession after much has been spent on their training, the government and the society in general loses a lot. Replacing teachers who have left the profession costs a lot. This amounts to economic waste.

Professionalization of Teaching is Difficult: Professionalization of teaching can only be possible in the Nigerian society when teachers show commitment and dedication by staying the profession. In a profession where everyone who cares to join at anytime is accepted, and also leaves anytime he or she likes, and where employees' condition of service is neither respected nor fulfilled, professionalization is difficult.

The Role of Private Schools in Nigerian Education

The role of missionaries and churches in the introduction of western education in Nigeria in the 19th century marked the beginning of the intervention of private organizations in the provision of education in Nigeria. Between 1842 and 1882 when the first education ordinance was enacted missionaries and churches played dominant roles in the planning, provision and administration of education. The government took over the administration of schools in 1882 (Fafunwa, 1974). They also classified schools into government and assisted schools. However, because of the importance of education to both individual and national development, churches, communities and individuals still showed interest in the development of education.

Participation of private individuals in the provision of education however increased in the years after independence with the increasing fall in the standard of education and the dissatisfaction s of parents with public education. Thus in Nigeria today, many private schools of all levels belonging to churches, communities, non- governmental organization and private individual have sprung up. Available data shows that private universities increased from 3 in 1999 to 68 in 2017 and in Lagos State alone, about 6,083 private schools were registered in 2016. In Bayelsa state also there are about 500 private schools as at 2019 (https://www.takeactions:orgblog; https//punchng.com/well-shut-down-250-)

Provision of education is the social responsibility of the government, however the right of citizens to education also places a responsibility to ensure the provision of education on private individuals and actors. Privatization of education could therefore be seen as a means of filling the gap in the provision of education.

In Nigeria today, private schools play significant roles in the provision of education. Government schools in Nigeria have been neglected over the years and this has led to substandard education. hence most parents think twice before they send their children to public schools.

There is also security challenges as many public schools in Nigeria are not well secured. Private schools therefore have come to bridge the gap in our education system because they as stated by Rabidas (2016) serve the following purposes.

1. Private schools seem to provide quality education for Nigerians than public schools.
2. In many private schools, the recommended class size and teacher to public /student ratio of 1:25 for nursery classes, 1:35 for primary and junior secondary classes and 1:40 for post –basic education levels is maintained hence there are no overcrowded classrooms.
3. There is less security issues in private schools as most private schools are fenced. People are also screened before they enter the school premises.
4. For effective teaching and learning facilities such as textbooks, laboratories and other resource materials are needed. Private schools provide these and also ensure that parent provide necessary materials for their children.
5. In private schools, teachers are constantly trained. This help to update their knowledge and provide them opportunity to be current in the pedagogy of teaching.
6. Strike is not mentioned among teachers in the private schools. Pupils and student therefore graduate as at when due because academic activities go on without disruption.

7. Private schools meet the needs of members of the upper social class in the society who may feel dishonored, and embarrassed to send their children to public schools.

In the national policy on education, FRN (2013 : 2) Section 1, subsection 3d, it is stated that education is compulsory and right of every Nigeria child irrespective of gender, social status, religion, colour, ethnic background and any peculiar individual challenges. Private schools therefore ensure that this section of the national policy on education is executed by providing education to those who have chosen not to identify with public schools for reason which may include the aforementioned. The contribution of private schools to educational developments in Nigeria cannot therefore be overemphasized.

Teacher Attrition in Private Schools
Teacher attrition is one of the challenges facing school administrators (especially those from private schools) today. The question that runs through the mind of every private school owner is "how do we ensure that qualified effective teachers are in every classroom at every time? Employment of unqualified teacher and sometimes total neglect of children in some classes has become the feature of many private schools today.

Ladd & Sorensen (2019) reported that as a result of shortage of teachers, those who left are replaced with teacher with either weaker or stronger qualification or teacher are switched across subjects.

Schools and staffing survey 1987- 1988 and teacher follow-up survey 1988-1989 as reported by Croasmum., Hampton., & Herrmann (n.d.) Shows that teacher attrition for public schools was 5.6% while that for private schools 12.7%. Data from national centre on education statistic presented by Schmitz (2017) also shows teacher leaver rates overtime in both public and private schools. The date is shown below:

"Teacher Leaver" Rates Over Time
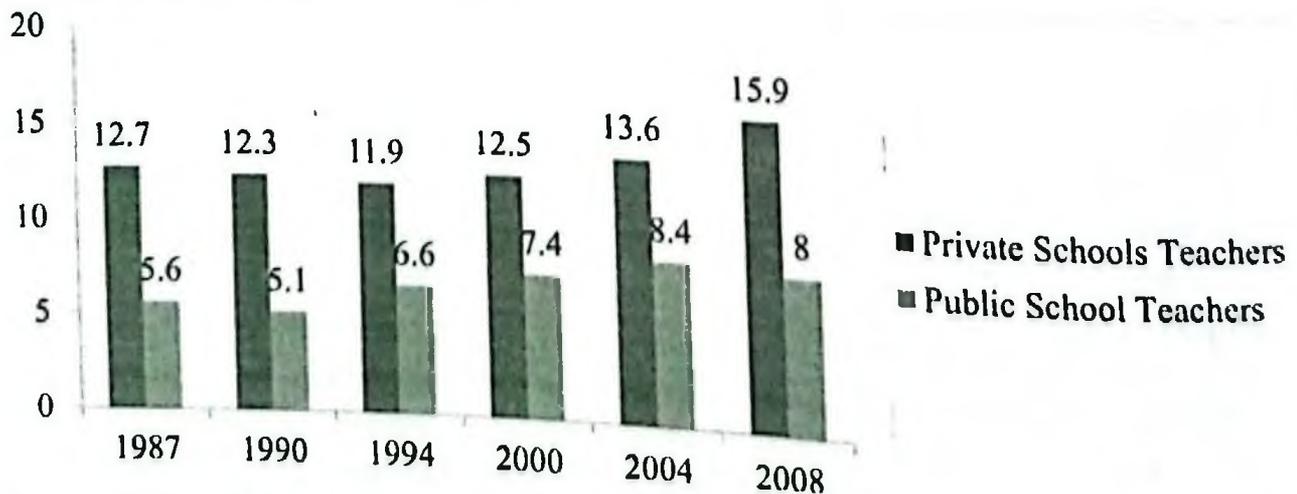
Source: National Centre on Educational Statistics (NCES)

Causes of Teacher Attrition in Private Schools

The causes of teacher attrition discussed previously are also evident in most private schools in Nigeria. In addition, there are other causes of teacher attrition that are peculiar to private schools. (Obadaki, 2016).

1. **No Job Security:** Job security is not certain in most private schools. Teachers are employed without giving them any employment letter; hence whenever they leave the employment for another, they have to start all over as they do not have any evidence of job experience. Many private school owners also sack their teachers at will. How many workers will want to stay in such employment where they do not have job security?

2. **Lack of pension/ Gratuity:** Most private schools in Nigeria have no provision for pension/ gratuity scheme for their teachers. This means that after a teacher had worked in such schools for as long as say ten years or more and he desires to leave, the teacher goes without receiving anything from the school. This does not encourage teachers to remain in private schools when their counterparts in public schools have hope of getting gratuity/ pension on retirement.

3. **No increment in salary:** In many private schools, especially the low cost ones, teacher work from year to year without any increment in salary unlike in public schools where teachers, like other civil servant receive annual increment in their salaries.

4. **Overworking of Teachers:** Teachers are overworked in many private schools in Nigeria. This is because instead of employing enough teachers, few are employed and given more responsibility than they can cope with. This working condition puts the teachers under much pressure and stress and the way out for many of them is to look for another employment with less stressful working condition.

The way forward for school owners

If the goal of education in Nigeria will be achieved and if private educational institutions will continue to thrive in business and also achieve the purposes for their establishment in the Nigeria society, school owners must devise ways to ensure that qualified teachers are employed and also retained in their schools.

1. School owners should desist from treating their teachers with disrespect rather they should respect their human dignity. No teacher will appreciate working in an environment where he/she receives insults and abuses in the course of crying out his or her duties no matter what. This is one of the reasons why teachers move from one private school to the other.

2. Creating a conducive environment for teachers to work also encourage them to stay in their job. A measure of impersonality should be involved in the relationship between school owners/administrator and teachers as this help to create some level of attachment between them. It also helps to keep them in the job. The administrator should involve teachers in decision making especially when it concerns their welfare. He should also show some measure of concern for the welfare of the workers beyond the official working environment. Celebrating teachers, birthday, giving of gifts during festive periods such as Christmas, Easter and so on will encourage them to stay in the school and in the profession.

3. Some private schools deny their teachers the opportunity to partake in some officially declared holidays such as teacher's day. While their counterparts in public schools enjoy these holidays, they are kept busy working in their schools. This discourages teachers from working in private schools.

4. School owners should also establish pension/gratuity scheme for their teachers. It should be a contributory pension scheme where both the school and the teacher contribute a certain agreed percentage to the scheme. The teacher on leaving the service of the school is paid his pension/gratuity which he/she may use to start a project, a business or meet any other need. This will serve as a source of motivation for the teachers to stay in the school.

5. School owners / administrators should also improve on the salary structure of their teachers and also ensure that they are paid regularly and on time. In some private schools, graduates are paid as low as #12000/ month and these salaries are neither paid on time nor regularly.

6. Upon employment teachers should be given letters of employment. This will give newly employed teacher a sense of belonging, achievement and will make the teacher to somehow see himself or herself on equal pedestal with teachers in the public service.

Modan, (2019); Obadaki, (2016); and Scharton, (2018) also identified the following as solution to teacher attrition.

1. Establish effective and strong school leadership.
2. Facilitate teacher collaboration by giving them flexibility and training.
3. School owners should cut cost in other areas to be able to keep qualified teachers.
4. Address salary issues
5. Start a teacher mentorship program for instance by pairing a new teacher with an old one.
6. Improve professional development.

It is expected that if school owners adhere to these suggestions, the problem of teacher attrition will be solved to a great extent.

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ROLE OF COMMUNITY DEVELOPMENT PROJECTS FOR THE ACHIEVEMENT OF HUMAN DEVELOPMENT IN NIGERIA

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Abstract

This paper is on the role of community development projects for the achievement of human development. The contribution of community development projects in achieving human development was examined. The role of community development in achieving sustainable development is to reinforce and improve the education of the young as well as offer the adults broad opportunities for self-renewal and societal advancement for sustainable development. For community development projects to achieve human development, there must be strategies it will utilize. These include improvement of training/development of workshops, funding, computer-based learning, and development of projects, team work and discussion groups for youths, men and women in communities. Various challenges inhibiting community development from achieving individual's development was discussed. It was recommended that community development projects should be implemented favourably in order to increase the standard of living of people, irrespective of their age, sex, and race in various communities.

Keywords: Community, development, projects, human, and community development.

Introduction

Community development projects are centred on self-reliance of individuals and the betterment of the local communities. This is why most government and societies emphasize the need to implement community development projects focused on raising the standard of living in the society. For the development of individuals in the community, when referring to building of schools, health centres, construction of roads, markets, bridges, improved sewage system, public halls, rural electrification etc, it brings about positive change in behaviour among individuals and make them receptive to change (Adeyemo, 2003). Despite these efforts, most individuals and communities may not fully benefit from community development projects. This could be as a result of a number of factors, including poor implementation process, lack of information, among others. Community development project is a specification and accomplishment within a given period of related set of activities that will result in a measurable

change in any system's capacity to improve the status of the community. The discussion above indicates that a programme may comprise a number of projects; a project may be limited or comprehensive. It may be set up with completely indigenous resources or with the help of bilateral agencies or with the help of multilateral technical assistance.

A community project may be owned by an individual; organization or by a group of organizations, villages, local governments, nations etc. Kitchulu (2004) opined that community development projects are set up to achieve specific goals and envisage from other projects. Community development projects in which the people are involved, articulating their needs themselves, gives better chances of being understood, accepted, supported and valued; and are better sustained and maintained by the community. Adeyemo (2003) describes development as the process of economic and social transformation within countries. The author further states that the concept of development was conceived as almost exclusively in terms of growth targets, with little regard to the beneficiaries of growth or to the composition of output. Development at the level of individual implies increased skill and capacity, greater freedom, creativity, self-discipline, responsibility and material well-being. At the level of group, development implies an increasing capacity to regulate both internal and external relationship. In the foregoing, there is emphasis on the role of human beings in engendering development. Through increased skills and capacity, man produces goods and services that serve the basic needs of life. The development objective of the community development project is to establish an effective and sustainable instrument to improve the living conditions and the economic status of disadvantaged communities.

Ogili (2004), cited in Kitchulu (2005), assumed that the worth and dignity of individuals are the basic values in a democratic society. Community development project provides opportunity by which the worth of individuals can be revealed through contributions made and learning can take place. Through community projects, every member of the community participates in the process of decision making, planning, and implementation of projects in the process of community development (Adeyemi, 2003). According to Adekola (2004), it is through participation in community development projects that individuals rethink problems and expand contacts and networks; building social capital. They learn new skills, building human capital. They develop new economic options, building physical and financial capital. They also improve their environment. To Oduaran (1994), the goals of community development ranges from material ones like construction of roads, bridges, culverts etc to such non-material ones like provision of basic education, especially for the adults, attitudinal change, reducing infant mortality etc. Many projects fail or are poorly implemented or become unsustainable because of low levels of participation. It is, therefore, believed that genuine involvement of individuals in development activities improves project performance.

Community Development
The concept "community development" consists of two significant words, community and development that are key to the understanding of the concept community development. Eleberi (2012) remarked that, most scholars define community in terms of specific geographic locality, while others define it as a psychological construct. Giving its definition from geographical

point of view, Anyanwu (1981) sees it as a social group occupying a more or less defined geographical area and based on the feeling that people have for one another. Similarly, Oyebamiji and Adekola (2008) describe it as a localized population, which is interdependent and which develops and nature's specialized institution that provides on a day-to-day basis a full range of goods and services necessary to meet the common goals and perpetuate its existence on the surface of the earth. Based on the above definitions, community could be seen as a geographical area occupied by group of people who share common socio-cultural ties and possess a common means of ensuring their continued existence. On the contrary, there is another view of community as psychological constraint. According to the Webster's Dictionary and Thesaurus (1995) community is an organized political or social body. It further explains that it is any group having work, interest etc in common. Inferably, the two divergent schools of thought notwithstanding, be it community as geographical construct, there is an element which is central, the human beings who are the custodians of all the characteristics of a community irrespective of its definition. While development as a concept is like an octopus with its tentacles spread widely to all spheres of life, be it economic, social, political and cultural.

Adeyemo (2003) describes development as:

"the process of economic and social transformation within countries. He further states that the concept of development was conceived as almost exclusively in terms of growth targets, with little regard to the beneficiaries of growth or to the composition of output. Development at the level of individual implies increased skill and capacity, greater freedom, creativity, self-discipline, responsibility and material well-being. At the level of group, development implies an increasing capacity to regulate both internal and external relationship".

In the foregoing, there is emphasis on the role of human beings in engendering development. Through increased skills and capacity, man produces goods and services which serve the basic needs of life. Oni and Bello (1987) sees development as qualitative and quantitative change in factors of production by a society, and increase in the quality of goods and services that every individual is opportune to possess. Development therefore, could be seen as an impressive positive change in the capacity of individuals and groups to enhance their socio-economic well-being through increased production of goods and services to satisfy their daily needs. It is therefore justifiable to look at "community development" not just as the combination of community and development, but also as an integrated concept. Different scholars have defined community development in several ways. It is viewed as an educational method, a process of social action and a movement.

UNESCO, citied in Onyeozu (2007), defines community development as an educational method by which the efforts of the people themselves are united with those of government authorities to improve the economic, social and cultural conditions of communities, to integrate these communities into the life of the nation, to enable them to contribute fully to national progress. In this definition, there is emphasis on what the people can do. It recognizes that government requires alleviating the suffering of the people rather, but there should be concerted

effort on the part of the people to identify their felt-need, mobilize necessary human and material resources to satisfy it. Community development aims at enhancing a sustainable socio-economic development with effort of the people as a fulcrum. Anyanwa (1981) in Imhabekhai, (2009) summed up its objectives as follows: to educate and motivate the people for self-help; to develop responsible local leadership; to inculcate among the members of a community a sense of citizenship and spirit of civic consciousness; to introduce and strengthen democracy at the grassroots level, through the creation and revitalizations of institutions designed to serve as instrument for local participation; to initiate a self-generative, self-sustaining, and enduring process of growth; to enable people to establish and maintain co-operative and harmonious relationship; and to bring about gradual and self-chosen changes in the life of a community with a minimum stress and disruption.

Community Development Projects

In order to address the damaging effects of being socially excluded, some areas have set up community development projects. The services that these projects offer can vary, with some offering community childcare facilities, afterschool clubs and educational courses. The list is vast. However, these projects have one distinct common purpose: to empower local communities and promote social inclusion. The work that these projects do in local communities is admirable. However, many have expressed concern about the ability of the sector to remain autonomous when ever changing government structures are becoming further embedded in their daily functioning (Forde and Lynch, 2015). This study will examine these concerns and explore the issues that are currently being faced by local services. Many of these projects closed during times of austerity and, at present, many still face constant funding issues. What appears to be missing in all this is the voice of the people who lost these services.

Human Development

Human development covers activities that improve awareness and identity, develop talents and potential, build human capital and facilitate employability, enhance the quality of life and contribute to the realization of dreams and aspirations, especially when involved in community development projects (Obadan, 2010). Human development takes place over the course of a person's entire life. Not limited to self-help, the concept involves formal and informal activities for developing others in roles such as teacher, guide, counselor, manager, life coach or mentor. When human development takes place in the context of institutions, it refers to the methods, programmes, tools, techniques, and assessment systems that support human development at the individual level in organizations. Among other things, individual development may include the following activities: improving self-awareness; improving self-knowledge; improving skills and/or learning new ones; building or renewing identity/self-esteem; developing strengths or talents; improving a career; identifying or improving potential; building employability or (alternatively) human capital; enhancing lifestyle and/or the quality of life and time-management; improving health; improving wealth or social status; fulfilling aspirations; Initiating a life enterprise; defining and executing personal development plans (PDPs); improving social relations or emotional intelligence; and spiritual identity development and recognition.

Human development can also include developing other people's skills and personality. This may take place through roles such as those of a teacher or mentor, either through a personal competency (such as the alleged skill of certain managers in developing the potential of employees) or through a professional service (such as providing training, assessment or coaching). Any sort of development-whether economic, political, biological, organizational or personal-requires a framework if one wishes to know whether a change has actually occurred. In the case of personal development, an individual often functions as the primary judge of improvement or of regression, but validation of objective improvement requires assessment using standard criteria.

Types of Community Development Projects

Community development projects enhance the upliftment of individuals - men, women, youths and every member of the community to be physically skilled, morally and intellectually developed, and inculcate their potentialities to the all round development of mankind and the nation at large (Obadan, 2010). Community development projects are sponsored monetarily or otherwise by government, NGOs, private sector, or other governmental authorities as well as being implemented by both individuals and those in authority with joint collective efforts and collaboration to ascertain the targeted goal of a specific community development project.

Community development projects include the following paradigms.

1) *Environmental projects*: Establishment of sanitation practices; provision of sewage system; public bath house; public toilets; village conference/town halls; and public wells etc

2) *Housing improvement projects*: House restructuring e.g. modernization of old structures; house repairs e.g. reparation of scattered houses; roof improvement

3) *Public Utilities*: expansion of rural electrification; communication network e.g. installation of public telephone (mass pole) in villages.

4) *Educational Projects:* Building of schools; students' hostels; teachers' lodge; provision of incentives for students in schools; provision of ICT facilities to schools, e.g. projectors and other computer gadgets.

5) *Motorable projects:* Construction of major roads for the rural communities; innovation of bad roads etc.

All the above projects and programmes are essential for the development of rural communities as well as inculcating essential skills, values, knowledge, potentials and create awareness for the all round betterment of the individual and the community as a whole.

Community Development Projects and Human Development

Community development projects play a very important role in rural reconstruction. Following are the imperatives of community development projects to human development.

Participation in Development Projects

Participation describes active involvement by people in civic and developmental organizations, political parties and local government, with the purpose of influencing decisions that affect their lives (Roodt, 2001). Rahman (1993) put forward the idea that participation is the exercise of people's power in thinking and acting, as well as in controlling their action in a collective framework. Mikkelsen (1995) argued that participation is the sensitization of people to

increase their receptivity and ability to respond to development projects. Roodt (2001) concurs with this notion, and uses the term 'coined' by Paulo Freire (1997) *conscientisation*, a process whereby poor and oppressed people become politically and socially aware that their living conditions are not natural, but the result of the exploitative policies implemented by the state and their country's elites. Central to this concept is that this awareness is achieved through active participation in educational/political/social organizations in conjunction with fellow citizens and will enable oppressed people to actively change their lot (Roodt, 2001). Participation also refers to "empowering people to mobilize their own capacities, be social actors, rather than passive subjects, manage the resources, make decisions, and control the activities that affect their lives." (International Institute for Environment and Development, IIED, 2010:13). Change agents are only there as catalysts, and the community members are at the centre of development.

Community participation was loosely defined by Phiri (2001) as the involvement of people in a community project to solve their own problems. Individuals cannot be forced to participate in projects that affect their lives, but should be given the opportunity where possible. This is held to be a basic human right and fundamental principle of democracy. Participation of men, youths, and women as well as around the adult population is important, mostly in emerging sanitation programmes where people may be unaccustomed to their surrounding and new facilities.

Participation takes place during any of the following:
Needs assessment: Expressing opinions about desirable improvements, prioritizing goals and negotiation with agencies.
Planning-Formulating objectives, setting goals, criticizing plans.
Mobilizing-Raising awareness in a community about needs, establishing or supporting organizational structures within the community.
Training-Participation in formal or informal training activities to enhance communication, maintenance and financial management.
Implementing: Engaging in management activities; contributing directly to construction, operation and maintenance with labour and materials or cash towards cost, etc.
Monitoring and evaluation: Participation in the appraisal of work done, recognizing improvements that can be made and redefining needs.

Reasons for Participation
Individuals feel a sense of belonging to a community and recognize the benefits of their environment; social, religious or traditional obligations for mutual help; people see a genuine opportunity to better their own lives; and remuneration in cash or kind. Ahmed and Johan (2000) asserted that people are ready and willing to participate; the biggest disincentive to this is probably the attitude and actions of the agency concerned. Treating people with respect, listening to them and learning from them will go a long way and contribute greatly to project or programmes sustainability.

Community Development (CD) Projects and Empowerment

Empowerment is an inner driven process in which individuals actively measure their own challenges and put out plans to address them, and ultimately accept responsibility for the result therein. Empowerment just like participation, has variously been conceptualized. To simply put it, empowerment could be thought of as "enhancing the possibilities for people to control their own lives" (James, 2008). By extension, it is about "enhancing an individual's or group's capacity to make choices and transform those choices into desired actions and outcomes" (Alsop and Heinsohn, 2005). An empowered person or community needs no direction to make good choices and/or look for alternatives. Empowerment means self-consciousness and determination. Being self-determined in the empowerment continuum also largely depends on "the existence of choice, the use of choice, and the achievement of choice" (Alsop and Heinsohn, 2005). Within the context of CD work, the local people get empowered when they are constantly mobilized and are given the opportunity and resources to freely participate in all communal activities embarked on to improve their lot. To measure whether a community is empowered or becoming empowered depends on the availability of elements of empowerment such as political, social, and economic criteria among others. The World Bank (2002) has identified four key elements of empowerment as follows: access to information, inclusion and participation, accountability and local organizational capacity development.

Women Empowerment and Development

The implementation of community development projects by government or other initiatives necessitate the empowerment of women NGOs to establish various economic ventures, and in turn employ many women at the grassroots. Pertinently, some vulnerable women, including women in distress, women with disabilities, widows, victims of HIV/Aids could be grant-aided and provided with empowerment equipment such as grinding machines, coolers, hair dryers, tailoring and embroidery machines to make them self-reliant. They would also attain skills on agricultural practices.

Women empowerment is a synergy of the words 'women' and 'empowerment.' According to Oxford Advanced Learners Dictionary, 'women' are 'adult female human beings', the opposite sex created by nature in addition to men. According to Sako (1999), cited in James (2008:8), "empowerment is the process of strengthening the existing capacities and capabilities of disadvantaged groups in the society to enable them perform towards improving themselves, their families, and society as a whole". It is a multi-dimensional process, involving the transformation of economic, social, psychological, political, and legal circumstances of the powerless (Sandbrook & Halfani, as cited in Enemuo, 1999). It is the process of articulating plans, aimed at bridging the gap between the advantaged and disadvantaged groups in the society, so as to achieve growth or equitable distribution of income (Etiemana, 2009). Women empowerment can thus be described as all purposeful efforts aimed at imparting education to women with the aim of repositioning the knowledge, skills, and competences required of them. It is also the process of equipping women with functional skills that could make them live as useful members of the society. With the important nature of community development towards the development of individuals - women, men, youths as well as every member of the community - in enhancing their social and cultural background, and integrating their standard

of living which eventually leads to the development of adult population in the community for the all round achievement of sustainable development. The population of adults (men and women) as individuals increases as various development programmes and projects emerges for the betterment of the community, as well as the all round development of the nation (Collaghan, 1997).

Community Development Projects and Youth Development

Community development projects/programmes in communities promote healthy youth development when: adults advocate for youths; neighbours monitor youths' behaviour; adults model positive, responsible, and healthy behaviour; youths model positive, responsible, and healthy behaviour; and youths programmes are available (Konopka Institute, 2000). It is unusual for all these positive influences to be present at the same time; unfortunately, too many youth grow up in circumstances that provide limited support for healthy development. Well-designed and well-run youth development programmes promote youth leadership by involving youths in needs assessment, planning, implementation, and evaluation. A growing number of organizations include youths on their boards of directors. Effective programmes engage all participating youths in constructive actions through activities such as, arts, and athletics; and emphasize common values such as friendship, citizenship, and learning. Community Development Projects develop the youths in the acquisition of the following: youths acquire the skills, behaviours, and attitudes that enable them to learn and grow in self-knowledge, social interaction, and physical and emotional health; youths are able to explore various roles and identities, promoting self-determination; youths participate in the creative arts, physical education, and health education programmes in school and the community with the provision of community development projects. Youths are provided accurate information about reproductive health and sexuality and have the opportunity to ask questions and discuss sexual attitudes. All these skills and knowledge could be achieved through youth engagement in community development projects.

Community Development Projects and Social Wellbeing

It is acknowledged that there are many interrelated aspects of a person's life that may contribute to well-being and social inclusion; such may include familial and support networks, income security, health, environmental factors and many others. However, studies have indicated that one of the most detrimental elements to an individual's sense of belonging and purpose is unemployment and loss of structure (Ichino, 2003). Other research has reiterated this, noting that unemployment and retirement are considered significant life-stressors that could impact strongly on mental health and wellbeing of individuals in the community (HSE, 2014). It is noted that the effects of unemployment and retirement would largely depend on a person's social and environmental circumstances and there are fewer studies that explore the wellbeing of those who have rich familial networks in place whilst unemployed or retired. Nevertheless poverty line is the minimum level of income deemed adequate in a particular country. Research does indicate that both are significant contributing factors in people becoming socially isolated (Gallie, Paugam and Jacobs, 2003). Social development is about improving the wellbeing of every individual in society so they could reach their full potential. The success of a society is linked to the society so they can reach their full potential. The success of a society is linked to

the well-being of each and every citizen. Social development means investing in people. It requires the removal of barriers so that all citizens can journey toward their dreams with confidence and dignity. It is about refusing to accept that people who live in poverty will always be poor. It is about helping people so they can move forward on their path to self-sufficiency.

Community Development Projects and Self-Reliance

Self-reliance in community development demands that community members apply their knowledge and skills to the resources at their disposal. Many rural areas are finding it difficult to cope with the decline. The situation has been worsened by the increasing inability of the state to respond effectively and adequately to the rural crisis. The worsening problem of resource scarcity in sub-Saharan Africa dictates that governments can no longer rely on conventional means to successfully address the basic needs of their populations. Community participation has been advanced, and in fact tried, as a strategy that can be potentially viable in complementing efforts to meet the needs (Njoh 2002). The stagnation and undiminished scale of poverty has given rise to numerous strategies and initiatives at the grassroot level to help cope with the decline. It is against this backdrop that some village development associations are examined since their contribution towards meeting the basic needs of the local population and the sustainability of local economies is overstated. The concept of self-reliance has been advanced as a viable alternative strategy to "dependent development" and donor-led "structural adjustment" in developing countries. Self-reliance is considered not "merely a necessity but a matter of survival. Indigenous development initiatives have experienced upsurge in some communities. In fact, the adult population of communities possesses the creativity to adapt new techniques and knowledge to their local realities (Acho-chi, 1998). Development literature is replete with cases of communal efforts wherein the economy of affection, in which both town dwellers and villagers are held together in webs of kinship and tribal obligation, contributes inordinately to basic survival, social maintenance and development. These tie in with Anyanwu's observations (1992) that the development of related skills and attitudes of a people can enable them to satisfy their basic needs, grow self-reliant, and minimise precarious dependence on agencies external to their communities. Self-reliance is one of the bases of effective community development in Nigeria as it is in most of Sub-Saharan Africa. In fact, the concept of self-reliance is located centrally within the discourse of community development and is connected to related concepts like self-help, mutual-help, indigenous participation and rural development. It advocates the need for people to improve their condition, using local initiatives and resources in their own hands. The concept is fast being accepted as a new formula for community development.

Challenges of Implementing Community Development Projects

Such challenges included: lack of financial support, lack of good curriculum, environmental factors, cultural/social challenges, lack of empowerment of individuals, dearth of adult educators, change agents, lack of clarity and understanding with regard to the concept of community development. The application of labour-based construction on its own within the framework of traditional engineering systems is now being understood to be inadequate from the community's viewpoint. For example, the initial programme by the Soweto city engineer's department in South Africa, using labour based construction in services upgrading, was termed

a failure from the community's viewpoint even though it was engineering correct (Watermeyer and Davis, 2003). The problems were that: unemployment levels were the same after construction as they had been before; little or no transference of skills took place, and the expenditure retained within the community was negligible. To overcome this, the focus has moved beyond that of simply using labour for construction in engineering towards that of business and community development in which community participation plays a big role. These embrace the development of emerging entrepreneurs in which various schemes embrace issues such as the operational aspects of people management and financial management, and the business aspects such as tendering and marketing.

Conclusion

Community development projects could be seen as an impressive positive change in the capacity of individuals and groups to enhance their socio-economic wellbeing, empower and create the pace for self-reliance among members of the community, through increased production of goods and services to satisfy their daily needs and provision of necessary infrastructural facilities. It is therefore justifiable to look at community development projects not just as the integration and transformation of communities, but as the factual basis of enhancing individuals' profitability in the community.

Recommendations

The following recommendations are made:

1. Community development projects should be implemented favourably in order to increase the standard of living of people, irrespective of their age, sex, and race.
2. Government and NGOs should endeavour to make community development projects sustainable in order to maintain long lasting implemented project.
3. There should be adequate provision of direct or indirect infrastructural facilities like building of schools, hospitals, good sewage system, and health facilities in order to foster individuals' well-being.
4. Community members should endeavour to take into cognizance identifying and carrying out their projects in order to be self-reliant in developmental activities.
5. Frequent community awareness campaign as well as community members participation to address environmental and health issues of individuals in the community should be sensitized through community development projects.

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THE IMPORTANCE OF EDUCATION AND ITS' EFFECT ON POVERTY REDUCTION IN RURAL COMMUNITIES: CASE STUDY OF ODONI CONFEDERATED COMMUNITY IN BAYELSA STATE.

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Abstract

The purpose of this study is to examine the importance of education and it' effect on poverty reduction in rural communities of Odoni Confederate. A critical examination of concepts in education and poverty were elucidated. The study adopted the descriptive survey design. The population comprised all members of Odoni community, in Bayelsa State. A sample of one-hundred and fifty (150) respondents were randomly selected, using the simple random sampling technique. The research instrument used for the study was a Likert-type questionnaire, containing a 4-point rating scale of 1-4, and three (3) research questions. The analysis involved the use of means and standard deviations. The results of the analysis indicated that; the acquisition of education contributes significantly to poverty reduction; through education, individuals are able to perform various tasks and activities, which would enable them to be free from the menace of poverty. Conclusively, the researcher recommends that effective decision making should be encouraged by leaders at community levels and workable members of the communities should be exposed to various employment opportunities by community leaders.

Keywords: *Education, Education and Rural Development, Poverty*

Introduction

Education and learning are widely recognized as essential to processes of development and poverty reduction. In many developing countries, issues of educational access, equity, and quality have been identified as prerequisites to the achievement of development goals. One of the main issues in local communities is how to tackle rural poverty. More than 70 percent of the world's poor are to be found in rural areas where hunger, literacy and low school achievement are common.

It is important to note that education and poverty are inversely related. The higher the level of education of any given population, the lesser will be the number of poor persons because education imparts knowledge and skills, which are required for higher wages. The direct effect of education on poverty reduction is through increasing the earnings/income or wages. The indirect effect of education on poverty is important with respect to 'human poverty' because as education improves the income, the fulfillment of basic necessities becomes easier and raises

the living standard, which means a fall in human poverty. Education indirectly helps in the fulfillment of basic needs like water and sanitation, utilization of health facilities, shelter, and it also affects women's behaviour in fertility decisions and family planning (Mughal, 2007). Poverty is regarded as the major impediment to promoting growth and development of not only the individuals, but also the community and nation as a whole; and one basic way this could be tackled is through proper education. People have to be enlightened on how to live above poverty levels. Such enlightenment can come through skill training, development programmes, education for youths and children etc. Through the acquisition of education, individuals are able to develop the necessary competencies and proficiencies that are required to acquire empowerment opportunities and meet livelihoods opportunities in better ways.

Education for a large number of people in rural areas is crucial for achieving sustainable development (UNESCO, 2002). As the majority of the world's poor, illiterate and undernourished live in rural areas, it is a major challenge to ensure their access to quality education. The lack of learning opportunities is both a cause and an effect of rural poverty. Hence, education and training strategies need to be integrated into all aspects of sustainable rural development, through plans of action that are interdisciplinary (Gomes & Câmara, 2004). Education is regarded as an anti-poverty programme in many developing countries (Melin, 2001). A rural community cannot foster development without educated people. The constraints to developing the rural areas as well as the problems of this critical sector have come to loom very large (Oyeranti, 2005). Education is widely recognized as essential to processes of poverty reduction. Education, needless to say, is a priority sector in every well-meaning society.

According to Sachs (2009), poverty can be defined in terms of three distinguishable degrees. These are: Extreme poverty, moderate poverty and relative poverty. Extreme poverty means the household cannot meet basic needs for survival. Such people are perpetually hungry, unable to access health care; they lack amenities of safe drinking water and sanitation. They cannot afford education for their children and cannot shelter their families. Moderate poverty, on the other hand, generally refers to conditions of life in which basic needs are met, but just barely. Relative poverty is construed as a household income level below a given proportion of average national income. It is important to note that many Nigerians most especially those in Odoni Clan in Bayelsa State, live in poverty with its extreme nature manifesting itself in terms of lack of basic standard of health, nutrition, shelter, water, sanitations, and other minimum needs necessary for survival, for the well-being of individuals in the local communities.

Literature Review
Education and Rural Development
It is a general belief that education plays a vital role in achieving rural development. In many countries, education has provided a dependable leverage for rural development. Raji (2004) described education as both a social and private good. It is an investment that is capable of yielding benefits that have some externalities (Jaiyeoba, 2007). Education has emerged as an essential prerequisite for reducing poverty and living conditions of rural people (Abdulahi, 2008). Educational issues are central to rural poverty reduction in the rural area of Asia as in rural areas in other parts of the world. Hence, it is important for government to understand that

rural educational system also face barriers that can hinder its progress in responding to and recognizing the priorities of rural communities (Aref, 2011).

Education and Economic Development

Education provides a foundation for eradicating poverty and fostering economic development. It is the groundwork on which much of economic and social well-being of the citizens is built. Education is the key to increasing economic efficiency and social consistency, by increasing the value and efficiency of the labour force and consequently raises the poor from poverty. Education increases the overall productivity and intellectual flexibility of the labour force and ensures that a country is competitive in world market now characterized by changing technologies and production methods. According to Roberts (2011), the primary determinants of a country's standard of living is how well it succeeds in developing and utilizing the skills and knowledge, and furthering the health and educating the majority of its population. No country has achieved constant economic development without considerable investment in education and human capital (Ozturk, 2011). Many researchers have focused on various forms of human capital accumulation basic education, research, training and aptitude building (Denison, 2008, Bowman 2010).

Concept of Poverty

A concise and universally accepted definition of poverty is elusively large because it affects many aspects of human conditions, including physical, moral and psychological. Different criteria have, therefore, been used to conceptualize poverty. Most analyses follow the conventional view of poverty as a result of insufficient income for securing basic goods and services. Others view poverty, in part, as a function of education, health, life expectancy, child mortality etc. Poverty is not an easy concept to define; as a result, a range of definitions exists, influenced by different disciplinary approaches and ideologies. The dominant Western definition since World War II has been in monetary terms, using levels of income or consumption to measure poverty (Grusky and Kanbur, 2006) and defining the poor by a headcount of those who fall below a given income/consumption level or 'poverty line' (Lipton and Ravallion, 1993). According to google dictionary, poverty is the state of being inferior in quality or insufficient in amount.

Causes of Poverty

There is no one determinant cause of poverty. On the contrary, combination of several complex factors contributes to poverty among individuals in any community or society. These problems are also faced by people in Odoni communities in Bayelsa State. These include:
   a. Lack of Education
   b. Lack of Employment Opportunities
   c. Unawareness
   d. Lack of Health Care and Medical Facilities
   e. Migration

   a. *Lack of Education:* As it has been understood that through the acquisition of education, the individuals are able to develop their skills and abilities that would enable them to get employment, manage the household responsibilities in a well-organized manner,

differentiate between appropriate and inappropriate and inculcate the traits of morality and ethics. It is essential for the individuals to make use of their education, skills and abilities to alleviate the conditions of poverty. Lack of education gives rise to poverty. When the individuals are not educated, it is apparent that they would not possess the essential knowledge and skills that are required for employment what would empower an individual to sustain his living conditions in an appropriate manner.

b. **Lack of Employment Opportunities:** It is understood that when individuals acquire good and well-paid employment, they will be able to generate an income. Financial resources are regarded to be of utmost significance in promoting better living conditions. The individuals are able to satisfy all needs and requirements, such as, diet and nutrition, housing (accommodation), health/medical care, education, travel and tourism and so forth. When they are unable to acquire employment, they are unable to generate income. In other words, they experience problems and challenges within the course of sustenance of their living conditions and are overwhelmed by poverty. In Odoni, no such opportunities are experienced.

c. **Unawareness:** It is important for the individuals to generate awareness in terms of various aspects. The aspects are primarily related to bringing about improvements in their living conditions and promoting better livelihood opportunities. When individuals are not enlightened, they are unable to put into practice certain methods and approaches to promote better livelihoods opportunities. Therefore, it can be stated that unawareness causes misconceptions, which lead to poverty. Related to awareness is the need for constant power supply for the use of modern facilities such as TV, Radio, Phones, etc for effective enlightenment.

d. **Lack of Health Care and Medical Facilities:** Health care and medical facilities are regarded as indispensable for the individuals, belonging to all age groups, categories and backgrounds. When the individuals are engaged in low paying jobs or are unemployed and have limited financial resources, they make use of what they have to get health care and medical facilities. The individuals may experience various kinds of health problems and illnesses, which may require medical treatment and financial resources. In rural communities, such as Odoni, the medical centres and health care facilities are not in a well-developed state and they lack medical personnel. Hence, individuals are required to migrate to urban communities. Travelling and transportation also require expenses. Therefore, when the individuals, particularly those belonging to deprived, marginalized and socio-economically backward sections of the society, are required to spend on medical and health care facilities, they usually experience scarcity of resources to meet other needs and requirements. In this manner, their conditions of poverty gets worse.

e. **Migration:** When individuals do not find any means to attain better livelihoods opportunities in their city or region, they usually migrate to other regions or cities. When the individuals migrate to other places with the main objective of enhancing their

living conditions, they usually do not possess sufficient resources. In some cases, they are unable to obtain housing accommodation and end up being homeless. They struggle hard to find employment and so they remain poor until they are able to get a gainful employment.

Role of Education in Reducing Poverty

The role of education in reducing poverty could be stated as follows:

Inculcation of Morality and Ethics: Education helps in the inculcation of morality and ethics. Through education, individuals are able to generate awareness in terms of morals, ethics, norms, values, principles and standards. They are able to understand that it is necessary for the individuals to be polite and ethical, especially when dealing with others, be considerate and thoughtful and treat each other with respect and courtesy. The inculcation of morality and ethics is beneficial to the individuals in not only alleviating poverty, butalso getting employment and maintaining good relationships with other individuals. When individuals are able to inculcate the traits of morality and ethics, they are able to alleviate/reduce poverty and enrich their lives.

Generation of Awareness: Through the acquisition of education, individuals are able to generate awareness in a variety of ways. They are able to differentiate between the appropriate and the inappropriate, between good and bad, right and wrong, and make wise decisions. When the individuals are aware, they are able to alleviate poverty by increasing the household income, augmenting productivity of the individuals as they are self-employed, or by gaining access to well paid jobs. The individuals are able to determine what kinds of jobs would be suitable to them. They are able to make effective decisions in terms of selection of jobs that would enable them to bring about improvements in their living conditions.

Development of Communication Skills: To reduce poverty and to enrich one's living, it is essential for individuals to develop effective communication skills. Research has indicated that individual, belonging to rural communities and those who are living in poverty and backwardness usually possess an introvert nature and their communication skills are in a backward state. Through the development of effective communication skills, individuals are able to socialize and develop interaction with various organizations and agencies that would enable them to alleviate or reduce their poverty and sustain their living conditions satisfactorily. Through acquisition of education, individuals are able to improve their level of understanding, especially when they develop effective communication skills.

Making Effective Decisions: Decision making process are regarded as an integral part of one's life. Individuals are required to make decisions on daily basis in terms of carrying out daily routine activities as well as one's occupation and livelihoods. Education enables the individuals to make effective decisions. In the decision making processes, it is essential for the individuals to consider possible alternatives. They need to make selection of the alternatives that would be most suitable and beneficial. The parents are vested with the authority and have the right to make decisions concerning their children. It is widely understood that parents want best opportunities for the children and would make decisions that would be beneficial to them. Hence, it can be stated that education helps in the making of worthwhile and meaningful decisions.

Acquire Employment Opportunities: Through education, individuals are able to augment their knowledge and understanding in terms of various aspects of employment opportunities. They

are able to recognize the areas where their interest lies in seeking employment. In order to get employment, it is essential for individuals to acquire at least the basic literacy skills of reading, writing and arithmetic. The development of basic literacy skills would enable them to perform the tasks and functions, which may involve reading, writing or solving numerical problems. When the individuals acquire higher educational qualifications, they are able to get well-paid employment in reputed organizations. There is a direct correlation between employment and the level of education. Higher educational qualifications will enable the individuals to get well-paid employment which is necessary for poverty reduction.

Research Problem

Education is one of the mechanisms to empower people to take part in poverty reduction, because one of the main issues in rural development debates is how to tackle and reduce rural poverty. Rural communities, especially communities in Odoni, Bayelsa State, are afflicted with many forms of poverty, and how these forms of poverty can be reduced and addressed required the attention of the people. It is very important to understand what individuals in rural communities are faced with in-terms of affording basic amenities for livelihood and also not been able to understand how these amenities could be put into effective use, even when provided. Education is key to reducing and eradicating poverty in any given society and as such should be encouraged and made free at all levels. These above observations inspired the researcher's curiosity to investigate the importance of education and its effect on poverty reduction in rural communities, with particular reference to Odoni Community.

Research Purpose/Objectives

The purpose of the study seeks to investigate the importance of education and its effect on poverty reduction in rural communities in Odoni, Bayelsa State. The specific objectives of the study are to
   a. highlight the importance of education in reducing poverty in rural communities;
   b. examine the causes of poverty in rural communities; and
   c. examine the role of education in reducing poverty in rural communities, with particular reference to Odoni Community.

Research Questions

The following research questions were raised to guide the study:
   1. What is the importance of education in reducing poverty in rural communities?
   2. What are the causes of poverty in rural communities?
   3. What is the role of education in reducing poverty in rural communities, with particular reference to Odoni Community?

Research Method
Research Design

This is a descriptive study, which involves collection and analysis of the primary data collected with the help of a structured questionnaire.

Population and Sampling Technique

The population of the study comprises individuals in Odoni community in Bayelsa State. The sample consisted of one hundred and fifty (150) indigenes of the Odoni Community, which were randomly selected, using a simple random sampling technique.

Research Instrument

The research instrument used in gathering data for the study was a self- constructed questionnaire titled *The Importance of Education and its Effect on Poverty Reduction in Rural Communities Questionnaire (TIEEPRRCQ)*. The questionnaire was structured into two (2) Sections A and B. Section A was for demographic information and Section B contained 15 Likert- type questions, eliciting responses on the importance of education and its effect on poverty reduction in rural communities in Odoni, Bayelsa State. The instrument was rated as follows: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) =2, and Strongly Disagree (SD) =1.

Administration of Instrument

The questionnaire was administered personally by the researcher with the help of two research assistants. Completed questionnaires were retrieved on the spot. This gave a 100% return rate.

Method of Data Analysis

The tools used for data analysis were means and standard deviations. For decision-making. 2.50 was used as the criterion mean. Any item that attained a response mean score of 2.50 and above were accepted; those below 2.50 were rejected.

Findings

The findings of the study are presented below, following the order of the research questions.
Research Question One: *What is the importance of education on reducing poverty in rural Communities?*

Table 1: The Importance of Education in Reducing Poverty in Rural Communities

The importance of education to reducing poverty in rural communities.	Responses				Total	Mean $\bar{x}$	Std. Dev. s.	Decision
	SA	A	D	SD				
	4	3	2	1				
Education provides a foundation for eradicating poverty in rural communities.	138 (552)	12 (36)	-	-	150 (588)	3.9	0.54	Accepted
Education is the key to increasing economic efficiency and consequently raises the poor from poverty.	119 (476)	30 (90)	1 (2)	-	150 (568)	3.8	0.64	Accepted
Education helps in developing and utilizing the skills and knowledge of individual thereby reducing poverty.	150 (600)	-	-	-	150 (600)	4.0	0.52	Accepted
Education exposes individuals in rural communities to job opportunities for a better future.	148 (592)	2 (6)	-	-	150 (598)	4.0	0.52	Accepted
Education helps in increasing the standard of living of individuals in rural communities.	125 (500)	20 (60)	5 (10)	-	150 (570)	3.8	0.63	Accepted

Source of Data: Field work (2020)

Criterion Mean (X) = 2.50

Table 1 shows that all the mean ratings obtained for the various attributes on the importance of education to reducing poverty in rural communities were more than the criterion mean of 2.50. This indicates that respondents were of the view that education provides a foundation of eradicating poverty in rural communities (3.9), education is the key to increasing economic efficiency and consequently raises the poor from poverty (3.8), education helps in developing and utilizing the skills and knowledge of individual thereby reducing poverty (4.0), education exposes individuals in rural communities to opportunities for a better future (4.0), and finally respondents were of the view that education helps in increasing the standard of living of individuals in rural communities (3.8).

Research Question Two: *What are the causes of poverty in rural communities?*

Table 2:   **The Causes of Poverty in Rural Communities**

The causes of poverty in rural communities	Responses				Total	Mean $\bar{X}$	Std. Dev. γ.	Decision
	SA	A	D	SD				
	4	3	2	1				
Lack of education	150 (600)	-	-	-	150 (600)	4.0	0.54	Accepted
Lack of employment opportunities	145 (580)	5 (15)	-	-	150 (595)	4.0	0.54	Accepted
Lack of health care and medical facilities	137 (548)	13 (39)	-	-	150 (587)	3.9	0.64	Accepted
Migration of individuals for the search of greener pastures	148 (592)	2 (6)	-	-	150 (598)	4.0	0.54	Accepted
Unawareness of how to utilize provisions made for a better future	150 (600)	-	-	-	150 (600)	4.0	0.54	Accepted

Source of Data: Field work (2020): Criterion Mean (X) = 2.50

Table 2 above shows that the mean ratings obtained for all items on the various attributes on the causes of poverty in rural communities were more than the criterion mean of 2.50. This indicates that respondents were of the view that lack of education (4.0), lack of employment opportunities (4.0), lack of health care and medical facilities (3.9), migration of individuals for the search of greener pastures (4.0), and finally respondents were of the opinion that their unawareness of how to utilize provisions made for a better future (4.0) are the causes of poverty in rural communities.

Research Question Three: *What is the role of education in reducing the conditions of poverty in rural communities, with particular reference to Odoni Community?*

Table 3: The Role of Education in Reducing the Conditions of Poverty in Rural Communities

The role of education in reducing poverty in rural communities.	Responses				Total	Mean $\bar{X}$	Std Dev σ	Decision
	SA	A	D	SD				
	4	3	2	1				
Inculcation of Morality and Ethics	128 (512)	18 (54)	4 (8)	-	150 (574)	3.8	0.62	Accepted
Generation of Awareness	112 (448)	28 (84)	10 (20)	-	150 (552)	3.7	0.61	Accepted
Development of communication skills	148 (592)	2 (6)	-	-	150 (598)	4.0	0.54	Accepted
Making effective decisions	150 (600)	-	-	-	150 (600)	4.0	0.54	Accepted
Creating Employment	150 (600)	-	-	-	150 (600)	4.0	0.54	Accepted

Source of Data: Field work (2020)

Criterion Mean (X) = 2.50

Table 3 shows the mean ratings obtained for all items on the various attributes of the role of education in reducing the conditions of poverty in rural communities were more than the criterion mean of 2.50. This indicates that respondents were of the view that Inculcation of morality and ethics (3.8), generation of awareness (3.7), development of communication skills (4.0), making effective decisions (4.0) and finally getting employment (4.0) are the various roles of education in reducing poverty in rural communities, most especially in Odoni community in Bayelsa State.

Discussion of Findings

From the analysis of the study, it is observed that respondents have the same view concerning the importance of education to reducing poverty in rural communities. The result indicates that respondents were of the view that education provides a foundation of eradicating poverty in rural communities; it is the key to increasing economic efficiency and consequently raises the poor from poverty; it helps in developing and utilizing the skills and knowledge of individual thereby reducing poverty; it exposes individuals in rural communities to opportunities for a better future; and it also helps in increasing the standard of living of individuals in rural communities. This study is related to Ozturk (2011), that no country has achieved constant economic development without considerable investment in education and human capital.

This study has also revealed the causes of poverty in rural communities. Some of the causes highlighted are lack of education; lack of employment opportunities; lack of health care and medical facilities; migration of individuals for the search of greener pastures; and finally the unawareness of how to utilize provisions made for a better future. Most individuals in rural communities still suffer most of these causes of poverty, and that is because they were not

opportune to acquire the necessary form of education, skills or enlightenment needed to bring them out of poverty. This has led them to engage in other menial jobs for survival and sustaining their families.

Finally, the study has shown the role of education in reducing the conditions of poverty in rural communities, with particular reference to Odoni Community. Some of these roles are inculcation of morality and ethics; generation of awareness; development of communication skills; making effective decisions; and finally getting employment. This is in line with Chapter 3 of Education and Poverty (n.d.), where it is stated that when the individuals are aware, they are able to alleviate or and reduce poverty by increasing the household income, augmenting productivity of the individuals, who are self-employed, or by enabling access to well-paid jobs.

Conclusion

The purpose of this papers was to demonstrate the importance of education to poverty reduction in rural communities. Education and learning are widely recognized as essential to the process of development and poverty reduction. Poverty is regarded as one of the major problems of development in communities and nations. It is understood that education is the instrument that establishes the foundation for the development of the individuals, communities and the entire nation. The major causes of poverty are lack of education, lack of employment opportunities, health and medical care, unawareness etc. The acquisition of education renders a significant contribution of poverty reduction. Through education, individuals are able to perform various tasks and activities, which would enable them to be free from the menace of poverty. These are generation of awareness; making effective decisions; developing of communication skills; inculcation of morality and ethics; getting employment; promoting good health and well-being; building self-esteem and participating in other activities.

Recommendations

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

a. entrepreneurship training and skills acquisition should be encouraged by both community heads and governments at all levels.
b. health care and medical facilities should be sufficiently provided and maintained by governments at all levels.
c. effective decision making should be encouraged by leaders at community levels.
d. workable members of the communities should be exposed to various employment opportunities by community leaders.

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EFFECTIVE INSTRUCTIONAL SUPERVISION: A TOOL FOR EDUCATIONAL GOAL ACHIEVEMENT IN PUBLIC SECONDARY SCHOOLS IN BAYELSA STATE

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Abstract

The study investigated effective instructional supervision as a tool for goal educational achievement in public Secondary Schools in Bayelsa State. Descriptive survey design was adopted and guided by three research questions. The population was 600 teachers with a sample of 120 teachers (twelve) 12 teachers were selected from each of the 10 secondary schools using simple random sampling technique. The research instrument for this study was a questionnaire titled Effective Instructional Supervision: A Tool for Educational Goal Achievement in Public Secondary Schools in Bayelsa State Questionnaire. (EISTEGAPSSBSQ). The researcher and the research assistants administered the questionnaires to the respondents through direct delivery after validation. The instrument was analyzed using mean. The findings of the study indicated that effective instructional supervision plays a vital role in public Secondary Schools in Bayelsa state. It was recommended among others that there should be adequate provision of supervisory personnel and funds for effective instructional supervision for educational goal achievement.

Introduction

Education is a dynamic process is aimed at equipping the leaner's with knowledge, skills, and norms to enable him/her live a more fulfilling life in the society. Formal education which takes place in a planned setting starts from nursery, primary, secondary and tertiary institutions all geared towards improving the capabilities of individuals for their sustenance and the development of the society at large. This can be made effective through supervision.

Supervision is the practice of monitoring the performance of schools staff, noting the merits and demerits, using suitable and harmonious techniques to enhance the quality of instruction in order to increase the standard of education and achieving educational goals. According to Igwe, (2001) supervision involves evaluation, monitoring and quality control for the purpose of curriculum and infrastructural improvement and development. More so, supervision

involves the stimulation of professional growth and the development of teachers, the selection, revision of educational objectives, materials, facilities of instruction and methods of teaching and evaluation of instruction (Ogakwu, 2010).

Ajani (2001) asserts that supervision is a set of activities which are carried out with the purpose of making teaching and learning better for the learners. He further emphasized that effective supervision of instruction can reinforce and enhance teaching practices that will contribute to improved students learning. In addition supervision is aimed at enhancing productivity and serves as a tools for educational coordination while Arul (2001) in his view, classified supervision into five groups among which are preventive supervision, corrective supervision, creative supervision, autocratic supervision, democratic supervision and clinical supervision all directed at improving and sustaining the quality of instructional delivery as well as motivating school personnel towards performing their functions optimally with a view to achieving set educational goals. Hence, the purpose of school supervision is to improve the quality of teaching and learning for the benefit of both the learner and the teacher ensure that every teacher in the school in effectively performing the duties assigned to him/her, assist teachers in developing needed teaching competencies, assess teachers' effectiveness in classroom management, help teachers to solve the professional problems they may encounter in their work, identify their strengths and weaknesses, provide relevant in service training to enable them have a clear understanding of the objectives, role and relationship of their positions as well as the direction of their efforts in the school and identify those teachers who should be promoted, retained, redeployed or disengaged in the school.

The need for supervision in the education enterprise can never be over emphasized, thus the Federal Government in National Policy on Education stated that one of the objective of planning administrative, supervisory and financial service in Education is to ensure quality control through regular supervision of instruction and other educational service (FRN, 2004). Administration whether in school or in a factory cannot be complete without supervision. It is through supervision that the administrator ensures that things are moving according to plans as it affords the opportunity for an on-the-spot assessment of what is being done and also the early detection of problems that could be forestalled to avoid unpleasant consequence to achieve education objective. The administrator adopts supervision as one of the techniques necessary for the success of his work especially in the public school.

A public school is an educational facility that is government operated, funded to provide education as a public service for her citizenry. Public schooling is one of the major ways through which government discharge its responsibility to its citizens, as a right. Public schools are not profit making venture but social responsibility of every government and there are always issues hindering such social services among which is effective supervision, instability of government education policies, inadequate supervision resources, technical issue and corruption, all pose as big challenges to educational development. For instance when problem identified cannot be adequately tackled because of corrupt practices the system is band to face serious lapses in the delivery of qualitative instructions.

The primary objective of the supervision process in school is to identify such problems and offer teachers direct assistance to improve their performance toward increasing student learning. To achieve the goals of instructional supervision in schools, efforts must be geared toward overcoming identified obstacles. Supervision and supervisors can be improved upon through adequate funding, capacity building, selection of qualified supervisors and disciplinary action against nun-professional or unethical conduct of performance while supervisors who excel in their assignment should be rewarded accordingly (Matthew, 2018).

Effective supervision in public schools therefore, should be carried out in key areas such as qualification of teaching and non-teaching staff, curriculum implementation, instructional facilities, extra-curricular programmes and statutory and non-statutory records. The role of a school supervisor is to have a single clear content standard to guide the development of curriculum and assessment, identifying the target for improvement in a specific area, such as in reading or mathematics, and focus attention and resource on the target overtime. Supervisors play the role of directing teaching and learning conditions and placing learning at the center. Therefore, supervision is concerned with the activities of personnel and instruction in schools. This requires the need for specialized personnel to ensure that such activities are carried out in an orderly manner and that individuals and groups are all performing their functions efficiently. The supervisor provides the guidance, control and direction required during the supervision process so that teachers will do what is right at the right time.

Effective supervision of public schools will foster the achievement of education goals at all levels. According to Tuoyo (2000), the effectiveness of a supervisor depends on the ability of the supervisor to contribute meaningfully and constructively to the improvement of the teaching and learning process. Knowledge of various techniques of supervision is an asset to the supervisor in the school system as the problems of schools and particularly of instructions are increasing and becoming more complex with the growing complexity of the instructional system in schools. Therefore, the urgent need to review the supervisory function in secondary schools to find out whether effective supervision is being carried out in schools, how effective are the teachers and identify the limiting factor to effective instruction in public secondary schools in Bayelsa State.

Statement of the Problem
Education is vital tool for every nation's human capacity development and every society strives to provide quality education for its citizens. In Nigeria, the three tiers of government are striving to provide the required facilities for qualitative instruction to ensure sound human resource development in various fields but the Nigerian education system is faced with a lot of problems especially the public secondary schools due to increase in children enrolment. Although there are many supervision units in schools, yet reactions from stakeholders in the education sector tend to indicate that the schools are not regularly and properly supervised therefore the quality of instruction in the public schools has progressively declined as noted by the high rate of failure in class subjects, examination mal-practice, poor performance of students in internal and external examinations, students drop out, cultism and these problems are subsequently transferred into the tertiary institutions. The need arose for personnel with the

responsibility of supervising the school to help solve these problems which tend to hinder school efficiency and effectiveness. Hence, this study is to examine instructional supervision as a tool for goal achievement in public secondary schools in Bayelsa State.

Purpose of the Study

The purpose of this study is to investigate instructional supervision as a tool for goal achievement in public secondary schools in Bayelsa State.

The study specifically seeks to:

1. Examine the role of the instructional supervision in secondary schools in Bayelsa State.
2. Ascertain the problems of instructional supervision in secondary schools
3. Find out strategies that can be adopted to address the problems of instructional supervision in secondary school.

Research Questions

The following research questions are raised to guide the study:

1. What is the relevance of the instructional supervision in secondary schools in Bayelsa State?
2. What are the problems of instructional supervision in secondary schools?
3. What are the strategies that can be adopted to address the problems of instructional supervision in secondary schools?

Method

The study on instructional supervision as a tool for educational goal achievement in public secondary schools in Bayelsa State adopted the descriptive survey design with a sample 102 teachers randomly selected from nine secondary schools, using stratified random sampling technique from the population of 1368 teachers in all the public secondary schools in Bayelsa state, the study was guided by three research questions. Research questionnaire items titled Instructional Supervision: A Tool for Educational Goal Achievement in Public Secondary Schools in Bayelsa State Questionnaire (IIATGAPSSBSQ) developed by the researchers and validated by experts in measurement and evaluation. The instrument were administered by the researchers and research assistants to the respondents directly. The data collected for this study were analyzed using mean values.

Results

Analysis of Research Questions

Research Question One: What is the relevance of instructional supervision in secondary schools in Bayelsa State?

Mean scores on the relevance of instructional supervision in secondary schools.

S/N ITEMS	SA (4)	A (3)	D (2)	SD (1)	TOTAL	MEAN	DECISION
1. Supervision makes teaching and learning effective	30 (120)	24 (72)	21 (42)	27 (27)	102 (261)	2.55	Accepted
2. Supervision enhances the Maintenance of Instructional facilities in Secondary schools	27 (108)	30 (90)	24 (48)	21 (21)	102 (268)	2.26	Accepted
3. Supervision motivates Teacher to be committed to their work	38 (140)	20 (60)	31 (62)	16 (16)	102 (274)	2.68	Accepted
4. With proper supervision, Designed curriculum Implementation is Actualized effectively	34 (136)	27 (81)	23 (46)	18 (18)	102 (281)	2.75	Accepted
5. Supervision impedes Effective delivery of Instruction in schools.	26 (104)	24 (72)	19 (38)	33 (33)	102 (247)	2.24	Rejected
Grand Mean	**2.60**						

The data presented indicates that items 1, 2, 3, and 4 were accepted because they had mean scores of 2.55, 2.62, 2.86 and 2.75 respectively, which were above the criterion mean of 2.50. While the item 5 which had a mean score of 2.40 was rejected since it was below the criterion mean of 2.50. On the whole, the grand mean score of 2.60 was also above the criterion mean score of 2.50. This implies that effective instructional supervision plays a vital role for educational goal achievement in secondary schools in Bayelsa State.

Research Question two: What are the factors affecting instructional supervision in secondary schools in Bayelsa State

Mean scores on limiting factors to effective supervision in secondary schools.

S/N	ITEMS	SA (4)	A (3)	D (2)	SD (1)	TOTAL	M	DECISION
1.	Inadequate supervisory personnel affect effective school supervision	28 (112)	20 (60)	40 (80)	14 (14)	102 (266)	2.60	Accepted
2.	Lack of information and resources to carry out supervisory exercise leads to in-effective supervision	37 (148)	20 (60)	24 (48)	21 (21)	102 (277)	2.71	Accepted
3.	Supervision motivates school heads to keep statutory and non-statutory records	38 (140)	20 (60)	31 (62)	16 (16)	102 (274)	2.68	Accepted
4.	Lack of proper supervision, hinders the implementation of designed curriculum	34 (136)	27 (81)	23 (46)	18 (18)	102 (281)	2.75	Accepted
Grand mean				2.60				

Mean scores were 2.60, 2.71, 2.68 and 2.75 all greater than the criterion mean of 2.50. Consequently the grand mean was 2.60 indicating that there are factors limiting effective instructional supervision of secondary schools in Bayelsa State

Research Question Three: What are the strategies that can be adopted to address the problems of instructional supervision in school in Bayelsa State?

Table 3 Mean scores on the strategies adopted to ameliorate the problems of effective supervision in schools

S/N ITEMS	SA	A	D	SD	TOTAL	MEAN	DECISION
	(4)	(3)	(2)	(1)			
1. Teachers working with Supervisory personnel's can Effectively enhance instructional Supervision	37	20	25	20	102	2.72	Accepted
	(148)	(60)	(50)	(20)	(278)		
2. Inadequate funding Affects effective Supervision in schools	31	29	22	20	102	2.69	Accepted
	(148)	(60)	(48)	(21)	(277)		
3. Capacity building of Supervisors by Government enhances: Effective supervision in schools	3	26	11	32	102	2.58	Accepted
	(132)	(78)	(22)	(32)	(264)		
4. Appointment of Qualified and Competent supervisors Improves supervision in schools	34	27	23	18	102	2.51	Accepted
	(100)	(87)	(40)	(30)	(257)		
5. Effective Supervision in schools Helps in the management of Students' discipline	41	20	20	21	102	2.69	Accepted
	(164)	(60)	(40)	(21)	(285)		
Grand mean						2.65	

Mean scores on the strategies adopted to ameliorate the problems of effective supervision in schools shows that items 11, 12, 13, 14, and 15 (all) were accepted because of their respective mean scores of 2.72, 2.85, 2.51 and 2.71 which were above the criterion mean of 2.50 Consequently, the grand mean score of 2.65 was greater than the criterion mean of 2.50. This indicates that there are some measures that is raised to promote and improve effective instructional supervision in secondary schools in Bayelsa state.

Discussion of Finding

The study revealed that instructional supervision in secondary schools is a vital tool for educational goal achievement. This was dependent on agreement and acceptance rate of respondent's views. Supervision takes place among teaching staffs in secondary schools, it improves statutory records, and with proper supervision designed curriculum implementation is actualized effectively. This is consistent with Perry and Mc Demolt (2003), who asserted that the role of a school supervisor is to have a single clear content standard to guide development and focus attention and resources on the target over time. The role of placing

learning at the center is also consistent with the study by Dada (2006) which showed that effective supervision promotes principal's and teacher's effectiveness and student's academic performance as the school supervisors set expectations for the school and create opportunities for communication in order to meet expectations.

Lack of communication between instructional supervisory personnel hinders supervision in school in Bayelsa state. This is in line with Glickmein (2011) who informs that the traditional method of supervision is being threatened by online learning opportunities.

Conclusion

Based on the findings of the study, it was concluded that supervision is very important in secondary schools for the fact that the goals, objectives and standard of education can be achieved and maintained through the judicious use of the allotted educational resources. If effective instructional supervision is carried out in key areas such as teaching and non-teaching staff, curriculum implementation, instructional facilities and statutory and non-statutory records in the Nigeria education system, it is very obvious that the educational objectives will be successfully achieved.

Recommendations

Based on the findings from the study, the following recommendations have been made:

1. Government should provide schools with adequate supply of qualified personnel.
2. There should be provision of adequate funds to foster effective instructional supervision in schools in Bayelsa State
3. There should be consistent supervision of teachers as well as other non- teaching staff in secondary schools in order to facilitate and maintain quality teaching and learning.

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USING BUDGETARY ALLOCATIONS TO REALIZE MINIMUM FUNDING STANDARDS IN NIGERIA: IS THERE ANY POLITICS?

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Abstract

This paper attempts to estimate the costs of realizing Quality Assurance through budgetary allocation mechanism in Nigerian universities. The Federal Republic of Nigeria (20 {j, p. 70) recently adopted 26% (UNESCO minimum standard) as a basis of eliminating deficiencies for realizing education imperatives such CIS QA vis-a-vis sub-Saharan African countries. However, this study analyzed budgetary allocation mechanism and discovered conformance (to the 26%) costs of 10% (2013); 11% (2014); 11% (2015); 8% (2016); 7% (20117); 7% (2018); and, a nonconformance costs estimates of -16% (2013); -16% (2014); - 15% (2015); -∫8% (2016); -19% (2017); -18% (2018). Consequently, the paper suggests adoption a/more pragmatic funding approach, by both authorities and their private partnerships, in order to actualize education imperatives (like the QA) in the school system.

Keywords: budgetary allocation, 26% minimum funding standard, politics, conformance costs, nonconformance costs.

Introduction

In 2013, the Federal Government took a drastic step to strengthen educational expenditure through a technology summersault. This move was aimed at strengthening efforts towards increasing "government investment in education in order to eliminate the deficiency in public investment between Nigeria and other Sub-Saharan and developing countries. Thus, the national education policy mandated that: "at least, 26% (UNESCO minimum standard recommendation) of the Federal, State and Local Government budget should be dedicated to the funding of education at all levels" (FRN 2013, p. 70). The platform is further enlarged to include partnership from the private sector and individual as well international and local funding agencies and NGOs.

By this move, the policy envisages a consistent and continuous action plan from the target sources aimed at ensuring that financial resources are periodically pooled into a central coffer from where planned disbursement would be made as the need arises. Obviously, government seriously intends to address the issue of financial scarcities and starvations in the system once and for all by ensuring that deficiencies in funding practices are completely eliminated from the system. Government did not expect reductions and/or swings on the annual budgetary allocations to education from the total budget but rather maintain progressive additions towards attaining the 26% minimum standard and eventually, surpass the ceiling to higher levels of funding.

In other words, education funding would no longer experience the allocation oscillations, administrative crafts and cunning behavior; negotiating alliances, treaties, agreements and so on, seen with previous governments in Nigeria. It is expected that politics would no longer be allowed to shape the character and dimension of education expenditure which had been detrimental to the system. Although, Leigha (2017) strongly contends that budgetary allocation and funding are two divergent concepts such that one cannot attain the other, this paper intends to probe into the latitude of political interferences in government use of budgetary allocations to attain sustained investment in education above and beyond the practice in other sub-Saharan African countries. Put simply, is there politics in education funding practice in Nigeria? Or, do politicians meddle with the issue of budgetary allocation to the education subsector thereby making it difficult to attain the 26% UNESCO minimum education funding standard in Nigeria?

Budgetary allocation technology

Since government intervention in education, financial budgeting has become an essential character of school management in Nigeria. This is as a result of the need to control the activities of individual schools along their financial expenditure. It involves estimate of both financial in-flow and outflow which would effectively cater for the cash need of schools, at all levels, right into the foreseeable future. As nice as this idea sounds, most of the institutions do not receive their budgeted allocations due to uncertainties associated with the practice. But without cash inflows schools are bound to deteriorate because it is necessary funds that procure resources (both human and materials) needed to achieve stated objectives. Hardly can institutions avail themselves of the latitude to award maintenance contracts, to be paid from specific votes in the school.

The effect of a good fiscal and programmed budget on optimal utilization of available facilities in the school system is far reaching. School resources are in both human and materials categories. In as much as the human resources such as the skills of teachers and other staff are important for effective improvement of the school, it is budgetary process or fiscal management that gives practical effects to the potentials of both animate and inanimate resources in the school. Fiscal planning and projection therefore gives a clear indication of how, where, and when these categories of resources would be employed to achieve school objectives. This means, it takes the budgetary process to guarantee facilities, equipment and materials which teachers and other staff employ in classroom teaching activity, and must be clearly specified

and distributed according to the schedule of the particular staff member or his programme
Accordingly, Nigeria's budgetary allocation to the education subsector aimed to achieve the
26% minimum funding standard for a period of twelve years is shown below.

Table 1: Budgetary allocations in Nigeria, 2010-2021

Year	Total Budget (Trn)	Education Budget (Bln)	%
2010	4.01	249.8	6.25
2011	4.24	806.3	7.21
2012	4.75	400.15	8.42
2013	4.99	426.03	8.54
2014	4.96	493.00	9.68
2015	4.50	492.03	10.93
2016	6.01	480.03	7.86
2017	7.44	448.01	6.02
2018	8.61	605.08	7.02
2019	8.92	620.05	9.96
2020	10.59	691.01	6.57
2021	13.08	742.05	7.62

Source: Online – www. Government finance office. org.

Table 1 above shows that Nigeria budgetary allocation to education for the years 2018, 2019, 2020 and 2021 was just a little above half a billion naira. The highest percentage allocation to education out of the total budget that runs in trillions of naira is approximately 11% in 2015. On the whole, the character of budgetary allocation was irregular, unstable, and inconsistent suggesting an unprogressive attitude and behavior contrary to expected standard behavior, seriousness and strong-willed of a government that intends to realize the minimum 26% UNESCO funding target it adopted since 2013. The situation is not radically different with the states of the federation:

Table 2: Total Budget (TB) and Total Education Budget (TEB) in Bayelsa State, 2010-2021.

Year	Total Budget (Trn)	Education Budget (Bln)	%
2010	117.4	5.4	4.60
2011	161.2	6.4	3.97
2012	217.58	23.1	10.6
2013	285.93	28.4	9.79
2014	332.40	26.6	8.00
2015	251.00	20.96	8.35
2016	150.65	4.00	2.65
2017	221.20	13.5	6.33
2018	295.20	22.0	7.45
2019	299.20	23.0	7.69
2020	242.00	21.0	8.68
2021	290.30	24.9	8.62

Source: Ministry of Budget & Planning, Bayelsa State, 2021.

From table 3 above, highest allocation to education subsector over the accounting period was 23 billion naira or 8%, in 2019 and approximately 11% highest percentage allocation over the accounting period. The character shows the same patterns of instability, irregularity, and inconsistency suggesting gross lack of seriousness and will power in educational improvement, irrespective of the state of emergency declaration by the immediate past administration.

What are the emerging percentage changes in education founding over the accounting period?

Table 2: Changes in TB and TEB, 2010-2021 @ the Federal Government level

Year	Total Budget (Ntr)	Change in total Budget	Total Edu. Budget (Nbn)	Change Total Edu budget	% total Edu. Budget	Change in %
2010	4.01	0.00	249.8	0.00	6.25	0.00
2011	4.24	0.23	809.3	556.5	7.21	0.96
2012	4.75	0.51	400.15	-406.15	8.42	1.21
2013	4.99	0.24	426.03	25.88	8.54	0.12
2014	4.96	-0.03	493.00	66.97	9.68	1.14
2015	4.50	-0.46	492.03	-0.97	10.93	1.25
2016	6.08	1.58	480.03	-12.0	7.86	-3.07
2017	7.44	1.36	448.01	-32.02	6.02	-1.84
2018	8.61	1.17	606.08	158.05	7.02	1.00
2019	8.92	0.31	620.05	13.97	9.96	2.94
2020	10.59	1.67	691.01	70.96	6.57	-3.39
2021	13.08	2.49	742.05	51.04	7.62	1.05

The changes clearly demonstrate not only a declining patter in funding effort but also an unsteady attitude, suggesting insincerity. Of particular are the negative changes in 2015, 2016, 2017 and most recently in 2020, even after adopting the 26% minimum standard (FRN 2013, p. 10). Indeed, the paltry percentage allocations of 6.57 and 7.62 in 2020 and 2021 respectively are regrettable, saddening and unenviable as they are political in nature. Apparently, the issue may not concern economic status as situation with an oil-producing Bayelsa State exemplifies:

Table 4: Changes in TB and TEB over the accounting period, 2010-2021 Bayelsa State

Year	Total Budget (Ntr)	Change in total Budget	Total Edu. Budget (Nbn)	Change Total Edu budget	% total Edu. Budget	Change in %
2010	117.40	0.00	5.40	0.00	4.60	0.00
2011	161.20	43.80	6.40	1.00	3.97	-0.63
2012	217.58	56.38	23.10	16.70	10.60	6.63
2013	285.93	68.35	28.40	5.30	9.79	-0.81
2014	332.40	46.47	26.6	-1.8	8.00	-1.79
2015	251.00	-81.40	20.96	-5.64	8.35	0.35
2016	150.65	-100.35	4.00	-16.96	2.65	-5.7
2017	221.20	70.55	13.50	9.50	6.33	3.68
2018	295.20	74.00	22.00	8.50	7.45	1.12
2019	299.20	4.00	23.00	1.00	7.69	0.24
2020	242.00	-57.20	21.00	-2.00	8.68	0.99
2021	290.30	48.30	24.90	3.90	8.62	-0.06

Table 4 clearly demonstrates the same unsteady, wavering, and inconsistent trend, suggesting lack of commitment to funding minimum standard attitude. Imagine the negative changes in TEB for 2014, 2015, 2017 and, even as recent as 2020. Also note the negative changes in percentage funding for the years 2011, 2013, 2014 and 2016 and even 2021. The best percentage funding over the accounting period (2010-2021) is just 10.6% allocated since 2012. The highest in recent times is only 8%. Certainly, the federal government lackadaisical attitude to funding culture and tradition may have infected the federating states, with the exception of a few.

What were the emerging deficiencies over the accounting period, 2010-2021?
The funding formula was introduced to replace and strengthen the weaknesses associated with the 'financing concept' in Nigeria's educational investment vis-à-vis' sub-Saharan African countries. Categorically, unambiguously, and unequivocally the Federal Government intends that:

> *Efforts towards the improvement in the funding of education at all levels shall include: (A) increased government investment in education in order to eliminate the deficiency in public investment between Nigeria and other Sub-Saharan and developing countries. It specifically prescribed that "at least 26% (UNESCO minimum standard recommendation) of the federal, states and Local Government Budget should be dedicated to funding of education at all levels" (FRN 2013, p. 70).*

Hence, both the federal, state and local government were not expected to allocate shortfalls amounts to education subsector but to ensure that, at the worst, shortfalls systematically

reduced towards the barest minimum. However, the trend in managerial practice orchestrates the contrary as shown on tables 5 and 6 below:

Table 5: Deficiencies in Educational Founding in Nigeria, 2010-2021

Year	Total Budget (Ntrn)	Total Education budget (Nbln)	Edu % of TB	Deficiency
2010	4.01	249.8	6.25	-20
2011	4.24	806.3	7.21	-19
2012	4.75	400.15	8.42	-18
2013	4.99	426.03	8.54	-17
2014	4.96	493.00	9.68	-16
2015	4.50	492.03	10.93	-15
2016	6.01	480.01	7.86	-18
2017	7.44	448.01	6.02	-20
2018	8.61	605.08	7.02	-19
2019	8.92	620.05	9.96	-16
2020	10.59	691.01	6.57	-19
2021	13.08	742.05	7.62	-18

Table 1 clearly shows a practice of deficiency: -20% (2010); -19% (2011); - 18% (2012); - 17% (2013); -16% (2014): through to -18% (2021), demonstrating an epileptic, unsteady and unserious behavior and character. If this is allowed to continue, then the system would be unprogressive and unproductive. A graphical illustration of the situation is shown below:

As noted earlier, the situation with the federating states in Nigeria does not represent a radical departure from the sad practice, as shown below:

Year	Total Budget (Ntrn)	Total Education budget (Nbln)	Edu % of TB	Deficiency
2010	117.40	5.40	4.60	-21
2011	161.20	6.40	3.97	-22
2012	217.58	23.10	10.60	-15
2013	285.93	28.40	9.79	-16
2014	332. 40	26.60	8.00	-18
2015	251. 00	20.96	8.35	-18
2016	150.65	4.00	2.65	-23
2017	221.20	13.50	6.33	-20
2018	295.20	22.00	7.45	-18
2019	299.20	23.00	7.69	-18
2020	242.00	21.00	8.68	-17
2021	290.30	24.90	8.62	-17

What are the emerging facts?

Realizing the 26% minimum standard means "at least 26% (UNESCO) minimum standard) of the Federal, States and Local Governments budget should be dedicated to funding of education at all levels", implying an irreducible allocation' (FRN, 2013, p. 70). That is, 'the extent of alignment to set requirement of allocations form the budget; an unavoidable cost in government annual budgeting practice. It means a standard below which any other allocation is unacceptable and is non-negotiable. It implies that any budgetary allocation below the 26% represents 'shut-down point' of the schools at all levels and cannot, and should not be ignored. This calls for 'right amounts allocation, to the right school, and at the right time; or 'right-sizing'.

It is necessary to reiterate that allocating amounts less than the smallest amount or limit (26%) to the educational subsector also represent 'inability or disability' of schools (primary, secondary, or tertiary) to satisfy the manpower needs constituting an attempt to scuttle achievement of socio-economic development vis-à-vis vision of both individual and the nation (FRN, 2013). As it stands now, the non-stickiness to funding minimum standard is also driving school education. At all levels, towards Niagara Falls", as Okorosaye Orubite (2017. P %%%) once lamented.

Is there any politics in this exercise?

it is more real than apparent to state that government move to budgetary allocation to attain the 26% UNESCO minimum standard recommendation for school funding is shrouded in long debate among parties, statecraft, or cunnings etc which is politics entails any observed or imagined activity of government that portrays a pattern of debates, delays inconsistencies, irregularities and unnecessary swinging behaviour and attitude is within the purview of politics (Hornby, 2015: goggle com: Collins English dictionary Wikipedia. Com). It clearly lacks commitment and dedication to envisioned standard. Put simply, any spending patterns or character of successive administrations in Nigeria (Bayelsa state, inclusive) shrouded in debates, delays inconsistencies, irregularities and unwarranted swings are an exercise in politics.

The understanding goes beyond the monetary cost of voting and distributing monies to involve patterns and dimension of fund setting such as regularity, amounts, adequacy conformity to standards, preference, accountability, probity and discipline at all levels of funding: federal, state, and local government as well as private partners such as individuals, NGOs, international funding agencies (UBEC fund, TETfund, industrial training fund,) national science and technology fund, universal service provision fund (USPF) and the petroleum technology fund (PTDF). Also included are funding from international and local development partners such as world bank, USAID, UNIDO, UNICEF, DFID, JICA, KOICA, Nigeria/ Sao Tome and principle joint development authority, NGOs etc (FRN 2013pp. 70-71).

And this study discovered deficiencies less than the 26% (UNESCO minimum standard recommendation) at both the federal, and state (as in the case of Bayelsa state) government budgetary system. So far, the average federal government deficiency funding is averaging 17.92% over the 12 years (2013-2021) period that this policy had operated, as indicated above.

At the state level, the average best funding through budgetary allocation scheme to achieve the 26% minimum standard is currently shrouded in huge politics which is clearly debilitating attainment of the desired educational objectives not enviable development in this computer age.

Conclusion

The study clearly discovered a – 18% deficiency in the attempt to actualize the funding minimum standard. The general funding character and attitude indicate patterns of long debate, nonchalance, poor valuation of education and educational matters as well as general ineptitude which clearly suggests politics and politicking with educational affairs.

Although this study did not, in any way, speculate doom but it recognizes the fact that achieving minimum funding standard using budgetary allocations may be mirages because the 'technology' is inconsistent with the skills of 'pooling' or 'saving' or to set-aside'; and constitutes availability, a sure cash, or ready cash. Yet, adopting funding technology is preferred to financing but the structure and orientation of this technology must be understood, embraced and applied to the letter in order maximize its potential gains. Subjecting funding to budgetary allocation is making allowance for likely shocks and uncertainties and prone the technique to unrealistic, inconsistent and unacceptable terms. However, achieving education funding with minimal deficiency as envisioned in the policy is possible if certain drastic steps are taken.

Recommendations

Based on the findings of this study, the following measures are suggested:

1. Authorities should implement, at least, 5% annual incremental allocations from the base years, unfailingly, until the 26% is realized and surpassed;
2. Schools, at all levels, should develop IGR sources so as to boost the funding pools;
3. Authorities should assign specific funding responsibility to the private funding partners in order to consistently pool the fund;
4. Concerned authorities should institute time-line for each partner's donations or contributions to the fund;
5. Authorities should enforce transparency, accountability and probity to ensure effective fund utilizations;
6. Government should ensure that parallel fund is set up at each level of administration (Federal, State, and Local Government) to enhance fund supply and thereby reduce scarcities and starvations in the system.
7. Punitive measures should be seen to be implemented to forestall fund maladministration.

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TIME MANAGEMENT AND TEACHER JOB PRODUCTIVITY AMONG SECONDARY SCHOOL TEACHERS IN RIVERS STATE

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Abstract

This study investigated time management and teacher job productivity among secondary school teachers in Rivers State. The study adopted a correlation research design to show the relationship between time management and teacher job productivity. Three research questions and three corresponding null hypotheses guided the study. The population of the study comprised all principals and teachers in secondary schools in Rivers State with a total of 7,425. Taro yamen formula was used to generate a sample of 384 respondents. The stratified random sampling technique was used to draw sample from the target population for the study. Two questionnaires: Teacher Time Management Practice Questionnaire (TTMPQ) and Teacher Job Productivity Questionnaire (TJPQ) were validated and used to elicit responses from the respondents. Mean and Standard Deviation were used to answer the research questions while regression analysis was used to test the null hypotheses. Findings revealed that there is a positive relationship existing between time management in lesson preparation, classroom instruction, students' assessment, and teachers' job productivity in secondary schools in Rivers State. Based on the results of the findings, the study concludes that time management is a veritable tool for evaluating teachers' job productivity. It was therefore recommended among other things that Heads of Department should be diligent in marking teachers' lesson notes and assessment books and that disciplinary actions should be in place and enforced for teachers who present fake scores.

Key words: Time Management, Job productivity.

Introduction

Every educational level is time bound with secondary school system inclusive. It has a time frame because school begins daily at 7:30am and closes by 2:00pm daily, twelve to fourteen weeks per term and thirty-six to thirty-nine weeks for a session. Time therefore is a valuable asset available to a teacher, and any teacher that understands the value of time will achieve the goals and objectives of the educational system (Maduike & Ogbuehi, 2016). By the training of teachers, they are expected to use the mapped-out period of seven to eight hours to carry out all activities that are required of them officially including extracurricular activities. Teachers however, often feel that it is impossible to achieve these tasks within the allotted time frame. Some of these tasks may include writing of lesson notes, assessment of students (test, homework, class work examination etc.), and recording of students' grades, classroom instruction delivery and extra-curricular activities. But it is certain that most teachers are not

properly exposed on how to manage their daily activities properly in other to accommodate and accomplish all that is required of them at the end of the day, term or academic session (Ikpitibo, 2013).

Time is the period during which an action takes place. It is the period needed and used for a particular activity and is used to mark the period when an action or event takes place. It is a period when an action takes place according to Adiele (2017). Time is fragile and cannot be regained once lost. Hence, the biblical injunction that commands us to redeem our time. This means that time can be saved and bought over by what you do with it. According to Agabi, Onyeike and Wali (2013), time is the period or duration available to everyone to do whatsoever that is assigned to them. Ugwulashi, (2011) opines that for time to be effective, it must be planned, organized, implemented and evaluated by any administrator who is suitable in utilizing resources available at their disposal.

Sahito, Khawaja, Panhwar, Siddiqui and Saeed (2016) assert that time management is pivotal to teacher job productivity and that if a teacher intends to teach the content, assess students by giving assignments and conducting examinations properly, according to the needs, requirements and interests of the students, it must be done through regular and punctual time schedules and procedures. They further explained that planning, prioritizing, controlling and setting of goals can help class room teachers use their time very adequately. This therefore implies that if the performance of a teacher is to be evaluated in terms of the achievement of the goals and objectives of the school, the teacher must be effective in the use of time. Effective time management reduces job stress and increases productivity. It helps the teacher to improve their efficiency since time is allocated to every task the teacher is expected to perform. Hence a study of this nature that tries to assess how teachers plan and manage their time and its effect on their job productivity is timely.

Time management explains the planning, organizing, coordinating and use of time to achieve results. According to Asodike (2013), time management is the ability to make the most productive use of time that is assigned or available. Effective time management therefore is the reasons some achieve results and others do not, given the same opportunities. Agabi et al (2013) view it as a process through which employees use their working days, through proper allocation of their time depending on their job content to achieve maximum results. The benefits of time management to the teacher includes: helping to reduce stress, pressure and increase in work performance; it is a technique/skill used by the teacher to accomplish goals, tasks and projects within the predetermined period of time; it enables the teacher save resources: and helps in conflict resolutions.

Time Management and Teacher Job Productivity

The school system is structured to produce quality educational services to students and for these educational services to be felt and seen, some measures must be effectively put in place for productivity. This is because job productivity is the highest aim of the teacher. Oyeh, (2017) opined that the level of productivity in a school is only measured by the students' performance using tests and examinations which most times are a result of what the teacher

has done. The teacher productivity with regards to students can therefore be measured by tangible improvements in students' performance. Whilst teacher productivity in the school is measured in terms of what the teacher does with the time allocated for each activity, the obligation lies on the teacher to use the allocated time to carry out the numerous tasks assigned on daily basis given that academic activities are functions of time. This is represented mathematically as follows:

School Learning $= \dfrac{Time\ spent}{Time\ needed}$

When teachers shrewdly apply time management skills of using the time table, productive results are achieved because the idea of procrastination and time wastage through irrelevant activities are eliminated. For proper management of time, the teacher should adequately plan his lesson earlier before the actual instructional time and follow the lesson plan which is already structured in a way that there is a specific task to be achieved within a specific period of time. Since the lesson plan is a framework of activities containing essential steps or progressions that guides the teacher during the lesson (Iheanacho, 2018), adequate time should be given to its preparation. And when it is well prepared and not done in a hurry, it saves time, promotes effective teaching, and helps to guide the teacher in logical and sequential presentation of the lesson thereby improving productivity. Below is the ASEI model for teachers while in class giving a guide for the lesson plan with time allocations.

Figure 1: ASEI Model: (Activities, Students centered, Experiment and Improvisation)

Source: Self Modified.

Figure 1 shows the graphical presentation of ASEI lesson plan indicating how activities in the class should be followed with time allocations.

Master (2013) observes that time management is more important for teachers than any other profession and is also viewed as an important element for teachers' job effectiveness and productivity. Adiele 2017 and Agabi et al (2013) conclude that time management is considered as a fundamental factor that can lead to efficient and productive improvement in the job of the teacher and invariably lead to positive formation of students. They suggest the following as measures that can lead to a productive teacher:

1. Have a to-do list.
2. Organize their day by setting priorities.
3. Avoid procrastination.
4. Avoid unnecessary waste of time in discussing irrelevant issues during class room instruction.
5. Prepare lesson sequentially and logically to attain stated learning objectives.
6. Strategically plan home works and assignments.
7. Set aside personal time because time management is about working smarter not working harder.

Statement of Problem

By the training of teachers, they are expected to use mapped-out period of seven to eight hours to carry out all activities that are required of them officially including extracurricular activities. Teachers however, often feel that it is impossible to achieve these tasks within the allotted time frame. These issues have raised several concerns from relevant stakeholders given the sensitive nature of the teachers' job. Some of these tasks which include writing of lesson notes, assessment of students (test, homework, class work examination etc.), and recording of students' grades, classroom instruction delivery and extra-curricular activities are often left uncompleted. A situation which reveals that most teachers may not be properly exposed on how to manage their daily activities in other to accommodate and accomplish all that is required of them.

The emerging question is to what extent do teachers adequately utilize their time hence become productive. Do they know that time is an educational resource vital in lesson delivery? Do teachers also know that time is critical to student's academic performance and every other activity in the school system? These are critical questions the study sought to answer.

Purpose of the study

The main purpose of this study was to investigate time management and teacher job productivity in secondary schools in River State. Specifically, the study sought to:
1. Determine how time management in lesson preparation affects teacher job productivity.
2. Ascertain the effect of time management in classroom instruction on teacher job productivity.
3. Investigate how time management in student's assessment influence teacher job productivity.

Research Questions

The study was guided by the following research questions:
1. To what extent does time management in lesson preparation affect teacher job productivity in secondary schools in Rivers State?
2. To what extent does time management in classroom instruction affect teacher job productivity in secondary schools in Rivers State?
3. To what extent does time management in student's assessment influence teacher job productivity in secondary schools in Rivers State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance.

1. There is no significant relationship between time management in lesson preparation and teacher job productivity in secondary schools in Rivers State.
2. There is no significant relationship between time management in classroom instruction and teacher job productivity in secondary schools in Rivers State.
3. There is no significant relationship between time management in student's assessment and teacher job productivity in secondary schools in Rivers State.

Methodology

The study adopted a correlation research design to determine the relationship between time management and teacher job productivity. The population of the study comprised all principals and teachers in senior secondary schools in Rivers State giving a total of 7425. Taro yamen formula was used to generate sample of 384 respondents (teachers and principals). Stratified random sampling technique was used to draw sample 384 from the target population for the study. Two self-structured instruments: Teacher Time Management Practice Questionnaire (TTMPQ) and Teacher Job Productivity Questionnaire (TJPQ) were validated by experts and used for the study. All the research questions were structured on a four point Likert scale with Very High Extent = 3.50 – 4.00, High Extent = 2.50 – 3.49, Low Extent = 1.49 - 2.49 and Very Low Extent = 0.50 -1.49 on a criterion mean score of 2.50. Mean and standard deviation were used to answer the research questions while regression analysis was used to test the null hypotheses at 0.05 level of significance showing the relationship between teachers' time management and teachers job productivity in secondary schools in Rivers State.

Results

Research Question One: To what extent does time management in lesson preparation affect teachers' job productivity in secondary schools in Rivers State?

Table 1: Descriptive statistics of mean and standard deviation on the extent time management in lesson preparation affects teachers' job productivity: N=384.

S/n	Item	Mean	Std.	Remark	
1.	Teachers are productive by being able to prepare their lessons during free periods.	2.69	1.13	H	E
2.	Teachers are productive when they use their free periods for discussions in the staffroom instead of preparing their lessons.	1.88	0.89	L	E
3.	Teachers are productive when they make out time at home to prepare their lessons ahead of time.	3.22	1.05	H	E
4.	Teachers are productive when family schedule do not give them time to prepare their lessons at home before coming to school.	1.97	1.13	L	E
5.	Teachers are productive when during weekends they make out time to prepare their lessons for teaching.	3.22	0.99	H	E
6.	Teachers are productive when they complain of too many activities that do not give them time to prepare their lessons	2.03	0.99	L	E
7.	Teachers are productive when they are punctual and regular for their lessons.	3.78	0.48	V H	E
	Grand Mean	2.68	0.95	H	E

Table one above shows that with mean scores of items 1, 3, and that is 2.69, 3.22 and 3.22 respectively, the respondents to a high extent indicate teachers are productive when they prepare their lessons during free periods; when they make out time at home to prepare their lessons ahead of time and when during weekends, they make out time to prepare their lessons for teaching. They also indicated that teachers are productive to a very high extent when they are punctual and regular for their lessons. The grand mean score of 2.68 further show that to a

High Extent time management in lesson preparation affect their job productivity in secondary schools in Rivers State.

Research Question Two: To what extent does time management in classroom instruction affect teachers' job productivity in Rivers State?

Table 2: Descriptive statistics of mean and standard deviation on the extent time management in classroom instruction affects teachers' job productivity=384.

S/n	I t e m	Mean	Std.	Remark	
8.	Teachers are productive when they are unable to meet up with class due to time wastage on assembly ground.	1.75	1.06	L	E
9.	Teachers are productive when they judiciously utilize the 40 minutes period allotted to them for teaching	3.64	0.81	V H	E
10.	Teachers are not productive when they do not utilize the 40 min. effectively in teaching.	1.91	1.13	L	E
11.	Teachers are productive when they cover their scheme of work within the specified time frame.	3.38	1.02	H	E
12.	Teachers are not very productive when they are unable to cover their scheme within the specified time frame.	1.90	1.11	L	E
	G r a n d M e a n	**2.51**	**1.03**	**HE**	

Table 2 with mean scores of 3.64 for item 9 indicate that teachers to a Very High Extent teachers are productive when they judiciously utilize the 40 minutes' period allotted to them for teaching; and from item 11 indicate that teachers are productive with mean score of 3.38 when they cover their scheme of work within the specified time. The grand mean of 2.51 further show that respondents indicate that to a High Extent time management in classroom instruction affects teachers' job productivity in secondary schools in Rivers State.

Research Question Three: To what extent does time management in student's assessment affect teachers' job productivity in Rivers State?

Table 3: Descriptive statistics of mean and standard deviation on the extent time management in student's assessment affects teachers' job productivity=384.

S/n	I t e m	Mean	Std.	Remark	
13.	Teachers are productive when they are able to assess their students' performance in test, assignment and class work within the specified time frame.	3.41	0.90	H	E
14.	Teachers are not usually productive when they are unable to assess student performance in test, assignment and class work within the stipulated time.	2.13	1.22	L	E
15.	Teachers are productive when they are able to set their exam questions and administer them within the stipulated time frame.	3.19	1.21	H	E
16.	Teachers are not very productive when they are usually not up to the task here in setting and administering student's exam due to time management.	1.78	1.14	L	E
	G r a n d M e a n	**2.10**	**0.89**	**LE**	

Table 3 with items 13 and 15 and mean scores of 3.41 and 3.19 indicate that respondents to a High Extent indicate that teachers are productive when they are able to assess their students' performance in test, assignments and class work, being able to set their exam questions and administer within a stipulated time frame; and when they are able to set their exam questions and administer them within the stipulated time frame. The grand mean score of 2.10 further show that respondents to a low extent indicate that time management in student's assessment affects teachers' job productivity in secondary schools in Rivers State.

Hypotheses Testing

Ho1: There is no significant relationship between time management in lesson preparation and teachers job productivity in secondary schools in Rivers State.

Table 6: Summary of regression analysis on the relationship between time management in lesson preparation and teachers job productivity in secondary schools in Rivers State

A. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.333ª	.111	.0	55.93115

a. Predictors: (Constant), Lesson Preparation

B. ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	241.781	1	241.781	6.873	.009ᵇ
	Residual	13438.219	382	35.179		
	Total	13680.000	383			

a. Dependent Variable: Teacher Job Productivity
b. Predictors: (Constant), Lesson Preparation

C. Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	52.421	1.961		26.732	.000	48.565	56.276
	Lesson Preparation	.270	.103	.333	2.622	.009	.068	.473

a. Dependent Variable: Teacher Job Productivity

x=Lesson Preparation, y=Teacher Job Productivity

Part A table 1 above shows that the relationship between teachers' lesson preparation and teachers' job productivity in secondary schools in Rivers State has a correlation coefficient of 0.333 which by the R^2 –value (0.111) indicating that the time management in lesson preparationpositively relates to teachers' job productivity in public secondary schools in Rivers State. The regression equation y=52.421+0.270x indicated that lesson preparation leads to an increase in teachers' job productivity. Also, in Part C, the column label t under lesson preparation (2.622) confirmed the significance of F-statistics at sig <.05. Therefore, the null hypothesis is rejected and the alternative hypothesis retained that there is a significant relationship between teachers' lesson preparation and teachers' job productivity in secondary schools in Rivers State.

Ho2: There is no significant relationship between teachers' time management in classroom instruction and teachers job productivity in secondary schools in Rivers State.

Table 7: Summary of regression analysis on the relationship between time management in classroom instruction and teachers job productivity in secondary schools in Rivers State

A. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.411ᵃ	.169	.0425	.84995

a. Predictors: (Constant), Classroom Instruction

B. ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	607.212	1	607.212	17.743	.000ᵇ
1	Residual	13072.788	382	34.222		
	Total	13680.000	383			

a. Dependent Variable: Teacher Job Productivity
b. Predictors: (Constant), Classroom Instruction

C. Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
	(Constant)	64.495	1.687		38.226	.000	61.177	67.812
1	Classroom Instruction	.557	.132	.411	-4.212	.000	-.816	-.297

a. Dependent Variable: Teacher Job Productivity

x=Classroom instruction, y=Teacher Job Productivity

Part A table 2 above shows that the relationship between teachers' classroom instruction and teachers' job productivity in secondary schools in Rivers State have a correlation coefficient of 0.411 which by the R^2 –value (0.169) indicating that the time management in classroom instruction positively relates to teachers' job productivity in public secondary schools in Rivers State. The regression equation y=64.495+0.557x indicated that classroom instruction will lead to an increase in teachers' job productivity. Also, in Part C, the column label t under lesson preparation (4.212) confirmed the significance of F-statistics at sig <0.05. Therefore, the null hypothesis is rejected and the alternative hypothesis retained that there is a significant relationship between classroom instruction and teachers' job productivity in secondary schools in Rivers State.

Ho3: There is no significant relationship between time management in student's assessment and teachers' job productivity in Rivers State.

Table 8: Summary of regression analysis on the relationship between time management in student's assessment and teacher job productivity

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.588ᵃ	.346	.0055	.96080

a. Predictors: (Constant), Students Assessment

A. ANOVA

Model		Sum of Squares	d f	Mean Square	F	Sig.
1	Regression	107.115	1	1071.115	30.145	.040ᵇ
	Residual	13572.885	382	35.531		
	Total	13680.000	383			

a. Dependent Variable: Teacher Job Productivity
b. Predictors: (Constant), Students Assessment

B. Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	54.660	1.664		32.852	.000	51.388	57.931
	Students' Assessment	.770	.156	.588	4.936	.083	-.036	.577

a. Dependent Variable: Teacher Job Productivity

X=students' assessment, y=Teacher Job Productivity

Part A table 3 above showed that the relationship between teachers' students' assessment and teachers' job productivity in secondary schools in Rivers State have a correlation coefficient of 0.588 which by the R^2 –value (0.346) indicating that the time management in students' assessment positively relates to teachers' job productivity in public secondary schools in Rivers State The regression equation y=54.660+0.770x indicated that students' assessment will lead to an increase in teachers' job productivity in public secondary schools in Rivers State. Also, in Part C, the column label t under student assessment (4.936) confirmed the non-significance of F-statistics at sig >0.05. Therefore, null hypothesis three is rejected and the alternative hypothesis retained that there is a significant relationship between time management of students' assessment and teachers' job productivity in secondary schools in Rivers State.

Discussion and Findings

Results on teachers' time management in lesson preparation revealed that it is very important for teachers to take out time in the lesson preparation as it affects their performance in class which is a function of teacher' job productivity. It was further revealed that there is a significant relationship between time management in lesson preparation and teachers' job productivity. This is in line with studies of Mgbere and Andrew (2019) that effective lesson preparation leads to effective classroom teaching.

Results on time management in classroom instruction revealed that given that classroom lessons are time based, it is therefore evident for teachers to be precise with their time inside the classroom to achieve desired goals as it is a function of teachers' job productivity. It was further revealed that there is a significant relationship between time management in classroom instruction and teachers' job productivity. This is in line with studies of Patrick, (2016) that everything about the school system is time-based as such teachers are expected to be consciously time based in all task assigned to them so as to achieve educational goals.

The study also revealed that time management in students' assessment, was necessary for them to continuously assess their students' so as to ensure that lessons taught are understood. It was further revealed that there is a significant relationship between time management in students' assessment and teachers' job productivity. This is in line with studies of Ugwulashi (2011) and Amadi (2013) who emphasized the importance of continuous assessment in schools.

Conclusion

Based on the results of the findings, the study concludes that time management is a veritable tool for evaluating teachers' job productivity. Time management in lesson preparation, classroom instruction, students' assessment, record keeping and extra-curriculum activities should be carefully managed in order to enhance maximum output in teaching and learning. Hence, the need for teachers in spite of their heavy workloads to effectively allocate time to all their activities to achieve job productivity and educational goals.

Recommendations

Based on the results, the following recommendations are made;

1. Heads of department should be diligent in marking teachers' lesson notes and assessment books as this will motivate the teachers to ensure that their books are up to date.
2. Incentives should be given to teachers who are outstanding in their task so as to motivate other teachers.
3. Disciplinary actions should be put in place and enforced for teachers who do not assess their students but have fake records of students' assessment.

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ANALYSIS OF THE DEMAND AND SUPPLY OF TEACHERS IN SENIOR SECONDARY SCHOOLS IN RIVERS STATE NIGERIA

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Abstract

This paper looked at demand and supply of teachers as the required and actual number of teachers in the school system. The attainment of educational goals is centered to the quantity and quality of teachers put in place as this have a great influence on the kind of school products especially in senior secondary school where students are expected to choose between science and art subjects. This paper defines demand for teachers as the number of teachers that are professionally required yearly to achieve and maintain the stipulated teacher – student ratio of 1:40 while supply of teachers is the available number of teachers in the school system. The determinants of demand for teachers which includes; enrolment rate, policies and practices pertaining teacher-student ratio were discussed. Trend analysis on enrolment, demand and supply of teachers from 2014 – 2019 revealed that as enrolment increases each year the demand for teacher increases but the supply of teachers reduced, this is due to retirement, death and resignation without any form of recruitment. It also reviewed that the supply of teachers in science related subject is lower compared to art subjects. Projection of enrolment and demand for teacher from 2019 - 2023 were also analyzed. It was suggested among others that teacher supply practice should be properly adjusted and enrolment closely monitored to bridge the gap between demand and supply of teachers in senior secondary schools and teachers should be given incentives so as to encourage them to stay in the school system.
Keywords: Demand; Supply; Teacher; Enrolment; Senior Secondary School

Introduction

The importance of education as the most predictable and significant tool for sustainable human and material development is fully acknowledge in Nigeria ever since the pre-colonial era. The attainment of educational objectives is centered to the adequacy of qualified teachers which should be put in place even before taken off any educational programme. The quantity and quality of teachers put in place will have great influence on the kind of school products produced to the society. Nowadays, most parents and guardians are more inquisitive about the quality of education given to their children and wards in schools and often show concern by demanding that the schools should teach well. If quality instruction is to be maintained in schools, it becomes imperative to get the school adequately staffed with highly diligent and well-motivated teachers (Adesoji, 2018).

A sound educational system is accepted in the world as the foundation of human development because it depends solely on education and no educational system can rise above the quality of its teachers therefore, no nation can rise above the quality of its teaching staff meaning that teachers play a key role in any advanced society. Today, most States of the federation has placed high premium on quality education for example the present administration in Rivers State has put in place series of programmes and efforts towards improving the educational system in the state. However, the attainment of these lofi programmes depends greatly on the quality and quantity of teachers in the school system. The destiny of a nation is shaped in its classroom and the teacher is a crucial instrument in moulding the destiny of the nation.

It is amazing to note that the increasing enrolments in our secondary schools these days do not commensurate with the supply of teachers in such secondary schools. Of course, a great deal would have to be done with regard to teacher's salaries and conditions of service before we can expect to retain the right caliber of teachers in the profession. The low esteem in which teachers are put in Nigeria and their poor service conditions have generated the public slogan: "Teachers' reward is in heaven". Whether this slogan is used in mockery or in sympathy with the teachers, it strongly attests to the fact that teachers are possibly not adequately catered for in this country. It is erroneously believed by some people that anybody can teach. According to the Federal Republic of Nigeria (2014), teacher education will continue to be given a major emphasis in all our educational planning. The aim of teacher education is to produce personnel equipped with the knowledge of the subject matter and the teaching skills to teach in our school system. Education being the life wire of any nation for all facets of development should be quite alive and active.

In the report of United Nation Educational, Scientific and cultural organization (UNESCO) on twenty years of service to peace, the teacher is described as the spark that forced the whole development process, the key man in the drive to progress. Teachers constitute the core of the educational system and their importance in student performance has been widely confirmed by many credible research studies, in his own contribution to the indispensable role of teachers in the school system. Owhondah (2018) observed that the services of the teacher are to a nation, for they, more than any other professional group influence the lives of the Nigerian youths and therefore the nation's future. With the introduction and implementation of Universal Basic Education (UBE) in the States of federation, which has occasioned the division of the secondary section into two; junior secondary school merging the primary school and then the senior secondary school causing an obvious demand for teachers in all subject making the supply of teachers a problem of concern in senior secondary school, this is because students are expected to choose their area of interest which is either the science or art option.

The question for stakeholders is that, how many teachers are in those schools compared to the stipulated student-teacher ratio? Therefore, it is important to note that if education is to meet the demand of our time and of the coming future, the school system must be adequately staffed. Consequently, an investigation into the demand and supply of secondary school teachers in Rivers State would help in addressing the critical areas of staff needs in the schools, and the extent to which the teachers are being utilized for maximum productivity.

Demand for Teachers

Economists refer to demand as the ability and willingness to pay for a particular good or service at a particular time and price. The demand for teacher arose due to the nation's aspirations to attain or maintain an educational system of high quality. The size of the teaching force in a state or in a nation is determined primarily by how many teachers the school system is able and willing to maintain on their payroll at a given time, which is a function of the number of enrollment and the teaching technologies in use (Owhondah, 2018). Demand for teachers therefore can be defined as the total number of teaching positions funded by educational agencies (government and private) that is, the number of teachers these agencies are able and willing to employ at a given time. It is the number of teachers that are professionally required to produce quality outputs from the education system (Boe, 2006). Demands for teacher is measured by the number of teachers required in any year to achieved and maintain the standard teacher-student ratio (New Zealand Post Primary Teachers' Association, 2016).

The law of demand states that the higher the price the lower the quantity demanded and vice-versa this applies to the demand for teachers, the demand for teachers is usually influenced by teachers salary therefore, higher salary leads to a reduction in the number of teachers being demanded and vice versa (Santiago, 2002). This means that there is an indirect (opposite) relationship between demand for teacher and salary. The demand for teachers in secondary schools can be a function of two parameters (a) enrollment growth cause by positive changes in student population (entrant and continuing students); (b) the stated policy on student-teacher ratio. However, it is influenced by the teaching field/subject, level and location. In addition, demand should preferably be specified by the attributes of teachers desired, especially teacher qualifications (training, degree level, licensure status, and experience). The demand for teachers is usually made by the government represented by its board, which is the employer of labour in the public schools. The board determines the number of teachers it can afford to pay at the current pay rate. The board however can fire when condition is not favourable or when labour laws are disobeyed.

Table 1: Inventory on Enrolment from 2014 – 2018

Year		Enrolment	Demand For Teachers (1:40)
2014	Science	9456	236
	Art	41107	1027
2015	Science	10557	264
	Art	41698	1042
2016	Science	11454	286
	Art	41937	1048
2017	Science	15453	386
	Art	42233	1056
2018	Science	16989	425
	Art	42870	1072

Source: Writer's Field Trip

Table 1 shows that as enrolment increases the demand for teacher increases so as to fit into the stipulated teachers – student ratio of 1:40 (FRN, 2014). It also indicates that enrolment into sciences is low compare to art and this will affect the number of student going to study art or science related courses in higher institutions at the long run most especially educational courses.

Determinants of the Demand for Teachers

The demand for public school teachers is defined as the total number of teaching positions open at a given time. Demand for teachers is mostly met through continuous employment of teachers and retaining the existing teachers. Most times, new teachers have to be employed because some teachers leave and the requirement for teachers differ due to some factors. The factors determining teacher demand includes:

Enrolment rate: The size of the school-age population is a dominant factor largely outside the control of the government. Successions of baby booms and baby busts influence school enrolment because school enrolment closely mirror population trends (Davis & Bauman, 2013). Enrolment rates in particular, for non-compulsory schooling is another important factor and depends greatly on local educational returns to schooling as dictated by local labour market conditions (Boe, 2006).

The policies and practices pertaining teacher -student ratio: The other major determinant of demand for teachers are the average class size, the average teaching load of teachers and the average number of required learning hours for students, the relationship between these factors defines the student-teacher ratio. Typically adjustments are made to these factors to smooth the effects of rapid enrolment changes, to accommodate established staffing patterns and budgets, and to take into account existing contractual agreements with teachers, in the case of enrolment declines. A small adjustment either in average class sizes or the average number of classes assigned to teachers (ratio between teachers' teaching load and number of required learning hours) can cause a significant change in the demand for teachers. It should also be noted that teaching load refers to in-class contact time with students, a gien fraction of the total work- load of teachers (Davis & Bauman, 2013). The former is affected by other elements such as the use of teaching assistants and other support staffing schools and the use of technology or distance learning.

Number of classes in the school

The number of classes per school also affects the number of teacher required. If enrolment is high but the number of classroom is low compared to the stipulated number of students per class, the teacher supply will be under-utilized by teaching period because teachers who teaches same subject will not be expected to teach at the same time. Therefore there will be no need for the particular school to have the stipulated number of required teachers.

The number of teachers that left the school system (Wastage)

This is the number of saving teachers who left their service either through death, retirement, resignation, dismissal or termination of appointment (Owhondah, 2018). These indicators reduce the supply of teachers thereby causing the demand for teachers to fill the vacant positions.

Students' preference on elective courses

In senior secondary school, students are grouped into art and science because they are expected to choose subjects according to their area of interest. The number of students in each option (art or science) determines the demand for teachers.

Teacher Supply

The increasing number of enrolment provides the basis for estimating the number of teachers required in order to curtail shortages, vis-a-vis the prescribed student – teacher ratio of 40:1. Teacher supply is the available number of teachers in the school system. Owhondah (2018) viewed the supply of teachers as the number of teachers serving in the schools including those who are on the nominal roll but on temporary released for in-service training or approved leave of absence. The law of supply according to economist states that the higher the price the higher the quantity supply, meaning that there is a corresponding relationship between price and quantity supply. In education there ought to be a corresponding relationship between enrolment and supply of teachers so that the higher the enrolment the higher the supply of teachers but the reverse is the case, table 2 below explains it all.

Table 2: Trend analysis on enrolment and supply of teachers

Year	Enrolment	Teacher supply	Teacher required using Teacher-Student ratio 1:40
2014 Science	9 4 5 6 8	2	3 1 — 1
2014 Art	4 1 1 0 7 8		4 5
2015 Science	1 0 5 5 7 5	1	2 2 — 0
2015 Art	4 1 6 9 8 8		2 5
2016 Science	1 1 4 5 4 4	9	1 2 — 7
2016 Art	4 1 9 3 7 7		1 5
2017 Science	1 5 4 5 3 3	5	2 4 — 8
2017 Art	4 2 2 3 3 7		5 5
2018 Science	1 5 9 8 9 2	1	9 5 — 5
2018 Art	4 3 8 7 0 7		5 6

Source: Writer's Field Trip

Table 2 shows that the annual enrolment increases while teacher supply reduces, this reduction can be due to retirement, death, resignation and attrition. This situation ought not to be, it therefore implies that there is an imbalance between teachers required and teacher supply in both art and science subjects though that of science is overwhelming as the number of teacher reduces speedily, which automatically will affect the utilization rate of existing teachers leading to the diminishing returns of the teachers effort (Iheme, 2018; Owhondah & Iheme 2018).

Sources of Teachers Supply

The supply of public school teachers in a given year is defined as the number of eligible individuals available from all sources willing to supply their services under prevailing conditions. The source of teachers determines the quality and quantity of teachers to be transferred or posted to schools at a period in time. A well-structured source of teachers would help build genuine teachers who will meet up the demand of the educational system. The most important element of teacher supply for a given year is the retention of people returning from the previous year and new entrants. Continuing teachers typically have the option of remaining in the same position from one year to the next. Nevertheless, many practicing teachers choose to apply for teaching positions in other schools, in other subject matter fields, or both. Furthermore, some employed teachers may be reassigned to different teaching assignments within a school or reassigned to a different job within the same institution. Thus, the flows of practicing teachers within the public education system constitute a major source of teachers hired into, or reassigned to and new open teaching positions. Due to attrition of teachers from the profession and gradual expansion of the total number of teaching positions, a large number of additional individuals are also hired by the public education system each year (Cook & Boe, 2007). So such entering teachers are drawn from four sources:

A reserve pool of qualified teachers composed of: (a) experienced former teachers and (b) graduates of teacher preparation programs from prior years (sometimes called delayed entrants); (c) Recent graduates of teacher preparation programs (some of whom are also experienced teachers); (d) College graduates who have not completed a teacher preparation program and who have not previously taught (sometimes referred to as entrants via alternate routes); and (e) Teachers employed in private schools who migrate to teaching positions in public schools. The major internal source of supply of teachers is the colleges of education while other sources of the supply of teachers are: polytechnics, universities and national teacher institute (Santiago, 2002; Cook & Boe, 2002).

Balancing Demand and Supply of Teachers in Senior Secondary Schools

The point at which demand and supply meet is called equilibrium, it arises whenever demand for teachers equals supply of teachers at a given period of time. However schools experience disequilibrium which is the gap that exists between demand and supply of teachers in the school system.

Table 3: Imbalance in Demand and Supply of Teachers in Rivers State from 2014 -2018

Year	Student Enrolment	Teacher Demand	Teacher Supply	Balance
2014	50563	126490	735	7
2015	52255	130686	444	2
2016	53391	133582	351	2
2017	57686	144278	765	5
2018	59859	149674	275	4

Source: Writer's Field Trip

The table above shows the imbalance between demand and supply of both art and science teachers (combined) in Rivers State. It shows that the gap between demand and supply of teachers increases yearly because enrolment continues to increase while teacher supply reduces. This condition poses a very serious implication for educational policy makers because teacher supply ought to increase as the enrolment increases so as to maintain the stated teacher - student ratio of 1: 40. Therefore, education planners and policy makers should determine appropriate measures to attain a state of equilibrium.

Attainment of Equilibrium between Demand and Supply of Teachers

In order to attain equilibrium in the demand and supply of teachers. Owhondah (2018) opined that the educational planner should strive to ensure static and dynamic equilibrium. The static equilibrium is a balance at a particular period of time in the future while dynamic equilibrium is a balance between demand and supply over successive years. However, the attainment of dynamic equilibrium creates more problems especially when the size of the teaching force is projected to change at a steady rate with a more or less constant rate of teacher wastage. Adjustment of teacher training output level is one of the direct ways to bridge the gap between teacher demand and supply as it helps higher institutions to produce more teachers.

Projection of Teacher Demand and Supply

Projecting the demand for teachers is a deliberate effort of government through the school board and private employers of teachers to estimate further requirement for teachers in order to avert hazards that would occur due to shortage of teachers. To project the demand for teachers it is important to use the forecasting and auditing techniques to estimate the qualitative and quantitative requirements in the future, which is based on accurate computation of employment – output ratio or the productivity of teachers which can be derived from the number of students per teacher (Owhondah, 2018).

It is normal to experience surpluses or shortage of teachers at different times but in order to attain educational goals and objectives, there should be proper manpower planning; this is to ensure that supplies match demand which can be achieved through manpower projection. Projection implies the continuation of some existing trend. It is assumed that existing trends are not subject to radical alterations. Projection of requirements is meant to indicate trends, based on a modification of present situation, with regard to teacher-pupil ratio.

Some of the methods for projecting the demand for teachers are; naive method, employers' opinion survey, parnes – Mediterranean regional project, manpower requirement and density ratio (rate of saturation technique and the staff normative technique). Using naive method of projection the following forecast was made:

Table 4: Percentage Growth Rate In Enrolment

Year	Enrolment	Difference in Enrolment	% growth rate
2014	50563	-	-
2015	52255	1692	3.24
2016	53391	1136	2.13
2017	57686	4295	7.45
2018	59859	2173	3.63
Average % growth rate			3.29

Source: Writer's Field Trip

To be able to project teacher demand, the trends of enrolment needs to be studied and its average growth rate calculated as it is the bases for projection.

Table 5: Projected Teacher Demand Based on the Average Enrolment Growth Rate (0.033), 2019-2023

Year	Previous Year Enrolment	Previous year enrolment multiply by average growth rate (0.033)	Projected Enrolment	Projected demand/expected supply of teachers 1:40
2019	59859	1975	61834	1546
2020	61834	2041	63875	1597
2021	63875	2108	65983	1650
2022	65983	2177	68160	1704
2023	68160	2249	70409	1760

Source: Writer's Field Trip

Table 5 shows the projected enrolment and expected supply of teachers (demand for teacher) from 2019-2023. For instance in 2019 the previous year (2018) enrolment was 59859 which was multiplied by the average growth rate (0.033) to derive the number of new students enrolled (1975). So therefore the projected enrolment for 2019 is the addition of the previous year enrolment and the new students enrolled. This projected enrolment is the bases for projecting the demand for teachers because the projected enrolment will be divided by the stipulated teacher – student ratio of 1:40 (FRN, 2014). The increase in projected enrolment brings about an increase in the projected demand for teachers therefore, it is important that education planners plan towards the employment of teachers so as to meet the future enrolment.

Problems Associated with Estimating Demand and Supply

The teaching force is distributed among public and private schools that vary by type, grade level, and location. A major concern and challenge is that teachers are mal distributed among schools in terms of qualifications, experience, race/ethnicity, and other dimensions of the teaching force. For example, schools in large urban areas usually attract a teaching force that is less experienced, younger, and less well prepared to teach high school subjects than teachers hired at nearby suburban schools. Therefore, information about the distribution of the teaching

force needs to be presented in terms of teacher variables (such as qualifications) to understand fully how well the supply of teachers meets the demand for teachers at schools of various types, levels, and locations (Owhondah, 2018). Such analyses of the teaching force are possible with existing teacher data bases.

Little is known, however, about the characteristics of applicants (from which entering teachers are selected) as a function of school location. Unless information about applicants is known, it is not possible to determine whether the supply of teachers available to various schools is adequate, or whether difficulty in hiring qualified teachers is due to hiring practices or other factors. This distribution problem stems from teachers' behavioral response to school location, is one of the many variables affecting the supply of teachers. Supply obviously can vary from school to school since supply is a relationship between the number of qualified individuals who would be willing to teach and such incentives as the salary, working conditions offered, the location of the school, and other alternative career opportunities. Another main factor behind teacher demand, is change in students numbers due to population growth and expanded access to education. Patterns in population and pupil growth affect the aggregate demand for education which can lead to increases or reductions in staff size, especially at the secondary level.

Faculties of education in tertiary institutions are under intensive pressure to increase their student intake each year so as to meet the teacher requirement but financial incentives linked to student intake, and a number of initiatives is over looked by the government. This results to over-enrolment and the admission of weaker students who often do not comply with selection criteria, as well as lower teaching quality and a poor assessment system. Also, students choice of teaching course do not appear to align with overall teacher needs and tertiary institutions have relatively little influence and incentive to steer students toward studying priority specialization. As a result, there are large numbers of graduates for certain teaching specializations which is one of the reasons a large number of teacher graduates unemployed owing to limited teacher recruitment.

Conclusion

Demand and supply of teacher have significant roles in ensuring that teachers are optimally utilized and educational goals attained. Generally, there is shortage of teachers in both art and science subjects in senior secondary schools in Rivers State. The implication of this is that the available teachers will be over utilized. It is therefore important that teachers demand equals teacher supply as it is a necessary step towards quality delivery in senior secondary school. Therefore, equilibrium should be sought through proper manpower planning, it will behooves government, education planners, policy makers, Ministry of Education and Senior Secondary School Board (SSSB) to device effective means of ensuring that teacher demand is regularly met with adequate teacher provision (supply). This will ensure that teacher shortage does not continue to hinder effective implementation of school programmes, thereby ensuring quality education delivery in senior secondary schools.

Suggestions

The following suggestions are made:

1. The teacher supply practice should be properly adjusted and enrolment closely monitored to bridge the gap between demand and supply of teachers in senior secondary schools.

2. Teachers should be given incentives so as to encourage them to stay in the school system.

3. Educational planners and policy makers should periodically project for teacher demand.

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CIVIL WAR AND THE DEVELOPMENT OF THE AFRICAN CONTINENT: A HISTORICAL PERSPECTIVE

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Abstract

Since 1950s many nations in Africa have suffered civil wars and ethnic strife. Civil war is undoubtedly the destroyer of economic development in Africa continent. As we saw so tragically in Rwanda, Liberia, and Sierra Leone, civil war not only devastates the lives of civilians, it damages the environment, wreaks havoc on social, education, and health services, it traumatizes whole generation of youth and it force people to abandon homes and farm land, engulfing once stable family units in to refugees. The study therefore examine the impact of civil wars in Africa with a view to highlighting how civil war devastates the lives of civilians and also wreaks havoc on social, health, and educational services. The historical research design was adopted for this study. Four research questions were raised to guide the study. Findings revealed that loot ability of a country's resources make civil war a lucrative business on the African continent. The 55 State of African Union (AU) signed the Kampala Convention, but only 7 member states of the AU have domesticate it. The convention needs 15 member states ratification to come into force in the African countries among others. Recommendations include the need for donors and national resource managers to invest more in the peace process on the African continent, and more importantly, the domestication of the Kampala convention in all African countries.
Keywords: Civil wars, development, African Continent

Introduction

Africa, the second largest continent, covers one fifth of the land area of the globe. It is nearly four times the size of the United States. The Sahara alone, the largest desert in the world, is nearly as large as the United States, it, operate in same respects as a sea, a sea and sand dividing the African continent into two unequal parts. According to Palmer and Perkins (2007), until the late 1950s most of the African countries were under colonial rule. Within a remarkably few years Africa has experienced a momentous awakening. More than 35 independent states have

emerged in nearly all parts of the continent and these states have already made a profound impact on the United Nation and on international life generally. The continent's geographical position is central and strategic. It commands major routes in world trade and travel. These include the South Atlantic, the Mediterranean, Read Seas and part of the Indian Ocean in the Southeastern part. Two thirds of it extends for about 5000 miles from North to South and about the same distance at widest point from the East to West (Onoh, 2010). As a result of greater longitudinal spread in the North, North Africa is about twice as large as Southern Africa in the topic. The region as a whole boasts of diverse land forms. It has two deserts-Sahara in the North and Kalahari in the South; winter climate in the Atlas region the Northwest and the Central zone of the Notal province in South Africa and temperate climate also in this province of South Africa.

Africa is one of the world's most resource abundant region combining huge deposits of coal, oil, and gas Uranium, Iron Ores, Phosphates, Gold, Diamond, Copper, Zink and so on with diverse export commodities including palm product, Cocoa, groundnut, cotton, coffee timber and other products. In the face of the growing volatility of the Middle East as critical to the world's energy supply 10.6% of the world's oil market with United States institutionalizing a West African based oil supply strategy centred on the Gulf of Guinea (Gahia, 2008). Resource starved China is among those looking to the continent for access to vital long-term supplies. Despite these huge potentials, the region remains one of the world's poorest and underdeveloped regions with level of hunger, malnutrition, diseases and illiteracy continuously running high. This is partly the result of massive primitive accumulation by African regimes, leading to perennial shortage of development capital. Interestly, this sad State of affairs continues without stoppage, reflecting the capitulation of social forces to the neopatrimonial state apparatus. The resignation of Africans in the face of unaccountable and personalized power reflected their emasculation. In spite of the strong emphasis on movements for African unity, recent events have highlighted the persistence of many factors making disunity. Some arise from the geographic and historic division of Africa a relative lack of contact between different parts of the continent; some from continuing tribal and personal rivalries, other from new factors and circumstances. For example Nigeria the most populous country in Africa and one of the largest and 11th in the world witnessed civil war from 1967 to 1970. Adekule (2010) recounts that during the two and a half years of the war, there were about 100, 000 overall military causality while between 500, 000 and 3milion Nigerian civilians died of starvation and other ten (10) million Nigerians were internally displaced. The largest numbers of refugees in 2004 are from Sudan and have fled either the longstanding and recent concluded Sudanese civil war or war in Darfur and mainly in Chad, Uganda, Ethiopia and Kenya. Currently Ethiopia is facing civil war.

Conceptual Clarification

War is as ancient as humanity. War is an enigma for the many human activities, though, it is politics of self preservation by destructive military mean (Aja, 2006). War and rumors of war have filled the pages of history. It is quite unnecessary to review the gloomy record. War and not peace, is the normal condition of civilized human society. The study of war differs inform

from the study of other instruments of national policy. However, there is of course, nothing new about the problem of war. War needs no documentation to prove its horrors. It destroys and ruin lives beyond number; and makes anything like normal existence impossible, it imposes immense burdens of national economies and imperils the freedoms of everyone, it endangers man's very existence on this planet. As pointed out by Palmer and Perkin (2007) war is the great curse of international society, the endemic disease of the nation State system, just as Nester (2001) opined that war is the central problem of international relations. For as long as humans have existed, they have been murdering each other increasingly well organized large-scale and devastating ways. The human and material destruction of war in the centenary alone is incalculable. The wars of each historic period and geographic religion have often had distinct patterns of causes. For example, the central reasons for the war have changed dramatically, religion. (1519 – 1648) dynastic rule (1648 – 1763), and revolution and nationalism (1776 – 1870). A war, in reality results from a total situation involving ultimately everything that has happened to the human race up to its beginning. According to Nester (2001), traditionally, a state's ultimate sovereign power was the ability and right to wage war. Historian Karl Von Clausewitz (1780 – 1831) considers war merely as an extension of diplomacy by other means and rejected any limit to the violence of battle. War is an act of force and to the application of that force there is no limit. Given the virtual universality of war; can we ever expect violent conflict between or within states to end? Many say no maintaining that war is perfectly natural and are simply a violent means to resolve conflict. Nester (2001:200) argued that;

> *War is a means for achieving an end, a weapon which can be used for good or bad purposes. Some of those purposes for which war has been used have been accepted by humanity as worthwhile ends; indeed, war performs functions which are essential in any society. It has been us to settle disputes, to uphold rights, to remedy wrong. One may say that no more stupid, brutal, wasteful or unfair method cover have been imaged for such purposes, but this does not alter the situation.*

We have become used to speaking of cold war, hot war, limited war, total war, conventional war, unconventional war, guerrilla war, preventive war, political warfare, propaganda war, psychological warfare and civil war which is the focus of this study lead to international wars. Because Civil war occur when one group or class, religion, ethnic, regional and so rebels against a brutal, corrupt, exploitive regime dominated by another group. The rebellion is usually inspired, organized, and justified by an ideology, whether in religion, nationalism, maxims, Leninism, democracy or some other. Rebel and government leaders struggle to win popular support 'heart and mind' by presenting themselves as saviour and other as a vicious enemy. In 1999, the number of internal wars remained unchanged, however, an international war broke out between Ethiopia and Eritrea. The figures in table 1.1 below summarize all the civil and uncivil wars in 1998 armed conflicts in which combat death exceed one thousand (1, 000).

S/N		Region	Number of countries	Number of countries	Number of countries with conflicts	
1.		Africa	50	13	13	36%
2.		Asia	42	13	9	36%
3.		Europe	42	1	1	3%
4.		The America	44	2	2	6%
5.		Middle East	14	7	6	19%
6.		World Totals	192	36	31	100%

Source: Project plough shares, Armed Conflict Report 1999 in Nester 2001:29.

Civil war can become international war when the government or anti governmental forces receive outside help. Civil war's are the most common armed conflicts. Civil wars fell generally into two types' State control wars when rebels try to capture the government and State formation war when they seek independence.

Statement of Problem

More than 85percent of all wars between 1945 and 1976 were civil wars. Most of these were extremely destructive, 10 of the 12 bloodiest war of the last two hundred years were civil wars. There were 161 civil war with over 1, 000 deaths between 1816 and 1988. Since 1950s, many nations in Africa have suffered civil wars and ethnic strife, thus generating a massive number of refugees in many different nationalities and ethnic groups. In 1999 alone, Africa was plagued by 16 armed conflict seven of which were wars with more than 1000 battle-related deaths. In 2000, the situation continued to deteriorate in Africa because renewed heavy fighting's between Eritrea and Ethiopia, the Democratic Republic of Congo (DRC), Liberia, Sierra Leone, Burundi, Angola, Sudan and Uganda. In 2002, wars across the continent claimed million involving women and children. The largest numbers of refugees in 2004 are from Sudan and fled either the long standing and recently concluded Sudanese civil war or the war in Darfur and are located mainly in Chad, Uganda, Ethiopia and Kenya. Civil wars occur mostly in African countries. The problem of the study therefore is to examine civil wars and the development of the African continent. However, the civil wars and the development of the African continent leave us with the following questions.

i.   How does civil war impact African Refugees crisis?
ii.   What is the impact of civil war, on African economic development?
iii.   What is the impact of civil war, on African socio-political development?
iv.   What is the impact of civil war, on African educational development?

Civil War and African Refugees Problem

The history of refugees is as old as mankind. People have found themselves fleeing their homes as a result of persecution, relocating to escape enemy invasions or to avoid natural disasters and its aftermath. Africa, according to Aja (2007), produces the most frightening and destabilizing war outcome scenario in the whole world. While the general trend of armed

conflict in Europe, Asia, the Americans and the Middle East fell during 1989-1999, the 1990s witnessed an unprecedented increase in the number of conflict on the African continent. During this period, 16 United Nations peace keeping missions were sent to African states such as Somalia, Angola, Rwanda, and Sierra Leone. This period witnessed internal and inter State violence at a total of 30 sub-Saharan states. Refugee status under international law is not always extended to persons fleeing their homelands from natural or even manmade disasters. In 2015 the United Nations Refugees Agency reported that wars and persecution are the main reasons behind the refugee's crisis all over the world. According to Brown (2014), many nations in Africa have suffered civil wars and ethnic strife, thus generating a massive number of refugees of many different nationalities and ethnic groups. Refugees in Africa cross into neighbouring countries to find haven, often, Africa countries are simultaneously countries of origin for refugees and countries of asylum for other refuges. During the 2011 Libyan civil war, the total Libyan refugee numbers are estimated a near one million.

According to the Association Press over 14, 000 refugees were expelled from Algeria between August, 2017 and June 2018, who were forced to walk on foot through the Sahara to small town in Nigeria. In the first half of 2017 over 105, 000 refugees and migrant entered Europe through the Mediterranean. According to Garba (2021), as of 2019, 63, 311 refugees from African countries had crossed the Mediterranean towards Europe, and at least 1, 028 refugees had died as a result of drowning. In 2020, the majority of refugees in Africa are in the Horn of Africa and East region, Uganda has the largest number of refugees nearly 1.4 million as of 2020. Sudan and Ethiopia are second and third countries in Africa with more displaced persons. Sudan had one million refugees, while Ethiopia counted around 770,000. Table 1.2 below shows African countries with number refuges, as of 2020.

S/N	Countries	Number of Refugees
1.	Uganda	1, 396, 773
2.	Sudan	1, 058, 771
3.	Ethiopia	770, 755
4.	Democratic Republic of Congo	525, 586
5.	Chad	472, 108
6.	Kenya	443, 336
7.	Cameroon	414, 856
8.	South Sudan	302, 132
9.	Egypt	269, 300
10.	United Republic of Tanzania	239, 745
11.	Niger	225, 741
12.	Rawanda	144, 189
13.	Algeria	97, 384
14.	Mauritania	90, 391
15.	South Africa	78, 391
16.	Burundi	76, 391

17.	Zambia	61, 137
18.	Nigeria	60, 838
19.	Mali	44, 1816
20.	Congo	26, 702
21.	Angola	25, 553
22.	Faso Dijbouti	19, 866
23.	Burkina Faso	19, 838
24.	Somalia	14, 731
25.	Senegal	14, 344
26.	Malawi	14, 318
27.	Ghana	12, 044
28.	Togo	12, 011

Source: Garba, 2021:9

Perhaps the most disturbing aspect of the refugees situation in Africa is he composition number of children and women. According Osita (1984), everyone has the right to seek and to enjoy in other countries, asylum from persecution. Article 12 and 13 of the Universal Declaration of Human Rights 1948 and United Nations Convention on Refugees, there is always a tendency to close door to refugees because there are undoubtedly, many problems for the host communities and the state receiving refugees. Both developed and developing countries fear been warmed by large numbers of people. As pointed out by Brown (2014), women and children refugees face a disproportion threat and violence through migratory journeys and within refugees host communities and camps. Gender based violence include rape and other form of sexual assault, human trafficking and forced sex, often in exchange for passage to host communities by human smugglers.

The fact is that, refugees presence makes demand on national resources, host community security, and to add to it many refugees faces aggression rooted in xenophobia an racism. The recent growth of refugees problem in the African continent has created a global social problem rooted in international politics, economic and host community relations. The African union convention for the protection and assistance of Internally Displaced Persons (IDP) in Africa, also known as the Kampala convention, covers all causes of displacements. The convention is forceful in term of responsibility and goes beyond addressing the roles of the states to Africa union and non-state actors (Daily Independent, 2009). However out of 31 African union member states that have signed the Kampala convention, only 7 member states (Chad, Central African Republic, Gabon, Somalia, Sierra Leone, Uganda and Zambia) have ratified it. According to Africa Union (2011), the convention needs 15 member states ratifications for it to come into force.

Impact of Civil War on Africa on Economy
Africa is one of the world's most resources abundant regions. Despite these huge potentials; the region remains one of the worlds poorest and under developed region with levels of hunger,

famine, malnutrition, disease and illiteracy continuously running high. Interestingly, this sad state of affairs continues without umbrage, reflecting state apparatus. According to Brown (2014), these include persecution secessionist, famine and social civil wars of liberation. Africa's political stability has deteriorated, with 20 percent of sub-Saharan African population affected by civil war today. The Civil War set back on national development in so many African countries. As pointed out by Garba (2014), what constitutes peace and development, when he stated that the questions ever country must ask are;

What has been happening to poverty?

What has been happening to unemployment?

What has been happening to inequality?

If all three questions are solved to high level then beyond doubt, this is a period of development for the country. On the other hand, if one or two of these central problems are not solved and they are growing worsen especially if all three questions are not solved, it would be strange to call the result development even if per-capital income double. The cause civil wars in African countries are particularly linked to poverty, unemployment and inequality. There are many cases where the failure by government to address national grievances has led to civil war. Civil war is undoubtedly the destroyer of economic development on the African continent. The evidence as emphasized by Peter (2015) was we, saw so tragically in Rwanda, Liberia and Sierra Leone, civil war in these countries devastates the lives civilians. The bloody war in the Democratic Republic of Congo (DRC) which has claimed over four million lives and had people displaced across the Great Lake region enable the rebels, neighbouring countries (Burundi, Rwanda and Uganda) and other international players to plunder the natural resources of the Country most especially minerals, and timber. According to Isaac (2017) the loot ability of the country's resource makes civil war a very lucrative business in African region. Indeed, the empirical evidence on the impact of civil wars on Africa economy is now overwhelming that;

- Civil wars in Africa destroys capital, leaving shattered infrastructure in its wake.
- It is a negative shock on economic systems, reduces saving even when the level of these savings are most fragile;
- Civil wars divert portfolios away from domestic investment, and triggers massive capital flight which by the way, relative to GDP is higher in African region then in any other region of the world.
- It also distorts foreign aids and budgets which now increasingly are devoted to emergencies and most fundamental impact of civil wars in Africa.
- It diverts government expenditures away from provision of economic services towards military expenditure.

The reflection on the economic impact of civil war and warfare in African region lead us to a wider appreciation of the inter-linkages between development and peace. In foreign policy analysis, the nature of a nation's economy is vital in determining the projection of power from either position or strength of weakness. As pointed out by Aja (2001), economics measure the wealth and influence of a nation. It is a weapon for extending or receiving economic assistance,

foreign aid, external debt and relief, economic sections or economic warfare. Whether a country is technologically advantaged or disadvantaged is a function of the interplay of politics and economics.

Impact of Civil Wars on African Socio-Political Development

Africa produces the most frightening and destabilizing war outcome scenario in the world. German strategist, Carl Von Clausewitz on war (1833) in Aja (2006) argues that war is not merely a political act, but also a political instrument, by other means. It implies that decision making is involved and by extension, several principles should be kept in mind by civilians and military decision makers. Africa political stability has deteriorated, with 20 present of sub-Sahara African population affected by civil war today. Civil wars in African region have cause set back on socio-political developments in Africa. Sierra Leone, civil war for example not only devastates the lives of civilians, it damages the environment, it weeks havoc on socio-political and health service. The last two decades have been very challenging for Africa in terms of security threats. According to Eselebor (2013) the problems abound in the civil wars in Darfur, Sudan, Liberia, Sierra Leone and Equatorial Guinea. Somalia has no stable government since 1991, thereby paving way for the Horn of Africa to emerge as the den of pirates. Similar challenges manifested in post election crisis in Kenya, Zimbabwe and Cote D' Ivoire North Africa is embroiled in uprising since 2011. There are related unrest going in South East and South Western in Nigeria of secessionists movements and ethno-religious crisis in the country is Northern region. All these crises combined make Africa conflict zone. The security threats posed by each of the problems are as complex as questions arising from the way they have negative impact on African socio-political development. In Africa, despite the centrality of ideology in politics, it has been observed that most political parties in the continent lack ideological underpinning and the political system is dominated by issues related to identity. According to Elisher (2010) hence parties organized non-ethnically are rare or non-existent in these ethnically segmented societies. According to Daily Independent (2006), politicians that lack coherent ideas on how to revamp the economy, enhance socio-political development and promote nation-building tend to augment their intellectual deficiency by evoking sectional and emotional appeals in the quest to acquire political power which tends to exacerbate pulls in polity. Development is a function of politics. This has been underscored by Deutch in Owutui (2012). However, Acheve (1983:4) observed that;

> *political decision also in influence the quality of life,*
> *it security or insecurity its ugliness or beauty.*
> *Hence most studies tend to attribute the cause of poor*
> *Democratic governance and socio-political development*
> *on poor leadership.*

Failure of leadership is a notorious post-independent challenge to African nations. This position has been viewed by proponents of Afro-pessimism. David etal (2017) described the continent as paradox-rich but poor following the effects of civil wars and the insensitivity of the leadership to people – oriented in their policies. The ills of colonialism-wanton economic exploitation by the Mercantilist, political domination and social discrimination were espoused

by the indigenous elites for the purpose of social mobilization within the exploited ranks against colonialism. The prospect of independent proselytized by these nationalist was largely antithetical to post independent realities. The masses were promised a reversal of woes; the restoration of equality and increased political participation; fundamental human rights, improved access to social security, among others. The attainment of independence either through the smoking barrel or through constitutional means was heralded with euphoric symphony that indicated in nirvana. So sooner had this feat been achieved than the grim reality of self rule by nationalist turned rulers who were ethno-religious bigots, inertial space to perpetrate self in power, looted public treasury and cavorted with the former colonialists who literary stepped aside to assume the position of neo-colonialists. Frantz (1965) rightly described the relationship between the colonialist and the African nationalist who were mostly western educated armed with western culture and interested in securing political fiefdoms commensurate with their intellectual status. To these Africans, Frantz captured as the settlers and the natives are old acquaintances. In fact the settler is right when he speaks of knowing them well because their commitment to independence was selfish. An endless conflict in Africa has not only affected development adversely, but compounded a host health, environmental, economic, financial, educational and political development.

Impact of Civil War on African Educational Development

It is a known fact that any state that does not invest in education should forget anything about development, for education is the master key that unlocks the gates of under development. The United Kingdom's Department for International Development Units (2002), Annual Report in Ugwu (2007) and Garba (2019:79) emphasized that;

> *education is the heart of development. The countries which made the greatest progress in reducing poverty in recent decades are those which have combined effective and equitable investment in education with sound economic policies. Education enables people to use and extend their capabilities, develop skills, improve their livelihood and increase their earning potential.*

Africa had been plagued by illiteracy. This explains why intellectual poverty has been a clock in the wheel of the development of post-independence African states. Education is fundamental to African development for reasons. The inability of the African states to provide an enabling environment to promote mass literacy for national development is of great concern. UNESCO (1981) stated that, this problem subsisted because of official corruption, civil war, inadequate budgetary allocations, poor curriculum content, poor motivation for manpower development, and poor supervisory mechanism. Also, as pointed out by Ademola (2012), the rate of illiteracy in the content after independence could be explained to be deliberate attempt by the rulers who themselves were educated and aware of the role education played in the nationalist struggles and attainment of independence, to keep the masses in the dark knowledge is said to govern ignorance. Education literate's individuals are evident in the pre-independence elites participation in political independences of African and so keeping the masses unenlightened will control political participation. It is clear that destroying a nation does not require only the

use of Atomic Bombs or the use of long range missiles but insecurity in the form of banditry, herders/farmers clashes, communal clashes, armed robberies and many other vices are some of the fastest means of destruction of any nation. This has been the bane of Africa even in recent years. Ezekiel-Heart (2021) further noted that lowering the quality of education and allowing cheating in examination is one sure way of killing a nation and this can lead to;

- Patients die at the hands of such doctors.
- Buildings collapse at the hands of such engineers
- Money is lost at the hands of such economists and accountant
- Humanity dies at the hands of such Religious scholars
- Justice is lost at the hands of such judges.

With repeated diagnosis and prescription for allying education in the African continent, education is very sickly. The collapse of education is the collapse of the Nation. The spate of civil wars across the African continent had adversely affected the quest for educational development in the nations of Africa. These civil wars were normally and bequeathed to post independence elite. To Langle (1973), Ethnic nationalities with extensive inter-group relations were pitched against each other in contestation for economic, political and social space. In Nigeria, there was the Ethnic politics, birthed by the regionalization of the country in 1946 into East, North and West with the major ethnic groups Igbo, Hausa, Fulani, and Yoruba superintending respectively. According to Achebe (2012), the counter-coup of July 29, 1966 was a Northern response to the January 15, 1966 coup and the principal victim was then Head of State, General J.T.U Aguyi-Ironsi of the Eastern Region. The massacre of Eastern Nigerians in the North leading to their home ward flight and other factors culminated in the secession of Eastern Nigeria to form the Republic of Biafra and Federal military response led to the 30 months Biafra Nigerian civil war as well. In Rwanda, for instance, the Hutu-Tutse rivalry degenerated into genocide in 1994, the worst in the continent. Tragically in Rwanda, Liberia and Sierra Leone, civil wars not only devastates the lives of civilians, it damages the environment, it wreaks havoc on social health and education sector. The increasing rate of insecurity in Nigeria and the dimension it has taken in recent times has threatened Nigeria's educational sector, Nigeria schools have become a theater of killings and kidnappings of students teachers, lecturers and educational personal including support staff such as drivers, cooks, caretakers, security men, and education supervisors and officials. According to Richard (2020) insecurity has further depended the poor standard of education in Nigeria and has had a negative impact on education. Most time, students and teachers who experience such violent attacks in schools are still experiencing nightmares about the near death situation and distressing moments in their lives because of the incessant attacked by armed men, kidnappers, terrorist and cultist. The impact of such attacks on education is so severe that parent are reluctant to send their children back to school for safety of their wards. Civil wars and insecurity has become a major threat to education in African countries.

As a human right quality education should be available to all children irrespective of their circumstances, unfortunately one in every five of the worlds out of school children is a Nigeria. Even with the free and compulsory primary education about 13.2 million of the country's

children ages 5 – 14 years are out of school and only 61 percent of 6 – 11 years old regularly attend primary school. Some of these 13.2 million children dropped out of school while other may never have been to school. Moreover wealth in equalities in accessing schooling have widened further since 2003. This means that the trend as observed by Lewin and Sabate (2011) from 1990 – 2003 continues in more recent years. According to Ezekiel – Heart (2021), most of the out of school children are in Nigerian Northern states of Adamawa, Borno, Yobe, and recently. Niger, Kaduna and Zamfara where in security erupt in Nigeria. Education record more and more out school children in African countries. The situation in Nigeria looks more bleak now that bandits invade schools and kidnap pupils and students for ransom.

Conclusion

The Study is in agreement with the conflict theory posited by Karl Marx, basically emphasize the inequality of access to material resources by members of a social groups, as a source of war among them. In 2020 the majority of refugees in Africa as a result of civil wars in the continent are in the Horn Africa and East region, Uganda has the largest number of refugees number of refugees nearly 1.4 million as f 2020. Sudan and Ethiopia are second and third countries in Africa with more displaced persons. The study therefore concluded that the causes of civil war in African countries is particularly linked to poverty, unemployment and inequality. Africa's political stability has deteriorated, with 20 percent of sub-Saharan African population affected by civil war today. The reflections of economics impact of civil war and warfare in African region lead us to a wider appreciation of the inter linkages between development and peace. Failed leadership is a notorious post-independent challenge to Africa nations. It is a known fact that any State that does not invest in education should forget anything about development, for education is the master key that unlocks the gates under-development. Tragically in Rwanda, Liberia, and Sierra Leon civil war not only devastates the lives of civilians, it damages the environment, it wreaks havoc on social health and educational services. The 55 African Union (AU) member states have signed the Kampala convention, however only 7 member states (Central Africa Republic, Chad, Gabon, Somalia, Sierra Leone, Zambia) that domesticates it. The convention need 15 member states ratification for it to come in force in African countries.

Recommendations

Based on the findings of this paper, the following recommendations are made:

1. Permanent solution for peace in African continent will requires a series of domestic reforms in African countries as well as reduction of inequality and creation of international institution to regulate inter-state conflict, protection of human rights in African region.

2. Domestication of Kampala convention in all African countries and it enforcement.

3. Donors and national resource managers should invest more in peace process in African regions.

4. Peace building and conflict prevention efforts should be guided by more equitable development.

5. The United Nations should be reinvigorated to play an even more effective role in peace building in Africa.

6. Growth must be coupled with policies that deliberately attack poverty and promotion education, health and social safety nets.
7. Facilitating the sharing of experiences in post – conflict peace building with particular or emphasis on economic rehabilitation, reconstruction and development.
8. Addressing and supporting regional and sub-regional dimension of post-conflict rehabilitation, reconstruction and development activities that will also provide an entire point for our bilateral and multilateral partnership whose programmes tend to be country focused, so they can contribute to sub-regional rehabilitation and reconstruction programmes.
9. Identifying national and regional, and global expertise on the African continent on who could participate in post-conflict peace-building and development activities in a country or sub-region emerging out civil wars in the African continent.

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ACADEMIC STRESS COPING STRATEGIES AMONG REPEAT AND/OR CARRY-OVER STUDENTS IN NIGER DELTA UNIVERSITY, BAYELSA STATE

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Abstract

The study investigated academic coping strategies among repeat and/or carry-over students in Niger Delta University, Bayelsa State, Nigeria. Three research questions and three null hypotheses guided the study. Descriptive survey research design was adopted for the study. The target population for the study comprised 55 agricultural education students that were repeating and/or carrying over courses they had previously failed or dropped in 2016/2017 academic session in the Department of Vocational and Technology Education, Faculty of Education, Niger Delta University, Bayelsa State. The entire population of 55 respondents were used for the study because of the manageable size hence there was no sample. The instrument for data collection was a structured 58-item close ended questionnaire. The data collected were analyzed using mean scores while t-test statistic was used for testing the null hypothesis at 0.05 level of significance. The study found 20 sources of academic stress and 22 measures for mitigating the effect of academic stress among repeat and/or carry-over students in the study area. There was no significant difference in the mean ratings of male and female students on the measures for mitigating academic stress among repeat and/or carry-over students. Based on these findings the study recommends among others, that lecturers should guide students to register moderate number of courses per academic session.

Keywords: Academic, Stress, Coping, Strategies, Repeat, Carry-over.

Introduction

The broad objective of education is to provide children with the knowledge, skills and attitude required to develop themselves for their full and active participation in the society as well as the development of the country. The National Policy on Education (F.G.N, 2004) has been described as the government way of achieving its national objectives by using education as the best instrument to achieve the expectations of her people. However, the decisions concerning the use and delivery of education are guided by the principles recognizing the rights of individuals to education regardless of sex, language, religion, social-economic background, ethnicity and parents' level of education (Nigerian Constitution, 1999). The National Policy on Education acknowledges the need for the complete development of persons by ensuring that the content and processes are morally acceptable. The acceptable culture are transmitted from one generation to the other through school.

The primary school prepares the pupil for the secondary education while the secondary school in turn prepares the student for the tertiary institutions including university. A university is a

centre for high skilled manpower development (Gladys & Joseph, 2013), on entry into the university for a degree programme, students are expected to complete the training programmes within the stipulated time frame of four to five years depending on the mode of entry and faculty requirements. This could be either through the University Matriculation Examination (UME), conducted by Joint Admission and Matriculation Board (JAMB) together with the newly introduced Post University Matriculation Examination (PUME) done by respective universities for those with the ordinary level certificate, or the Direct Entry. However, it has been observed that not all the students began and finished the degree programme at the same time. Purna and Gowthami (2015), corroborated that while some students commenced and graduated within the stipulated time frame others never finished or stayed longer than the recommended period and so failed to complete the programme on schedule because of repeat/carry-over course(s).

Repeating or (carrying—over) of courses according to Edem (2015_ is not a new phenomenon in educational institutions within and across nations. The concept of repeat is operationally used in this study to describe the process of writing a course again to attain a pass on the course which the student had previously failed whereas carry-over is writing a course that was dropped previously. Students who failed and repeat course(s) are indeed, the hardest hit of the adverse impacts of stress on their academic achievements.

Stress is a part of everyday living which is experienced by all living human beings. Some people view stress as the force or pressure on individuals. Others see it as the individual's response to the force or pressure, yet some persons perceived it as an imbalance between an individuals' resources and environmental demands. Stress is a hyper-reactive behaviour or response to particular stimuli (Cooper, 2010) it is difficult to determine stress because there is no absolute means of measuring it. What makes one person anxious and tense may be a source of pleasure to another person (Ngoka, 2000). Stress, according to Adego (2003) is the non-specific responses of an organism to any demand made on it. Lazarus in Ojukwu (2004) explained that stress occurs when there are demands on a person which tax or exceed his adaptive resources. However, to Melegosa (2001) stress is a combination of physiological and psychological reactions of the body when subjected to heavy demands.

It can be deduced from the foregoing therefore that stress is an adaptative response of the individual as a result of pressure and not the pressure itself. It is a body condition which results when a student faces a threatening academic situation. When stress occurs there is a change in the body equilibrium which it strives to restore (Ime, 2012). Marwan (2013) opined that stress involves a dynamic interaction between the students and the school environment. Depending on the effect of the external factor, it could be negative or positive. Thus, stress may be seen as a process in which academic environmental events or forces, called stressors threaten students' existence and well -being and the nature of the student's response to threat. Apparently, it is a force that creates physical and physiological straining students that culminates into student's low academic achievement.

Students in the Department of Vocational Technology Education, Niger Delta University are expected to complete the training programme within the stipulated time frame of four yeas like

their counterpart in other departments. However, it has been observed that not all the students who began at the same time finished the degree programme at the same time. While some commenced and graduated within the stipulated time frame, others never finished or stayed longer than the recommended period and so failed to complete the programme on schedule because of repeat or carry-over courses.

Investigations revealed that repeat or carry-over students in the Department often times appear nervous, worried, tensed, depressed, moody, frustrated, lonely and above all; made poor results (grades) in their respective examinations. The aforementioned physical, physiological and psychological reactions are clear symptoms and consequences of stress. It becomes imperative therefore, to identify the causes and determine the strategies that could be employed to mitigate the effects of academic stress among repeat or carry-over students in the study area.
Specifically, the study sought to:
1. examine the sources of academic stress among repeat and/or carry-over students;
2. identify the symptoms of academic stress among repeat and/or carry-over students and
3. Determine the strategies for mitigating academic stress among repeat and/or carry-over students.

Research Questions
The following research questions guided the study.
1. What are the sources of academic stress among repeat and/or carry-over students?
2. What are the symptoms of academic stress among repeat and/or carry-over students?
3. What are the strategies for mitigating academic stress among repeat and/or carry-over students?

Hypotheses
The following null hypotheses were formulated and tested at 0.05 level of significance.
HO_1: There is no significance difference between the mean ratings of male and female students on the sources of academic stress among repeat and/or carry-over students.
HO_2: There is no significance difference between the mean ratings of male and female students on the symptoms of academic stress among repeat and/or carry-over students.
HO_3: There is no significance difference between the mean ratings of male and female students on the strategies of mitigating academic stress among repeat and/or carry-over students.

Methodology
The study was carried out in Niger Delta University, Bayelsa State, Nigeria. The study adopted descriptive survey research design. The target population for the study comprised all the agricultural education students that were repeating and/or carrying-over courses they had previously failed or dropped. In 2020/2021 academic session, there were sum total of 55 repeat/carry-over students which were spread across the four (4) different levels in the Department of Vocational and Technology Education. This total number of 55 respondents constituted the target population for the study and the entire population was used for the study because of the manageable size hence there was no sample.

The instrument for data collection was a 72-item questionnaire, structured on a 4-point response option of Strongly Agreed, Agreed, Disagreed, Strongly Disagreed, with corresponding numerical values of 4,3,2 and 1 respectively.

The instrument was face-validated by three experts. For purpose of determining the internal consistency of the instrument, Cronbach Alpha procedure was used, which yielded a reliability coefficient of 0.83. To ensure quality data collection, four (4) trained research assistants joined the researcher, totaling five (5) enumerators to obtain data from the respondents in each of the four levels viz: year one, year two, year three and year four respectively.

A total of 55 copies of the questionnaire were administered to the respondents and all the 55 copies were completely filled and retrieved, which were used for the analysis, representing 100% rate of return.

The collected data were analyzed, using weighted mean for answering the research questions while the t-test statistic was used for testing the null hypotheses at 0.05 level of significance.

In taking decision on the research questions a cut-off point value of 2.50 on the 4-point rating scale was used to interpret the result as Agreed or Disagreed. This implied that any stress item with a mean value of 2.50 to 4.49 was considered as Agreed while any item with a value of 0.5 to 2.49 was regarded as Disagreed. Also, any item with a standard deviation between 0.00 and 1.96 indicated that the respondents were not far from the mean and the opinion of one another, in which case, the item was adjudged valid.

The hypothesis of no significant difference was accepted for stress items whose p-values were greater than 0.05 level of significance at 53 degrees of freedom. In contrast, the hypothesis of no significant difference was rejected for stress items whose p-values were less than 0.05 level of significance at 53 degrees of freedom.

Results

The results for the study were obtained based on the research questions answered and hypotheses tested.

Research Question 1

What are the sources of academic stress among repeat and/or carry-over students? The data for answering research question 1 are presented in table 1 below:

Table 1: Mean ratings and t-test Analysis of the responses of male and female students on the sources of academic stress among repeat and/or carry-over students.

Item No.	Sources of Stress	Boys		Girls			
		$\overline{X_1}$	SD_1	$\overline{X_2}$	SD_2	t-cal	Remarks
1.	Missing lectures.	4.23	0.73	4.20	0.62	0.15	NS
2.	Course overload.	4.14	0.13	3.85	0.59	1.53	NS
3.	Financial constraints.	3.94	0.73	4.00	0.79	-0.27	NS
4.	Poor co-operative work study arrangement.	4.14	0.77	4.30	0.73	-0.74	NS
5.	Over engagement in extra-curricular activities.	4.26	0.70	4.20	0.62	0.30	NS
6.	Accumulation of undone assignments.	3.97	0.79	3.80	0.62	0.84	NS
7.	Ambiguous assignment or task that is difficult for students.	4.09	0.83	4.00	0.92	0.73	NS
8.	Calculation/Mathematical courses.	4.23	0.73	4.40	0.68	-0.86	NS
9.	Non inclusion of student representatives by school authority in decision making process.	4.06	0.68	4.15	0.67	-0.49	NS
10.	Death of parent, guardian and loved ones.	4.43	0.65	4.30	0.74	0.67	NS
11.	Lack of infrastructural facilities.	3.71	1.18	3.90	0.72	-0.64	NS
12.	Poor learning conditions	4.14	0.65	4.20	0.70	-0.31	NS
13.	Poor eating and sleeping habits	3.71	1.02	3.75	1.16	-0.12	NS
14.	Racial, caste and religious conflicts amongst students	3.91	0.94	4.20	0.89	-1.00	NS

15.	Noise pollution	3.86	1.31	4.15	0.88	-0.89	NS
16.	Poor relationship with fellow students and staff.	4.43	0.65	4.25	0.72	0.91	NS
17.	Interpersonal and intergroup conflict.	4.20	0.68	4.15	0.67	0.26	NS
18.	Parental pressure	4.09	0.74	4.00	0.73	0.42	NS
19.	Sudden change in career.	4.11	0.72	4.15	0.59	-0.19	NS
20.	Low self-concept.	3.94	0.87	4.05	0.60	-0.49	NS

Key: $\bar{X}$ = Mean; SD = Standard Deviation; t-cal = Calculated t-value; t-tab = Tabulated t-value; DF = Degree of Freedom 53; NS = Not Significant; S= Significant

Data presented in Table 1 showed that all the twenty (20) items had their mean ($\bar{X}$) values ranged from 3.71 to 4.43 and were all above the bench mark of 2.50. Therefore, they are interpreted as agreed. This implied that all the respondents agreed that the 20 Statements were sources of academic stress among repeat and/or carry-over students. The standard deviation values ranged between 0.65 to 1.02 which were below 1.96, indicating that the respondents were not too far from one another in their responses; meaning that the Statements were valid. Table 1 shows further that all the 20 causes of academic stress had their calculated t-values ranged between -0.12 and 0.91 which were less than the tabulated t-value of 1.96 with 53 degrees of freedom at 0.05 level of significance. This implied that there was no significant difference in the mean ratings of male and female agricultural education students on the sources of academic stress among repeat and/or carry-over students. Therefore, the postulated null hypothesis of no significant difference was upheld for all the items.

Research Question 2

What are the symptoms of academic stress among repeat and/or carry-over students?

Table 2: Mean ratings and t-test Analysis of the responses of male and female agricultural education students on the symptoms of academic stress among repeat and/or carry-over students.

Item No.	Symptoms of academic Stress	Boys		Girls			
		$\overline{X_1}$	SD_1	$\overline{X_2}$	SD_2	t-cal	Remarks
1.	Migraine headache and body pain.	3.71	1.02	3.75	1.16	-0.12	NS
2.	Loss of appetite and emaciation.	3.94	0.94	4.20	0.89	-1.00	NS
3.	Stomach upset, constipation and diarrhea.	3.86	1.31	4.15	0.88	-0.89	NS
4.	Sleeplessness and fatigue.	4.43	0.65	4.25	0.72	0.94	NS
5.	High blood pressure.	4.20	0.68	4.25	0.67	0.26	NS
6.	Tension, irregular heartbeat and breathing.	4.09	0.74	4.00	0.73	0.42	NS
7.	Suppression of immune system.	4.11	0.74	4.00	0.73	0.42	NS
8.	Female reproductive disorder	4.11	0.72	4.15	0.59	-0.19	NS
9.	Nervousness, anxiety and phobia.	3.94	0.87	4.05	0.60	-0.49	NS
10.	Frustration, depression, irritability and moodiness						
11.	Lack of concentration and short memory during learning.	4.43	0.65	4.30	0.73	0.67	NS
12.	Uncontrolled feelings and over-reactions.	4.14	0.65	4.30	0.73	0.67	NS
13.	Prolonged arguments with colleagues.	4.23	0.73	4.40	0.68	-0.86	NS
14.	Conflicts with students and staff.	4.13	0.67	3.98	0.78	0.72	NS
15.	Non-participants in extra-curricular activities	4.13	0.67	4.05	0.73	0.40	NS
16.	Exhibition of domestic violence	4.38	0.68	4.16	0.66	1.18	NS

Key: $\bar{X}$ = Mean; SD = Standard Deviation; t-cal = Calculated t-value; t-tab = Tabulated t-value; DF = Degree of Freedom 53; NS = Not Significant; S= Significant

Data presented in Table 2 shows that all sixteen (16) items had their mean ($\bar{X}$) values ranged from 3.71 to 4.43 and were all above the cut-off point of 2.50. They are thus, interpreted as agreed. This implied that all the respondents agreed that the 16 Statements were symptoms of academic stress among repeat and/or carry-over students. The standard deviation values ranged between 1.02 and 0.65, which were below 1.96, indicating that the respondents were close to one another in their responses; meaning that the items were valid.

Table 2 further revealed that all the 16 Statements had their calculated t-values ranged from -0.12 and 0.94 which were less than the tabulated t-value of 1.96 with 53 degrees of freedom at 0.05 level of significance. This implied that there was no significant difference in the mean ratings of male and female agricultural education students on the effects of stress on repeat and/or carry-over students. Thus, the postulated null hypothesis of no significant difference was accepted for all the 16 items.

Research Question 3

What at are the strategies for mitigating academic stress among repeat and/or carry-over students?

Table 3: Mean ratings and t-test Analysis of the responses of male and female agricultural education students on the strategies for mitigating the effects of academic stress among repeat and/or carry-over students.

Item No.	Stress Mitigative Measures	Boys		Girls			
		$\overline{X_1}$	SD_1	$\overline{X_2}$	SD_2	t-cal	Remarks
1.	Regular and timely lecture attendance.	4.43	0.65	4.25	0.72	0.94	NS
2.	Mounting adequate number of courses in relation to students' level.	3.71	1.02	3.75	1.16	-0.12	NS
3.	Saving stipend during vacations and prudent management of resources based on budgetary provision.	4.20	0.68	4.25	0.67	0.26	NS
4.	Good arrangement of co-operative work study programme and strict adherence.	3.94	0.94	4.20	0.89	-1.00	NS
5.	Regular physical exercise.	4.11	0.74	4.00	0.73	0.42	NS
6.	Prompt accomplishment of academic assignment.	4.09	0.74	4.00	0.73	0.42	NS
7.	Timely clarification of perceived difficult assignment.	3.86	1.31	4.15	0.88	-0.89	NS
8.	Engaging in mathematical extra-mural classes.	3.94	0.87	4.05	0.60	-0.49	NS
9.	Involvement of students' representative in senate meetings on issues that affects the students.	4.23	0.73	4.20	0.62	0.15	NS
10.	Organization of prayer meetings and fasting session.	3.86	1.31	4.15	0.88	-0.89	NS
11.	Provision of an enabling academic environment by government.	4.14	0.13	3.85	0.59	1.53	NS
12.	Eating healthy balanced diet	4.26	0.70	4.20	0.62	0.30	NS

13.	Eschew drinking alcohol and cigarette smoking.	4.09	0.85	4.00	0.92	0.73	NS
14.	Maintaining sufficient (at least 7 hours) sleep and relaxation.	4.06	0.68	4.15	0.67	-0.49	NS
15.	Engaging in healthy relationship with reliable students.	3.91	0.94	4.20	0.89	-1.00	NS
16.	Promoting cordial relationship between fellow students and staff.	3.71	1.02	3.75	1.16	-0.12	NS
17.	Avoiding confrontations and conflicts.	4.20	0.68	4.15	0.67	0.26	NS
18.	Engaging fresh students in orientation programme.	3.97	0.79	3.80	0.62	0.84	NS
19.	Intensification of the services of guidance counsellor in students' career choice.	4.11	0.72	4.15	0.59	-019	NS
20.	Good management of self-study time table based on priority and convenience.	3.94	0.87	4.05	0.60	-0.49	NS
21	Making career choice based on interest, aptitude and capability.	4.20	0.68	4.15	0.67	0.26	NS
22.	Provision and effective management of infrastructural facilities.	4.14	0.77	4.30	0.73	-0.74	NS

Key: $\overline{X}$ = Mean; SD = Standard Deviation; t-cal = Calculated t-value; t-tab = Tabulated t-value; DF = Degree of Freedom 53; NS = Not Significant; S= Significant

Data presented in Table 3 indicated that all the twenty-two (22) items had their mean ($\overline{X}$) values ranged from 3.71 to 4.43 and were all above the criterion level of 2.50. Hence, they are interpreted as agreed. This implied that all the respondents agreed that the 22 Statements are measures for mitigating the effects of academic stress among repeat and/or carry-over students. The standard deviation values ranged between 1.02 and 0.65, which were below 1.96, indicating that the respondents were close to one another in their responses; an index that the items were valid.

Table 3 further revealed that all the twenty-two (22) items had their calculated t-values ranged from -0.12 and 0.94 which were less than the tabulated t-value of 1.96 with 53 degrees of freedom at 0.05 level of significance. This implies that there was no significant difference in the mean ratings of male and female students on the strategies for mitigating the effects of stress on repeat and/or carry-over students. Hence, the postulated null hypothesis of no significant difference was accepted for all the 22 items.

Discussion

The findings of the study in table 1 revealed that all the twenty (20) Statements were sources of academic stress among repeat and/or carry-over students. The finding of this study is in line with the report of Gladys and Joseph (2013) who indicted course overload, ambiguous assignment, parental death, financial constraint, missing lectures and accumulation of assignments as being responsible for academic stress among repeat and carry-over students. Hence, Purne and Growthanmi (2015) lamented that so long as course are being repeated or carried over by students, there is bound to be stress among such students.

The findings of the study in table 2 shows that repeat and/or carry-over students oftentimes appear nervous, worrisome, tensed, depressed, moody, frustrated, sickly and lonely. The findings of this study in table 2 corroborate the works of Edom, Eli; Lydia, and Newell (2015) and Narassapa (2013) who in their separate studies identified moodiness, nervousness, depression, frustration, hypertension, isolation, high blood pressure, domestic violence, migraine headache, sleeplessness and myopic reasoning as symptoms of stress.

Ojukwu (2004) however, averred that there was significance difference between the mean ratings of male and female students on the symptoms of academic stress among repeat and/or carry-over students because female students are more prone to stress condition which affects both their psychology and physiology adversely. It was on this premise that Southerland and Cooper (2012) advised teachers/lecturers to be proactive and gender sensitive in the adoption of appropriate stress mitigative measures.

The study therefore, found twenty-two measures for mitigating the effects of academic stress among repeat and/or carry-over students as contained in table 3.

The findings of this study are in agreement with the evidence given by Oboegbulem (2002) that regular lecture attendance, prompt accomplishment of academic assignment, sufficient relaxation, eating healthy balanced diet through intensification of guidance and counselling services an apt career choice would mitigate the effects of stress among repeat and/or carry-over students.

Conclusion

In tertiary institutions of learning, repeat and/or carry-over students oftentimes appear worrisome, nervous, tensed, depressed, moody, frustrated and above all, records poor results in their examinations. The study thus identified twenty (20) sources of academic stress, and 22 measures for mitigating the effects of academic stress among repeat and/or carry-over students. Therefore, if the findings of this study are developed into training manual and packaged for students, lecturers and stakeholders in the educational sector, it will enhance the quality and standard of students' academic achievement in institutions of higher learning in the country.

Recommendations

Based on its findings and conclusion, the study recommends that:
1. Lecturers should give students to register moderate number of courses per session.
2. Marks or scores should be awarded to class attendance.

3. Lecturers should monitor students to engage in games and sporting exercise every Wednesday.
4. Students should observe sufficient rest (at least 7 hours at night).

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