RELATIONSHIP BETWEEN TEACHERS’ EXPERIENCE, QUALIFICATION, PROFESSIONALISM AND THEIR STUDENTS’ PERFORMANCE IN INTEGRATED SCIENCE IN EGOR LOCAL GOVERNMENT AREA OF EDO STATE.

IYEKEKPOLOR MOSES NOROHO SA
Farm project Department, University of Benin, Edo State, Nigeria

ABSTRACT

This study examined the relationship between teachers’ professionalism, qualifications, experience and students’ academic performance in integrated science. The study was limited to (public school only) in Egor local government area of Edo state. The sample was selected by using stratified random sampling methods from a total of 13 public schools in Egor local government of Edo state. The students result in the previous session of the teachers were also collected. A questionnaire was developed to collect basic information about the teachers’ academic qualification, experience and professionalism. These data were analyzed using simple percentage. It was found that the performance of student in integrated science who were taught by teachers with over five years of teaching experience and had B.Ed. in integrated science was over 60% better than those students who were taught by teachers with low academic qualification.

Introduction:

Educational system at every level depends heavily on teachers for the execution of its programmes. Teachers are highly essential for successful operations of educational development. Without teachers, educational facilities cannot be expanded and the successful operations of the educational system depends on the quality and quantity of teachers input into the system. Politicians and policy makers at all levels may institute vast new legislated reforms, but without the understanding support and inputs of teachers, they will end up in the same dead end as such past reforms (Meier, 1992).
less than 5 years of teaching experience and less than 50% involvement in professional developmental activities.

**Keywords:** Teacher’s Experience, Qualification, Professionalism, Integrated Science, Egor Local Government Area of Edo State.

The teachers interpret the aim and goals of education and educate the student in accordance with them. No wonder (Darling-Hammond, 2000) asserts that the state interested in improving student academics performance should look at preparation, qualification, experience and professionalism of teachers they hire into the profession. In light of the above (Adeniji, 1999) argued that one of the things that bother him most as an individual is that expectation of teachers’ effectiveness by the general society is high while the incentive likely to generate teachers’ interest have been visually absent. It should be noted that this have adverse effects on the quality of teachers’ instruction which consequently reflects in the student academic performance. Whether educational standard has fallen or not, it is imperative that teachers at various level of education are committed to their jobs so as to put in their best in the attainment of educational goals. The quality output depends on the quality and input. So the success and quality of any educational system depends on the quality and quantity as well as the level of commitment of its teachers.

The single biggest factor affecting academic growth of any population of youngsters is the effectiveness of individual classroom teacher. The teacher effect on academic growth dwarfs and nearly render trivial all the factors that people has historically worried about (Ajayi 1996). Buttressing the above claim reported that classroom teacher is one of the chief determinant of educational achievement whose academic qualifications, professional training and work experience are the most significant determinant of student academic performance. Similarly, teachers at all levels of education play the deserve role in pivoting the growth and the direction of education. It is an acceptable fact that teacher is the most
important cog in the education machine and that teachers are highly instrumental to the progress of any educational programme embarked upon by any government. This is because apart from being at the implementation level of any educational policy, the realization of these programmes also depends on teachers’ professionalism, experience and commitment to their work.

Statement of Problem
The present study aims in finding out the relationship between teachers’ professionalism, qualification, experience and students’ academic performance in integrated science and hence seek to find solution to the following problems:
1. Is there any relationship between teacher’s professionalism, qualification, experience and students’ academic performance in integrated science?
2. What effect does teachers professionalism, experience, qualification have on students’ academic performance in integrated science?

Purpose of the Study
This study examines the relationship between teachers’ professionalism, qualification, experience and students’ academic performance in integrated science.

i. To find out the relationship between teachers’ professionalism and academic performance of integrated science students.
ii. To examine the direct relationship between teachers’ qualification and the academic performance of integrated science students.
iii. To examine the direct relationship between teachers’ work experience and students’ academic performance in integrated science.

Research Questions
This study is guided by the following specific hypothesis:
i. Is there a direct relationship between teachers’ professionalism and academic performance of students in integrated science?
ii. Is there a direct relationship between teachers’ qualification and academic performance of integrated science students?
iii. Is there a direct relationship between teachers’ work experience and the academic performance of students in integrated science?

**Significant of Study**
This study is significant because the outcome of the present study will hopefully be of great help to school administrators, teachers and the society as a whole. It can be used to make useful recommendations for the improvement of secondary school students performance in integrated science. It can also be used as a guide by government and ministry of education for the appointment of teachers into secondary schools.

**Limitation of Study**
Due to the large population of secondary school teachers we have in Nigeria, the researcher limited his survey to some selected secondary school in Egor local government area of Edo state and the analysis of the findings was based on the result that the researcher used.

**LITERATION REVIEW**
Effective teaching is necessary for effective learning. An effective teaching can only be done by qualified professionals and experience teachers according to (Perrot, 1982). Effective teaching is a mode that produce inquiry consideration and seeking out of the correct or incorrect result and the ability in teaching. It is just like plugging in the field for the sake of good crops. Mode of effective teaching is a function of a large number of variable standards of teaching, what you like to teach, what do you want your student to learn, how much time is available and what is the frame of teaching? These entire variables are highly influenced by the professionalism, qualifications and years of experience of teachers.
Definition of Integrated Science and Importance
Integrated science is the study of biology, anatomy, chemistry, earth/solar system, ecology genetics and physics. These topics are integrated showing how all things work together to sustain life. Integrated science is a revolutionary introductory science curriculum developed at perception and is usually taught in high schools. It is science that is a combination of all types of science such as earth physics. Integrated science opens a world of possibilities and expands choices. No matter how the world of possibilities in the 21st century may look, integrated science will always be at the centre of science and at the heart of life. A training in science develops the skill needed for a wide range of careers (Integrated science curriculum, 2019). Career in integrated science are everywhere; from research in space to the depth of the world oceans, are involve in collecting valuable information. This means that the knowledge of integrated science gives a greater understanding of the world we live in and it could lead to a career which is exciting and enjoyable with lots of varieties and opportunities.

Definition of Performance
The advance Learners Dictionary defines performance as how well or badly something works. (Habiba, 2004) defines performance as the act of performing or doing something successfully using knowledge as distinguished from merely possessing it. He further went on say that it is the process or manner of functioning or operation any recognized accomplishment. (Hence, 2000) defines performance as the act of executing achievement or accomplishment, presentation of any action and as the process of undertaking a study. He further said that performance is a recognized accomplishment. Sail, 2005 defines performance as the act of performing or doing some this that its knowledge is acquired through series of learning experience. He further said that it is the process of displaying learning experience to show how well or how poorly a subject is learned.
Teachers' Qualification and Students Academic Performance

The advance Learners Dictionary defines qualification as the skill or type of experience that you need for a particular job or activity according to (Irans, 1999). A qualified teacher is a teacher who has undergone training from the faculty of education and was certified as a teacher after the training. Mohanty, 1995 on the importance of teachers training opined that the school could not succeed without trained teachers. The qualification of a teacher plays an important role in teaching; but professional education or training is more important in teaching because a trained teacher can teach better than an untrained teacher. Generally, it has been reported that trained teachers know well how to teach effectively. In many countries, teacher’s qualification that are considered to be related to student learning and have become target of education reform. However, the nature of this reforms is under debate. Some perceive the main problem to be low academic and cognitive level of those who go into teaching profession and call for policies aimed at attracting more capable candidate through shorter, less regulated alternative routes (Igwebuike et al, 1993). It also involves creating an enriching environment for the learner to carryout inquiry or creative activities that will generate meaningful learning.

With regards to the effect of teachers' professional development on students learning, a number studies have reported that the more professional knowledge teacher has increases the level of student achievement. Omonaka, et al, 1997 offer an evidence to support the fact that professional development plays an important role in changing teachers’ teaching method and that these changes have a positive impact on students’ learning. There is a powerful evidence that experienced teachers pedagogical content knowledge can be affected by professional developmental programmes and that such changes are associated with changes in the classroom.

Teachers Experience and Student Academic Performance

Some studies have established that inexperienced teachers (those with less than three years of teaching experience) are typically less effective than the
more experienced teachers (those with higher years of teaching experience). The result of this present study is in support of the findings of above stated studies. Also (Childililue, 1996) agrees with the result of the present study when he reported that teacher’s experience predicts scholar academic achievement. Contrarily, very well prepared beginning teacher can highly be effective. The manner in which teachers are trained and the programme they undergo means a lot.

The relationship between teachers’ experience and students’ achievement is difficult to interpret because this is highly affected by market condition. The importance of experienced teachers in schools has been highlighted by many researchers (Sanders, 1999; Single, 1990). Researchers have also given different opinions about teaching experience and student fearing outcome in school. Their argument centred on the fact that experience improves teaching skills while pupils learn better at the hands of teachers who have taught than continuously over a period of years (Tania, 2004). In investigating possible difference in teaching strategies (Schuler, 2008) grouped teaching into three levels (3-6-10 and more than 10 years). His findings revealed that experienced teacher’s perception of theirs could be measured by the level of a teacher subject matter competencies which (Ahmad, 2011) regarded as a prime predictor of students learning.

Teachers Professionalism and Students Academic Performance

The advance Learner’s dictionary defined professionalism as the high standard that you expect from a person who is well trained in a particular job. More especially, profession refers to an oral vocation especially one that involves some branches of indebt learning or science. Such learning or education could cut across different but related discipline (Aggarwal, 1997).

Professional qualification is otherwise called teaching knowledge (Darling-Hammond, 2000). It shows whether the teacher is professionally trained or not, which could be revealed through the certificate a teacher possesses or the type of preparation. In order to get from where we are now to where we need to be educationally, teachers with high qualification/certificate
should always be appointed into secondary school so as to improve student academic performance to also become professionals (Akinyemi et al, 2017).

METHOD OF STUDY
In order to relate the performance of students with qualification, professionalism and the experience of teachers; a questionnaire for integrated science teacher was constructed. The questionnaire was administered to only integrated science teachers of the schools. Their responses were collected including their students’ academic performance in integrated science.

Population of Study
There are 13 public schools in Egor local government area of Edo state. However, the researcher randomly visited nine schools.

Sampling Techniques
This project was based on stratified random sampling techniques in selection of the schools and teachers that the questionnaires were administered to.

Instrument for Data Collection
A self-report questionnaire for only integrated science teachers was used. The questionnaire was constructed to elicit detailed information from the teachers that is relevant to this study.

Method for Data Collection
The questionnaires were distributed by the researcher to integrated science teachers in the nine secondary schools that was randomly selected by the researcher. The questionnaires were collected by the researcher and thereafter the results of student of each of the participating teachers was also collected.
Method of Data Analysis
The Hypothesis highlighted above were tested using percentage based on the findings from the questionnaires that was distributed to the integrated science teachers.

Validation of the Instrument
Two principles were selected to review the list of problems that are likely to affect the research instrument to ensure that it measures and make necessary modifications and approval. The purpose of this was to determine the suitability and comprehensiveness of the composite list of problem on the questionnaires so that the teachers can indicate their experience, professional qualifications and how it affects their students’ academic performance in integrated science.

Reliability of Instrument
The instrument was administered on 27 teachers from 9 randomly selected secondary schools in Egor local government area of Edo state. The result of the test item for each respondent was then analysed. The questionnaire was administered again to the same teachers. The reliability of the test was obtained by computing the correlation coefficient for the two set of scores.

PRESENTATION AND ANALYSIS OF RESULT
Data analysis for this study was done with reference to the research question and hypothesis already formulated.

Data Analysis
Research Question One:
Is there a direct relationship between teachers’ professionalism and performance of integrated science students? In order to answer this question, the respondents scores were analysed and the summary is presented in percentage in table 1.
Table 1: Teachers' involvement in professional development and relation to their students' academic performance.

<table>
<thead>
<tr>
<th>Teachers</th>
<th>% of Students who scored above average</th>
<th>% of Students who scored below average</th>
<th>% involvement in professional developmental activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>70</td>
<td>30</td>
<td>80</td>
</tr>
<tr>
<td>B</td>
<td>59</td>
<td>41</td>
<td>66.7</td>
</tr>
<tr>
<td>C</td>
<td>57</td>
<td>43</td>
<td>66.7</td>
</tr>
<tr>
<td>D</td>
<td>53</td>
<td>47</td>
<td>60</td>
</tr>
<tr>
<td>E</td>
<td>51</td>
<td>49</td>
<td>53.3</td>
</tr>
<tr>
<td>F</td>
<td>65</td>
<td>35</td>
<td>80</td>
</tr>
<tr>
<td>G</td>
<td>48</td>
<td>52</td>
<td>46.7</td>
</tr>
<tr>
<td>H</td>
<td>50</td>
<td>50</td>
<td>53.3</td>
</tr>
<tr>
<td>I</td>
<td>60</td>
<td>40</td>
<td>73.3</td>
</tr>
</tbody>
</table>

From the above, teacher “A” who have 80% involvement in professional developmental activities have the highest number of integrated science student who scored above average while teacher “G” who have 46.7% involvement in professional developmental activities have the lowest number of integrated science students who scored above average.

Research question two:
Is there a direct relationship between teachers’ qualifications and the academic performance of the integrated science students? In order to answer this question, the respondent scores were analysed and the summary is presented in table 2.

Table 2: Teachers' Qualification and Student Academic Performance

<table>
<thead>
<tr>
<th>Name of teacher</th>
<th>Qualification and subject</th>
<th>% of Students who scored above average</th>
<th>% of Students who scored below average</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B.Sc integrated science and P.D.G.Education</td>
<td>70</td>
<td>30</td>
</tr>
<tr>
<td>B</td>
<td>B.Ed integrated science</td>
<td>50</td>
<td>41</td>
</tr>
<tr>
<td>C</td>
<td>NCE integrated science</td>
<td>57</td>
<td>43</td>
</tr>
<tr>
<td>D</td>
<td>B.Ed biology education</td>
<td>53</td>
<td>47</td>
</tr>
<tr>
<td>E</td>
<td>NCE integrated science and B.Ed</td>
<td>51</td>
<td>49</td>
</tr>
</tbody>
</table>
From the table above, teacher “A” and teacher “I” who have the best academic qualification have higher number of students who scored above average scores while teacher “G” who have the wrong academic qualification have the lowest number of student who scored above average.

**Research question Three:**
Is there a relationship between work experience and students’ academic performance in integrated science? In order to answer this question, the respondent scores were analysed and the summary is presented in table 3 below.

**Table 3: Teachers’ Work Experience and Student Academic Performance**

<table>
<thead>
<tr>
<th>Names of teachers</th>
<th>Years of experience</th>
<th>% of Students who scored above average</th>
<th>% of Students who scored below average</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>15 and above</td>
<td>70</td>
<td>30</td>
</tr>
<tr>
<td>B</td>
<td>11-15</td>
<td>59</td>
<td>41</td>
</tr>
<tr>
<td>C</td>
<td>6-10</td>
<td>57</td>
<td>43</td>
</tr>
<tr>
<td>D</td>
<td>6-10</td>
<td>53</td>
<td>47</td>
</tr>
<tr>
<td>E</td>
<td>6-10</td>
<td>51</td>
<td>49</td>
</tr>
<tr>
<td>F</td>
<td>11 -15</td>
<td>65</td>
<td>35</td>
</tr>
<tr>
<td>G</td>
<td>0-5</td>
<td>48</td>
<td>52</td>
</tr>
<tr>
<td>H</td>
<td>0-5</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>I</td>
<td>15 and above</td>
<td>60</td>
<td>40</td>
</tr>
</tbody>
</table>
From the table above, teacher “A” and “F” have the highest number of working years in teaching service and they have the highest number of integrated science student who scored above average.

**DISCUSSION**

A careful observation of the analysed results in tables I, II and III shows that there is a relationship between teachers’ Professionalism, qualification, experience, and the academic performance of the integrated science students. From the result of table 1; we could see that the table of those teachers who was more involved in professional developmental activities have the highest number of student who scored above average. However, the teachers who have less or no involvement in professional developmental activities had a poor class performance with about 48% of the students scoring above average. That is there is a direct relationship between teachers’ professionalism and students’ academic performance in integrated science. Therefore, the hypothesis is accepted. This agreed with the findings of Oluwole *et al*, 2017.

From the result in table II, it was revealed that there is a direct relationship between the academic qualification of teachers and the academic performance of integrated science students. The teacher who had the most suitable academic qualification have the best class average performance. Hence hypothesis II is accepted. This agreed with the findings of Yoon, 2008 and Yusuf, 2016.

The result in table III revealed that student taught by newly appointed teacher had a poor class average performance. Therefore, hypothesis III is accepted. This agreed with the findings of Schuler, 2008 and Habiba 2004.

**SUMMARY**

This research work discussed the relationship between teachers’ professionalism, qualification, experience and their students’ academic performance in integrated science. The researcher through his findings with the aid of a self-report questionnaire for integrated science teachers discovered the following.
1. The qualifications of an integrated science teacher have a direct relationship with the students’ academic performance in integrated science. In other words, students whose teachers had the most suitable qualification performed better in integrated science. This implies that if all the integrated science teachers were highly qualified (at least a first degree) it’s likely that the students’ performance will improve better.

2. The study also found that teachers subject major have direct relationship with the students’ academic performance in integrated science. This implies that if only teachers with degree in integrated science education are employed to teach integrated science in secondary schools, the students will perform better in integrated science than previous years.

3. The study discovered that teachers’ years of teaching experience have a direct relationship with students’ academic performance in integrated science. Integrated science teachers who had over five years of teaching experience performed better that those whose teachers were newly employed into the teaching service. This implies that every effort should be made to keep the more experienced teachers in the service while the less experience teachers should be encouraged to learn from the wisdom practice of the veteran teachers.

4. It was also found that teachers’ professional development has a direct relationship with the students’ academic performance in integrated science. It was observed that professional developmental activities like attending workshops and seminars on integrated science teaching will help the integrated science teachers to perform better in the teaching of integrated science.

CONCLUSION

The present study investigated the relationship between professionalism, qualification, experience of teachers and students’ academic performance in integrated science. The findings have established a direct relationship
between students’ academic performance in integrated science and teachers’ experience, professionalism and qualification. Furthermore, the study found that number of years of experience seems to perform at their peak from six years and above of teaching.

RECOMMENDATION
Based on the research findings, the researchers have the following suggestions:

1. Only teachers with high academic qualification of at least a first degree and specialized in integrated science education should be employed into the teaching service to teach integrated science.
2. Teachers with more years of experience in integrated science teaching should be considered during recruitment into the teaching service.
3. Efforts should be made to attract highly qualified teachers into the teaching profession.
4. Incentive should be put in place to replace experienced teachers when they probably retire from service.
5. Integrated science teachers should be motivated and encourage to further their studies in integrated science education.
6. Teachers should be regularly encouraged to attend workshops or seminars in integrated science teaching.
7. Professional developmental activities should be coherent and not loose standing. Also training on how to use different teaching strategies should be carried out. This will enable the teacher to be efficient in the use of these strategies in their classes.

REFERENCE
Ahmad Z. (2011); A study on Academic Performance of University Students. 8th International Conference on Recent Advances in Statistics, at Lahore, Pakistan.
Habiba U (2004); An Impact of Professional Background and Competence to Teachers Elementary College and The Achievement of Their Students. An Unpublished Thesis Submitted for The Degree of M. Phill Education Department of Education; Muttan Bahavdui, Eakaria University.
Hence (2000); Education Statistic Quarterly Revive from http://nces.ed.gov/ Program/Quarterly Vol. 4
Irans (1999); A study of education system of United Kingdom; Unpublished Thesis Submitted for the Degree of Education, Multan Behaved in Zakariya University.
Sanders, W.L (1999). Teacher, Teacher Blue Print Magazine, 4
Single R.P; Ruhla, S.P. (1990); Trends in Modern Indian Education, New Delhi; Uppal Publisher.
SCHOOL ADJUSTMENT, DISPOSITIONAL OPTIMISM AND ACADEMIC ACHIEVEMENT: A CORRELATION STUDY AMONG UNDERGRADUATE STUDENTS IN NIGERIA

BABANGIDA IRO
National Open University of Nigeria

ABSTRACT
This research assessed school adjustment, dispositional optimism and academic achievement: a correlational study among undergraduate students. The design used for this study was correlation survey design. The population of the study consisted of 14,756 undergraduate students in North West Zone, Nigeria, Out of which 378 subjects were sampled guided by Krejcie & Morgan, (1970) sampling procedure, consisting both male and female in Arts/Sciences. The research questions were answered using descriptive statistics of means and standard deviation respectively. Pearson Product Moment Correlation (PPMr) was used and tested hypotheses. The statistical package for social sciences (SPSS) 22.0 was used and hypotheses formulated were tested using 0.05 level of significance. The finding/conclusion showed that, there were correlations among school adjustment, dispositional optimism and academic achievement. The study recommended that,

Introduction:
It is important to note that, if undergraduate students cannot effectively learn and consequently perform poorly academically, it will be difficult to achieve the Federal Government of Nigeria National Policy on Education (2004) as relates to the objectives of the philosophy and goals of education in Nigeria, as spelt out in section 1(8) of the policy. It should be noted that, undergraduate students in their peculiar circumstances may likely be exposed to various kinds of academic and psychological traits that may likely hindered their academic achievement. Some of these psychological challenges may include problems with school adjustment.
parents, teachers, school administrators, private agencies and government at large, should help students to increase school adjustment and develop dispositional optimism for enhanced academic achievement in school. This could be achieved through training, counselling, teaching, seminars, journals, workshops and educational policies.

**Keywords:** School Adjustment, Dispositional Optimism and Academic Achievement

And dispositional optimism among others which may hamper the possibility of achieving the aforementioned goals and philosophy of education in Nigeria. No matter what, most of the undergraduate students encountered obstacles they did not anticipate during the transition to university. It remains a challenge for the students on how to adjust to university life and its academic activities.

It is sad to note that academic achievement of undergraduate students in North West Zone, Nigeria in recent times has been on the downward trend. Therefore doing well among undergraduate students remains a challenge among researchers, teachers, parents, university administrators and government at large towards ensuring and achieving the realization of the stated objectives of university education in Nigerian National Policy on Education. Quite disheartening is the fact that, student’s negative feelings and failure to adjust to the university environment is still a persistent problem facing education. Today undergraduate students are facing difficulty in adjustment with the university environment. Some students look forward to university, eager to experience more freedom and adventure. Others may be enthusiastic initially, but then discover that the experiences fall short of their expectations when they don’t feel happy, comfortable, or secured in their new environment. Still others know that leaving home will be difficult and therefore dread the thought of leaving for university.

The psychological traits and negative feeling of pessimist behaviours among undergraduate students may make university students to become
anxious to achieve success in their academic outcome at all cost, and this may lead to various examination malpractices. In this case, the students may become more impatience, lack confidence in their studies, may not expect the best and easily get upset. Therefore, the importance of the stated problem lies in the fact that if students fail to adjust adequately to university environment, maintain high level of dispositional optimism and becoming more satisfied with their academics are likely to drop out of the system. This may therefore affect the manpower development of the nation and particularly the education of the Nigerian youth especially in the North West Zone, Nigeria. It has been a debate over the years on the downfall of education in Nigeria of which majority of the researchers believe that education is falling down in Nigeria, especially in the North West Zone, Nigeria, as such motivated the researcher to investigate on the

**Literature Review**

School adjustment is defined by Fara, Ghazali and Syeda (2013) as a behavioural process by which an individual maintains a balance among various needs that he encountered at a given point in time. Psychologically, school adjustment, refers to the behavioural process by which humans and other animals maintain equilibrium among their various needs or between their needs and the obstacles of their environments. In addition, Schunk, Pintrich and Meece (2010) mentioned that, school adjustment has been construed historically in terms of children’s academic progress or achievement. On a broader level, we might think of adjustment as involving not only children’s progress and achievement but also their attitudes toward university, anxieties, loneliness, social support, and academic motivation for example, engagement, avoidance and absences. Students’ interaction with the university environment involves academic achievement, personal growth and accomplishments within the classroom. Christoper and Thurber (2012) maintained that, undergraduate students develop expectations about university long before they leave home. Some students look forward to university, eager to experience more freedom and adventure. Sangeeta (2012) opined that, with regard to school adjustment
in universities today, many undergraduate students are facing contradictions and hence, facing difficulty in adjustment with university environment.

Dispositional optimism, on the other hand, in Scheier and Carver (1992) view, dispositional optimism is originated and derived from the Latin word ‘optimum’ meaning "best." Being optimistic, in the typical sense of the word, ultimately means one expects the best possible outcome from any given situation. In other words, dispositional optimism is a tendency to expect good things in the futures. Optimistic students are positive about events in daily life, which is usually referred to in psychology as dispositional optimism. Scheier, carver, and Bridge (2000) in other words, believed that, it is not important why people expect good things to happen in their lives (e.g. having good luck, being favoured by God and working hard) but, what is important is the generalized optimistic orientation itself, which is a tendency of an individual to hold generalized positive expectancies even when people are confronted with adversity or difficulty in their lives, by feeling and keeping hopeful in their life. Segerstrom (2010) believed that, the future holds positive, rather than negative events or an outcome, which accompanies a number of adaptive psychological qualities, is termed to be dispositional optimism., individuals who hold positive expectations for the future are assumed to believe that good things will occur in their lives, and tend to see the desired outcomes as attainable and to persist in their goal-directed efforts. When students become more optimistic, would likely have less psychological distress, even when things do not go right in their way. They cope with stressors more actively and more adaptively and thus, makes students perform better in university. Students who are more optimistic are more likely to have more academic success as measured by GPA.

Academic achievement is defined by Ebenuwa (2010) as student’s examination or GPA (Grade point average) at the end of a particular semester or programme. It could also be seen as the level of achievement in a particular field of study. Higher scores indicate better academic achievement. In addition, Joseph (2013) believes that, in the past, academic
achievement was often measured more by interview. Teachers’ observations made up the bulk of the assessment, and today’s summation, or numerical, method of determining how well a student is performing. Grading systems came into existence in America in the late Victorian period. Aduwa (2004) reported that on determinants of students’ academic success, a student’s home environment, their cognitive abilities, self-esteem, self-concept, study habits and motivation affect their academic success. Postsecondary institutions, weak academic achievement and high dropout rates remain persistent problems among undergraduates. Academic achievement is the ability to study and remember facts and being able to communicate your knowledge verbally or on paper. Ugoji (2008) the concept of academic achievement has become a source of concern to researchers, especially as the academic achievement of the undergraduates is declining. The Nigerian society places great emphasis on education because it is believed to be the only avenue for national development.

The theoretical framework of this study lies on the itiological model of adjustment by Stoever (2001) which examined the causal pathways between variables correlated with school adjustment on academic achievement. This is multi-determined with a number of contributing influences, including university factors, personality factors, family factors, and environmental factors. Academic achievement was predicted by a combination of university factors and school adjustment. Similarly, the dispositional optimism theory used in this study is the self-regulation model of behaviour propounded by Carver and Scheier (1981, 1998). The theory suggested that actions are greatly influenced by expectations about their consequences. The expectations are thus the element through which dispositional optimism is linked to the model, and it helps in connecting dispositional optimism to a broader context of behaviours and emotions. In addition, the academic achievement theory of this study would be modelled on Educational Productivity theory by Walberg (1981). The theory assumes that, nine factors affect academic achievement, or three groups of nine factors based on affective, cognitive and behavioural skills.
for optimization of learning that affect the quality of academic achievement.

Research Hypotheses

1. There is no significant correlation between school adjustment and academic achievement among undergraduate students in North West Zone, Nigeria.
2. There is no significant correlation between dispositional optimism and academic achievement among undergraduate students in North West Zone, Nigeria.
3. There is no significant correlation between school adjustment and dispositional optimism among undergraduate students in North West Zone, Nigeria.

Research Design

The design used for this study was correlation survey design and was used in the course of this study to test the correlation among the variables, the correlation survey design was used to determine the nature and the strength of the correlation between the independent and the dependent variables.

Population/Sample and Sampling Procedure

The population of this study consisted of total number of 14,756 undergraduate students in 200 levels, 2014/2015 academic session from faculties of Arts and Sciences only. These included all the 16 conventional universities from the 7 states in North West Zone, Nigeria (University IMS/Faculty records; 2014). The sampled subjects of this study consisted of a total number of 378 respondents, from the selected universities. The sampling selection was also guided by the sample table developed by Krejcie and Morgan (1970).

Research Instruments
In this study, 2 sets of measuring instruments were used. School adjustment Scale by Baker (2013) was adopted to measure school adjustment. The dispositional optimism scale by Scheier and Carver (1985) was adopted to measure dispositional optimism in this study.

**Validity of the Research Instrument**
To establish the validity of the instrument, experts have done the checking of the quality of the instruments. As such both face and content validity of the instruments were validated by experts and lecturers in the field of Educational Psychology and Health education, in the Departments of Educational Psychology and Counselling as well as Department of Physical and Health Education, A.B.U. Zaria, respectively. They recommended that, the instrument can be adopted for the purpose of this investigation. The study supervisors of this thesis have also ascertained the authenticity as a standardized instrument.

**Reliability of the Research Instrument**
A pilot study was conducted to further ascertain the reliability of the school adjustment scale and dispositional optimism scale. The reliability estimate of the instruments obtained was 0.89 or 89% and 0.82 or 82% for school adjustment scale and dispositional optimism scale respectively, by adopting Spearman Brown’s formula of $\frac{1+r}{2r}$, where $r$ stands for the Guttman split half correlation coefficients.

**Procedures for Data Analysis**
The data collected was organised and analysed by the used of simple percentage, descriptive statistics, mean and standard deviation and analysed the demographic data of the respondents. Pearson product moment correlation (PPMr) was used and tested the hypotheses. The statistical package for social sciences (SPSS) 22.0 was used and analysed the data at 0.05 level of significance.

**Hypotheses Testing**

---

**BERKELEY RESEARCH & PUBLICATIONS INTERNATIONAL**
Bayo University, Kano, PMB 3011, Kano State, Nigeria. +234 (0) 502 581 6063,
Website: [www.berkeleypublications.com](http://www.berkeleypublications.com)

ISSN: 1930-6681
HO1 There is no significant correlation between school adjustment and academic achievement among undergraduate students in North West Zone, Nigeria

Table 4.2.1 Pearson Product Moment Correlation between School Adjustment and Academic Achievement

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Df</th>
<th>r</th>
<th>p. Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Adjustment Score</td>
<td>378</td>
<td>66.042</td>
<td>9.772</td>
<td>376</td>
<td>.804</td>
<td>.000</td>
</tr>
<tr>
<td>Academic Achievement</td>
<td>378</td>
<td>3.012</td>
<td>.896</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Correlation is significant at 0.05 level**

The analysis of Pearson Product Moment Correlation presented in table above, revealed a correlation of (r) = 0.804 p. which is significant at 0.05, is a high positive correlation at 0.05 level of significance. The decision here is that, the HO1 is rejected. This means that, there is significant correlation between school adjustment and academic achievement. This implies that the higher the school adjustment the higher the academic achievement of students.

HO2 There is no significant correlation between dispositional optimism and academic achievement among undergraduate students in North West Zone, Nigeria.

Table 4.2.2 1 Pearson Product Moment Correlation between dispositional optimism and academic achievement

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Df</th>
<th>r</th>
<th>p. Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dispositional optimism Score</td>
<td>378</td>
<td>38.005</td>
<td>4.815</td>
<td>376</td>
<td>.710</td>
<td>.000</td>
</tr>
<tr>
<td>Academic Achievement</td>
<td>378</td>
<td>3.012</td>
<td>.896</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Correlation (r) is significant at 0.05**

The analysis of this table shows that, the Pearson Product Moment Correlation revealed a correlation of (r) = 0.710 p. which is significant at 0.05, is a high positive correlation at 0.05 level of significance. The decision
here is that, the HO2 is rejected. This means that, there is significant correlation between dispositional optimism and academic achievement. This implies that the higher the dispositional optimism the higher the academic achievement of students.

**HO3** There is no significant correlation between School Adjustment and Dispositional Optimism among undergraduate students in North West Zone, Nigeria.

**Table 4.2.3 Pearson Product Moment Correlation between School Adjustment and Dispositional Optimism**

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Df</th>
<th>r</th>
<th>p. Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Adjustment Score</td>
<td>378</td>
<td>66.42</td>
<td>9.772</td>
<td>376</td>
<td>.593</td>
<td>.000</td>
</tr>
<tr>
<td>Dispositional Optimism Score</td>
<td>378</td>
<td>38.05</td>
<td>4.815</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Correlation (r) = 0.593 is significant at 0.05 level**

The analysis of Pearson Product Moment Correlation presented in table above, revealed a correlation of (r) = 0.593 p. ≤ 0.05, which is a high positive correlation at 0.05 level of significance. The decision here is that, the HO3 is rejected. This means that, there is significant correlation between school adjustment and dispositional optimism. This implies that the higher the school adjustment the high the dispositional optimism of students.

**Major Finding of the Study**

1. HO1 shows a high positive correlation between school adjustment and academic achievement of students, since the correlation (r) = 0.804 and p. ≤ 0.05 level of significant. This means the higher the school adjustment, the higher the academic achievement.
2. HO2 shows a high positive correlation between dispositional optimism and Academic achievement of students, since the correlation (r) = 0.710 and p. ≤ 0.05 level of significant. This means
the higher the dispositional optimism the higher the academic achievement.
3. H03 shows a higher positive correlation between school adjustment and dispositional optimism, since the correlation of (r) = 0.593 and p. ≤ 0.05. This means the higher the school adjustment, the higher the dispositional optimism of students.

Contributions to Knowledge
There are significant correlation among school adjustment, dispositional optimism and academic achievement.

Conclusion
This study concludes that, there is correlation among school adjustment, dispositional optimism and academic achievement. The study further concludes that, the higher the school adjustment and dispositional optimism, the higher the academic achievement, among undergraduate students in Nigeria.

Recommendations
Based on the conclusion of this study, the following recommendations were made that, Parents, teachers, school administrators, private agencies and government at large, should therefore help students through training, counselling, teaching, seminars, workshops and educational policies to:
1. Increase school adjustment for high academic achievement.
2. Develop dispositional optimism for high academic achievement.
3. Increase school adjustment for high dispositional optimism.

References


IMPACT OF TEACHING PRACTICE EXERCISE ON FORTUITOUS BIOLOGY TEACHERS EDUCATION IN FEDERAL COLLEGE OF EDUCATION TECHNICAL BICHI, KANO, NIGERIA.

*MAMUDU SAMSON TOYOSI AND **ALAIRU AMINAT
*Biology Department, FCE (T) Bichi Kano **P.H.E. Department FCE (T) Bichi Kano.

ABSTRACT
The study examines the influence of teaching practice Exercise on Technical Teacher Education Candidates at the Federal College of Education (t) Bichi, Kano. It examined how the exercise can improve their attitude and opinion about lesson preparation and delivery as well as general interest in teaching after exposure to the exercise. Three research questions were formulated. The study adopted the survey Design, A questionnaire titled 'Student teachers attitude to opinion and interest teaching (STAOIT)' was used for data collection. Three hundred twenty six student teachers which constituted the total number of students in Biology education 2015 level 2015/2016 academic session in this category who have not experienced any formal teaching were purposively chosen and made to respond to a questionnaire before and after the exercise. It was found out that the

Introduction:
Teaching practice is an important component of becoming a teacher, it grants student teachers experience in the actual teaching and learning environment (Ojerinde, 2010, National council for Accreditation Teacher Education, 2010). During teaching, a student teacher is given the opportunity to try the art of teaching before actually getting into the real world of the teaching profession (Kennedy & Thomas, 2012). Student teachers also know the value of teaching practice and they perceive it as the crux of their preparation for the teaching profession since it provides for the 'real
exercise improved the students' attitude to lesson preparation, changed their opinion of lesson delivery for the better but did not improve their general interest in teaching. The study concludes that teaching practice exercise is a necessary component of teacher education programme that can assist especially the fortuitous biology candidate would-be teachers in the teaching profession

**Keywords**, Teaching practices, Fortuitous biology teachers, low popularity, pre-service teachers, Grade II teacher training, lesson preparation

...interface' between student hood and membership of the profession (Ankers, Llamas & Tomyoy, 2009; Wing-Null, Cheng, and Tsang, 2009). As a result, teaching practice creates a mixture of anticipation, anxiety, excitement and apprehension in the student teachers as they commence their teaching practice (Young & Edwards, 2013). Robert, (2010) opined that the term teaching practice represent the range of experiences to which student teachers are exposed when they work in classrooms and the field, he further argue that teaching practice is a challenging but an important part of teacher training, especially in developing countries such as Nigeria, where the effectiveness of the teaching practice can be diminished by a range of challenges such as Location, un-encouragement, low morale and uneven levels of teacher expertise, a wide cross-section of learners and educators. These challenges, if not addressed, may affect student teachers' performance during teaching practice and in the long run affect their perception of the teaching profession (Teacher Registration Council 1993, Owolabi, 2007)

The National Policy on Education (2008) of the Federal Republic of Nigeria and Federal Republic of Nigeria, National Commission for Colleges of Education (FGN, NCCE, 2012) asserted that since no education system may rise above the quality of its teachers, teacher education shall continue to be given major emphasis in all educational planning and development. Teaching Practice is a major component of a teacher education programme. The crisis in teacher education in Nigeria has been subject of
research Okoro (2002). These studies have actually focused on the practicing teachers themselves and their attitudes and perceptions toward their job. Imogie (1990) opined that Nigeria teacher education has low popularity as a field of study among Colleges and University Matriculation Examination candidates. Citing an example Ojerinde (2010) added, out of 4,075, candidates who applied for the 2015, Colleges of Education Matriculation Examination in Bichi, Kano, School of Agriculture Education and Biology Education had the least number of applications with 148 and 284 candidates respectively. Again, 925 applications were received for school of Administration Accounting and Secretariat while school of primary education received 2,250 applicants. School of Engineering (Building, Mental-work, mechanical Electrical electronic, wood work technology received 380, 230, 420, 468, and 322 applications respectively. While school of adults and formal education received 456 candidates the above figures imply that, applications to the schools of Administration, primary education and Engineering were oversubscribed, those for the school of sciences Education (Biology) were grossly under subscribed. The implication is that schools with oversubscribed applications cannot admit all of the applicants, only solution is to pick the best candidate. The fall out of the identified cases of imbalance in the number of applications received in various disciplines is that, many candidates will be admitted into programmes they did not originally apply to study. The school of sciences Education is one of those schools that receive candidates who did not originally apply for biology teacher education programme. These candidates can be referred to as Fortuitous biology teacher’s candidate; Personal interest has no role to play. It may be true that many secondary school students in Nigeria are desperate to gain admission into higher institutions to earn degrees, there is no guarantee that teacher education students who did not originally apply for biology teacher education programme, but eventually find themselves in biology education usually have much interest in becoming teachers as students we have in other programmes. Ankers, Liarna and Tomoy (2009) investigated the effect of pre-service practice teaching on teachers’ career goals, affective
measures and classroom teaching and found out that those who had practice teaching experience had a significantly higher level of job satisfaction than those who did not have student teaching experience. Also, teachers who had practice teaching tended to show a higher level of confidence in their ability to change student learning in positive ways and the amount of direct supervision they received during student teaching was significantly associated with teachers' desire to remain in teaching. Okoro (2002) found out that as a result of poor motivational strategies inherent in the teaching profession in Nigeria, most teachers wish to leave the job for greener pastures. Teaching practice helps student teachers to understand the teaching profession better and know some of the things to expect when they become teachers. De-Ville (2010) showed that in special education, teacher interest were more likely to remain in teaching if they had frequent training and support from a mentor. In the same vein, Owolabi, (2007) found that practice teaching experience affects pre-service teachers' decision either to join the teaching profession or not. Okoye (2013) opined that pre service teachers begin to develop their values, beliefs and teaching skills during teaching practice. Cook (2014) suggested that this may be due to the fact that teaching practice gives novice pre-service teachers opportunity to experience an actual teaching setting and the opportunities of one-to-one teaching. Owolabi (2007) opined that teacher education faces problems in Nigeria as a result of the societal attitude towards teachers. Furthermore, the teaching profession is not respected; teachers are no longer valued as those who contribute greatly to national development, hence, the teaching profession is not lucrative as a result of this, many impediments such as relatively low remuneration and recognition for teachers, cumulative effect of several years of inadequate attention to education and so on. Owolabi (2007) concluded that this made some professional teachers unwilling to teach and hence prefer to join other professions which are considered more lucrative hence by these above assertion, teaching is then seen as a job that one goes to after several attempts one not secure a better job.
Statement of the problem

Teaching is a job that requires commitment, interest and very positive attitude. In Nigeria considerable percentage of teachers are noted for doing the job with very little of these attributes. Training plays major role in one’s handling of the assignments that are attached to the job for which the training was received. It is not strange to find such Fortitous biology teachers individuals practicing the profession with very little commitment when eventually they are employed. Teaching practice is one component of the teacher education that should provide the pre-service teachers with the necessary preparation towards the demands of teaching. If after all the teaching practice, there are still cases of practicing teachers not demonstrating positive attitude to the job. One should ask whether or not teaching practice is not actually contributing to developing acceptable attitude towards teaching especially for the fortitous teacher’s candidates. Hence the researcher seek to find out these influences if there any of teaching practice exercise on fortitous teacher education candidates at the Federal College of Education (T) Bichi. Kano, Nigeria.

Objectives of the Study

The specific objectives of this study are to:

• Examine the attitude of fortuitous teacher candidates to lesson preparation before and after teaching practice exercise
• Determine the level of interest in teaching profession of fortitous teacher candidates before and after the exercise
• Examine opinions of the student teachers to lesson delivery before and after teaching practice exercise

Research Questions

The following research questions were addressed in line with the objectives of this study

• What will be the attitude of fortuitous teachers to lesson preparation before and after exposure to teaching practice?
• How will the interest of fortitous teacher candidates before and after exposure to teaching practice?
• How will Pre-service teacher’s opinions on lesson delivery be before and after exposure to teaching practice?

Significance of the Study
The results of this study will possibly help among others to;

• Help curriculum planners the need to eventually increase the length of time spent on teaching practice to give student teachers more time to practice their profession.
• Help student teachers institutions to know the right period of time to be sending their student teachers on teaching practice.
• Help student teachers the need for their interest and positive attitude to teaching during their teaching practice exercise as it well allow them learn more during the exercise.

Hypothesis,
Ho$^1$ There is no significant difference in fortuitous biology teacher attitude to lesson preparation before and after exposure to teaching practice?
Ho$^2$ There is no significant difference in fortuitous biology teacher in interest before and after exposure to practice teaching?
Ho$^3$ There is no significant difference in pre-services teachers has different opinions on lesson delivery after exposure to teaching practice

Methodology
The study adopted the survey design. Sambo (2008), in his dissertation posit that survey studies usually carried out to answer specific questions about a group of population so as to learn from it and proffer solutions. Eighty Six fortuitous pre-service teacher candidates were purposively selected belonging to biology department federal college of education (t) Bichi, 200 level students of the School of Science Education in the 2015/2016 academic session that were going on teaching practice for the first time. They were students admitted into the College through the entrance examination or West Africa Examination Council or National examination Council without the initial teacher education certificate.
(Grade II teacher training) so that they would not have had any formal experience of teaching. A questionnaire titled "Student Teachers Attitude, Opinion and Interest to Teaching (STAOIT)" was used for data collection. The instrument had 2 reliability coefficients of 0.72. The student teachers' questionnaire was validated by a professor and a PhD holder all from Science Education department faculty of Education, B.U. Kano. The questionnaire was administered twice; shortly before the students went on teaching practice and immediately after the exercise. The instrument contained items on the attitude of the students to lesson preparation, their interest on teaching as a job and their opinion on lesson on delivery with yes/no responses. Data collected were analyzed using simple percentages.

Results and Discussions

Research question 1 What will be the attitude of Pre-service teachers to lesson preparation before and after exposure to teaching practice?

Responses of the students to issues of attitude to lesson preparation were compared before and after the teaching practice exercise. Respondents that responded yes to the items were considered. The summary of the responses is as shown in table 1.1 indicating the number of respondents who agreed to each of the statements

Table 1.1: Response of fortuitous teacher candidate attitude to lesson preparation before and after teaching practice

<table>
<thead>
<tr>
<th>s/no</th>
<th>Before teaching</th>
<th>Frequency</th>
<th>Practice percent</th>
<th>After teaching</th>
<th>Frequency</th>
<th>Practice percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Write lesson note should only be made compulsory for weak teacher</td>
<td>49</td>
<td>56%</td>
<td>8</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>If it compulsory, lesson notes should be for topics that are difficult and not all topics.</td>
<td>54</td>
<td>62%</td>
<td>10</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>There can be general lesson notes written by experts that teacher can be using generally</td>
<td>68</td>
<td>78%</td>
<td>7</td>
<td>8%</td>
<td></td>
</tr>
</tbody>
</table>
4  Experienced Teachers should be exempted from writing lesson notes  63  72%  14  16%  
5  I should be able to teach well even without lesson notes  77  89%  23  27%  

Sources; Toyosi, 2018 Frequency represents the number of respondent who agreed to the statements

Table above revealed that students attitude to lesson preparation improved after exposure to teaching practice. After the exercise, students were of the view that preparing before going to the class to teach was necessary for every teacher regardless of the number of years of experience and the level of brilliance of the teacher and they also saw the need for each teacher to write his/her own lesson note rather than having a pool of notes where teacher can make a choice when to enter the class to teach. Therefore the attitude of pre-services teachers to lesson preparation improved after the teaching practice exercise. This results was in agreement with Okoro,(2002), Akinyemi (2002) and Ankers etal, (2009) in their finding that teaching practices exposed students teacher to a lot of difficulties during practices which help them to provide solutions to overcoming such difficulties, peradventure such problem arise in feature he will be able to provide solution to such problem. Furthermore, the result of this study was in line with Okoye (2013), that pre service teachers begin to develop their values, beliefs and teaching skills during teaching practice, this result reviewed that pre-services teachers developed skill in write lesson note during teaching practices Exercises.

Research question 2
How will the interest of Pre-service teacher’s teacher candidates be before and after exposure to practice teaching? This question was raised to find out the general impression of the students about teaching.

Table 1.2 contains the summary of the responses of the students' attitudes to teaching before and after the teaching practice exercise.
This result reveals generally the interest of pre-services teachers to teaching was low both before and after teaching practice. More than 50% of the respondents believed that remuneration is small. Equally more that 50% believed that teaching as a job is not enough for one to make independent living in terms of being financially comfortable. Furthermore they believed teaching as a job cannot attract public recognition. It is only in the area of whether teaching is for lazy people or not and whether it requires creativity that students’ opinions differ in their responses before and after the exercise. While they opined that it was for lazy people before they went on the exercise, they found that some work was in teaching and that it required some level of creativity contrary to the popular belief that it did not before they started the teaching practice. Interest of the students in teaching did not improve even after the exercise. The result of this study was in line with Kulinna (2006) and Kennedy & Thomas (2012), that teaching practice help to developed creative thinking and knowledge of positive behavioral and supports in teachers, while Begeny & Martens (2010) and Cook, (2014) was in contrary that teaching job is for lazy people.

**Research Question 3**

How will pre-services teachers have different opinions on lesson delivery after exposure to teaching practice? The question is aimed at examining students’ opinions on the practical aspect of teaching that involves...
delivering lessons in the class. Summary of the opinions of the students before and after the exercise is in

Table 1.3. The frequency indicates the number of respondents who agreed to each statement

<table>
<thead>
<tr>
<th>s/no</th>
<th>Item</th>
<th>Before teaching frequency</th>
<th>Practice percent</th>
<th>After teaching Frequency</th>
<th>Practice percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Standing in front of students is the most difficult of teaching.</td>
<td>49</td>
<td>56%</td>
<td>8</td>
<td>9%</td>
</tr>
<tr>
<td>2</td>
<td>A teacher needs to be able to memorize well before going to class.</td>
<td>54</td>
<td>62%</td>
<td>10</td>
<td>11%</td>
</tr>
<tr>
<td>3</td>
<td>A teacher should not allow students to ask too many questions in the class so that he/she won’t be asked what cannot be answered.</td>
<td>68</td>
<td>78%</td>
<td>7</td>
<td>8%</td>
</tr>
<tr>
<td>4</td>
<td>The teacher needs to tough in class to maintain authority.</td>
<td>63</td>
<td>72%</td>
<td>14</td>
<td>16%</td>
</tr>
<tr>
<td>5</td>
<td>The most important thing is for the teacher to complete his given scheme of work</td>
<td>77</td>
<td>89%</td>
<td>23</td>
<td>27%</td>
</tr>
</tbody>
</table>

Sources: Toyosi, 2018. Frequency represents the number of respondent who agreed to the statements.

Students showed that their opinion about lesson delivery improved after the teaching practice exercise. They have gained confidence to stand in front of their students; they have seen the need to understand the subject matter rather than memorizing. In addition, they had an improvement in opinion that teachers need not be too tough to be able to maintain discipline and that teachers rushing to complete given task is not the most important consideration.

This survey has found out that exposure to teaching practice in federal college of education (t) bichi, Kano produced a change of attitude of the students to lesson preparation before class teaching. It also showed that their opinion on the actual classroom lesson delivery also changed positively after the teaching practice exercise. However, negative interest of the candidates in teaching did not change even after the exercise;
previous studies have identified similar situations as the ones presented in this study. For instance, Okoye (2013) assert that many teacher educators believe that pre service teachers begin to develop their values, beliefs and teaching skills during teaching practice. Attitude is an issue that is central to practice; as such teachers' demonstration of appropriate skills in lesson preparation is significantly influenced by the attitude to lesson preparation. Many practicing teachers do not have many problems with lesson preparation; it is not strange therefore that teaching practice is an avenue for teachers to assume leadership role and encourage the student teachers in acquiring the skills and spirit of lesson note preparation. Student teachers' changed opinion about lesson preparation can also be traced to earlier studies. Ijaiya (2008) suggested that this may be due to the fact that teaching practice gives novice pre-service teachers the opportunity to experience an actual teaching setting. This perhaps is made possible by opportunities that the exercise provides for students to experience real teaching rather than assuming that they can teach on the basis of the theory of teaching they have been taught. However student teachers' continued lack of interest in teaching may again not be strange. Many of the issues that drive people away from teaching, center around welfare and recognition by the public coupled with the fact that teaching requires more work and commitment than what people think. In the opinion of Owolabi (2007) teacher education faces problems in Nigeria as a result of the societal attitude towards teachers and teaching profession is not respected. Teachers are no longer valued as those who contribute greatly to national development of a Nation. The profession is not lucrative as a result of many impediments such as relatively low remuneration and recognition for teachers, cumulative effect of several years of inadequate attention to education and so on. Teaching practice has been shown to have influence on student teachers' attitude and opinion on major components of teaching. It however does have little influence on their interest in teaching as a profession,
Recommendation

- The timing of the teaching in the second term was inappropriate, considering the fact that most external examination like WAEC, SS111 Qualifying examination do take place in the second term hence class teachers view this period as critical for their learners; consequently they are reluctant to relinquish their classes to inexperienced student teachers thereby defeating the purpose of teaching practice. It is now recommended that schools should designed teaching practice programme timetable not to coincide with key school terms such as towards or during the months of June and October when teachers are preparing students for crucial examination.

- While some respondents indicated that the mentors were supportive and always willing to share their valuable advice and skills, others felt exploited and unsupported by the mentors. The study therefore recommended that teacher-training institutions should work hand in hand with schools and organize workshops to empower and support mentors.

- Again, student teachers were not generally respected by other staff members; they often excluded from many school activities and were made to feel insignificant which greatly demoralized them. Therefore, institution concerns should take further step in order to maintain good relation between the student teachers and all relevant role players.

Conclusion
This paper concludes that teaching practice is an integral part of teacher education programme that is capable of improving attitude and opinion and skills of lesson preparedness with self-efficacy of pre-service teachers for professional development especially those who are in the programme by fortuitous teacher candidates.
References


Young, R.B & Edwards M.G. (2013). A comparison of student teachers’ perceptions of important elements of the student teaching
experience before and after a 12 week field experience. *Journal of Agricultural Education* 47(3) 127-135
THE JOURNAL OF CONTEMPORARY EDUCATION RESEARCH

Vol. 8 No. 6

ASSESSMENT OF PROSPECTIVE MEDICAL EDUCATION TUTOR’S ATTITUDES TOWARDS TEACHING PROFESSION: THE CASE OF KADUNA POLYTECHNIC, KADUNA.

MUHAMMAD, ABDULLAHI SABO, PhD,
Department of Education (Technical), Kaduna Polytechnic, Kaduna, Nigeria.

ABSTRACT

The present research was an assessment of prospective medical education students’ attitudes towards teaching profession. Teaching is the profession which comprises attitudes towards starting, directing, facilitating and realizing the learning process in individuals in line with specific objectives. Five null hypotheses were formulated to guide and direct the research. Descriptive survey design was used to elicit the opinion of the respondents. Purposive sampling technique was utilized to collect data from all Medical Educator Tutors of DNE and PHC numbering 131. The instrument for data collection was adapted used in a similar study (Musa & Bichi, 2013). The items were modified to 5-point Likert scale to suit the present research. The reliability of the instrument computed using Cronbach Alpha technique was .78. The data collected was analyzed using parametric statistics of t-tests and ANOVA. The results indicated one of the null hypotheses to be rejected.

Introduction:

Education is conceived as a powerful agency which is instrumental in bringing about the desired changes in the social and cultural life of a nation. Thus, one of the aims of education is to bring about desirable changes in the learner in respect of knowledge, skills and attitudes in such a way that one may effectively perform the changing roles in a changing society. Every society requires adequate human and material resources. Education has proven to be a prerequisite for quality manpower development and creation of wealth, a sure path to success in life and service to humanity (Musa & Bichi, 2015). The success an educational
hypotheses was statistically significant while four were found not to be significant. The attitudes of medical tutors towards teaching profession were found to be significantly positive. Based on the findings of the study, recommendations were made among which periodic refresher courses and workshops need to be organized in order to update these groups of medical tutors with the current happening in teaching profession. This will help to maintain and sustain this positive attitude towards teaching profession.

**Keywords:** Attitude, Teaching Profession, Medical Education tutors,

Enterpris enterprise particularly in terms of quality surely depends to a large extent, on the regular training and supply of teachers in adequate quantity and quality.

The training and production of the required human resources for the realization of national objectives should be hinged on the quantity and quality of professionally trained teachers. Fafunwa (1974) emphasized the dependency of manpower training and development on teachers. He further argued that teachers’ education should be basically related to every phase of development in Nigeria, be it economical, political, health or social spheres of activities. But one is confronted with the over-reoccurring problem of trained manpower needs. Consequently, it should be noted that no adequate training can take place in any spheres of human endeavors without professionally trained and competent teachers to handle the programme. Thus, teachers have significant roles to play in preparing, shaping and molding the young one for their roles in the society, in order to achieve the set national objectives.

**Medical Education-Tutors and Teaching Profession**

Teacher education programmes shape student-teachers belief towards instruction and play a role in learning to tech effectively, developing professionally growth, and increasing the knowledge and skills of prospective teachers (Paulin, 2006; Ross & Bruce, 2007). According to Ajayi (2004), a teacher is defined as someone who causes learning to take
place, someone who impacts knowledge, skills, attitudes and values to a group of learners. A teacher can also be viewed as a professionally trained person who imparts the necessary skills, guide and facilitate learning, thus, learning cannot take place without a trained professional – this is the teacher. A medical Education tutor/teacher can thus be regarded as professionally trained individual’s who is capable of imparting healthy-related knowledge, clinical skills, positive health attitudes and values to a group of learners that are found in health-related institutions.

Teaching is the profession which comprises activities towards starting, directing, facilitating and realizing the learning process in individuals in line with a specific objective. Profession, according to Enyi (2014), has to do with an occupation that has exclusive body of knowledge which are relevant to the society and which members possess special skills and competencies acquired from professional training. Hence, professional growth refers to changes in behavior, knowledge, images, beliefs, and perceptions of novice teachers (Kegan, 1992). The question is not only whether teaching is a profession, but also does it enjoy the prestige or dignity of professionalism as seen in Medicine, Law, Engineering, Accountancy and other professional fields (Nwite, 2012). Consequently, ascribing a perfect professionalism status to teaching will help boast the moral of the serving teachers as well as the prospective teachers, in that there would not be a bias mind to whether teaching is a profession or not. Thus, teacher education programs should seek to develop positive values, supportive idea, high ethical principles and strong moral understanding related to teacher preparation. Prospective teachers need to acquire theoretical and practical knowledge about how to teach effectively.

Professionalization in any field of human endeavor has a well defined processes and procedures or requirement such as sound training and of course licensed, before one becomes eligible to practice. Hence professionalism remained a very fundamental to the quality of service offered by the filed in it contribution to societal development. The term profession is described as a set of activities which are performed to produce goods or service for the public interest and to earn money in turn,
based on some systematic knowledge and skills acquired through certain training and whole rules are established by the society. In this perspective, when regarded as social institutions and a system, education has some major components which include students, teachers, curriculum, administrators', educational experts, educational technology, teaching strategies and techniques and both physical and financial sources. Among all these, the teacher is the most important critical component.

However, the public tends to look down on teachers and his profession. According to Okermakinde (2013), the word teacher and its related terms to the public signify abject poverty, inferiority complex and social misfit. Okemakinde further posits that teaching is unskilled job meant for women, the old and the poor. Teachers on their own believed on this as they regard themselves as less privileged compared to other profession including that their rewards is in heaven. This believe about teachers might contribute to some extent the negative attitude of students towards teaching practice.

**Attitudes towards Teaching Profession**

Attitude is important to understand human behavior. To define the construct attitude exactly, many attempts have been made in literature. Generally, it is defined as a complex mental state involving belief. According to Ajzen (1988), attitude is a predisposition to respond favorably or unfavorably to an object, person or event. The Dictionary of Education (2010) defines attitudes as a readiness to react towards or against some situation, person or item in a particular manner, for instance love or hate, fear or resentment to a particular degree of intensity. Attitudes have cognitive, affective and behavioral components that are directly or indirectly manifested. Salati (2004) citing Baron and Bryne (2000) concurred that attitudes are learned, evaluative concepts associated with the way people think, feel and behave. Thus, attitudes have the three components of learning namely, the cognitive part which the idea, the affective part which is the emotion that changes the idea and the behavioral part which is the inclination to act.
Individual’s attitudes towards their profession have an effect on their performance. It is also acceptable in teaching profession, because the attitudes and perception a student-teacher hold of a profession affect the perception of professional competence and achievement. Teacher attitude towards their profession exert great importance in fulfilling the requirements of the profession (Durmusoglu, Yanick & Akkoyunly, 2009). Thus, the successful attainment of the teacher training programme goal of providing season professionals to cater for the health-manpower need of the health sector depends largely on the medical education students attitudes towards the teaching profession. It is believed that if student-tutors perception towards the profession is negative, it is likely that the teacher training goal of providing professionally trained teachers will not be actualized. Reinker and Moseley (2002) in Musa and Bichi (2015) asserted that the teacher’s attitude is an important variable in classroom application of new ideas and novel approaches to instruction. Therefore attitude is one of the main factors that determine success in any programme (Bichi, Embong & Mainet, 2015). Smith (1990) posited that teacher’s personality in the attitudinal sense is a significant factor in teachers behavior and it has great impact on students achievement. Hayen (1989) cited by Maliki (2013) opined that the teachers who possess professional and interpersonal skills are more effective in their classroom in terms of students behavior, attitudes which might be positive or negative and can vary according to their favorability and non-favorability or various attitudinal objects. Maliki (2009) investigated the attitudes of education undergraduate students towards teaching profession, using a random sample of 160 prospective teachers from Niger Delta University, Wilberforce Island, Nigeria. The findings of the research indicated that prospective teachers have negative attitudes towards the teaching profession, female students’ attitudes were found to be more positive than their male counterparts. However, level of study does not significantly influenced prospective teachers attitudes towards teaching profession.
Statement of the problem
According to Iniobong (2008), the future of any nation, Nigerian inclusive, depends on the quality of teachers. The maxim that no educational system can rise above the quality of its teachers and that no nation can rise above the level of its teaching staff further emphasis the needs of the teachers and teacher education programmes towards national development. All over Nigeria, there are Colleges of Nursing/Midwifery as well as Colleges/Schools of Health Technology that are supposed to be manned by well professionally trained tutors who can successfully translate the objective of the system to reality. There is an acute problem of inadequate number of properly trained tutors in these health-related institutions. Some of the institutions are under-staff, while some had lost their accreditation status with their supervisory/regulatory agencies. Teacher education is the key to national development and only teachers hold the key and can turn it to national development, health sector inclusive (Lassa, 1996).
Assessing the Medical Education prospective tutors attitudes towards teaching profession is so significant because Department of Education (Technical) at Kaduna Polytechnic, Kaduna has the mandate to professionally train these groups of prospective tutors for the Federal Ministry of Health in Nigeria. Most of the student-tutors are either teaching in these institutions or deployed to compensate for the teachers shortfall. Therefore, going an appreciation of their attitudes towards teaching profession may provide useful insight into the future of teaching profession and its acceptance. The research findings will also help the department in evaluating and modifying curricula content and pedagogical strategies for best practices in these health-related institutions leading to the actualization of their stated objectives.

Purpose of the study
This research intends to assess the attitudes of Medial Education tutors attending teacher training programmes in the Department of Education (Technical), Kaduna polytechnic, Kaduna, towards teaching profession. In
general terms, this study also intends to determine whether the attitudes of the tutors towards teaching profession differ according to some demographic variables.

**Research Questions**
1. What is the Medical Education tutors attitude towards teaching profession?
2. What is the programme difference between the DNE and PHC tutors’ attitudes towards teaching profession?
3. What is the gender difference in the Medical Education tutors attitudes towards teaching profession?
4. Do age bracket influence the prospective tutors attitudes towards teaching profession?
5. Does marital status exert any influence on the Medical Education tutors attitudes towards teaching profession?

**Research Hypotheses**
1. The Medical Education tutors attitudes towards teaching profession will not be significantly positive.
2. Medical Education Tutors in DNE and PHC programme will not differ significantly in their attitudes towards teaching profession.
3. There is no significant difference between the attitude of male and female medical education tutors towards teaching profession.
4. Marital status of Medical Education tutors will not significantly influence their attitudes towards teaching profession.
5. Medical education tutors attitudes towards teaching profession are not significantly influenced by their age.

**Methodology**
**Research Design:** This study was a quantitative research that utilized descriptive survey design. Isangedighi, Joshua, Asim and Ekuri (2004) expressed that survey research design is directed towards determining the
nature of a situation as it exist as the time of investigation, in this context, attitudes of prospective tutors towards teaching profession.

**Area of the Study:** The research was conducted among two academic programmes, Diploma in Primary health Care tutors (PHCT) and Diploma in Nursing Education (DNE), in Kaduna Polytechnic, Kaduna.

**Participants:** The participants in this study are the entire Medical Education tutors in the two programmes numbering 131 during the 2017/2018 academic session. This consisted of 41 DNE One, 45 DNE Two and 45 PHC. It is thus a census study.

**Instrument for Data Collection:** An adapted structured question used in a similar study was used for data collection (Musa & Bichi, 2015). The questionnaire was modified to suit the purpose of this study and is named Professional Attitudes scale for Prospective Medical Education Tutors (PASPMET). It contained two sections. Section A elicited demographic information of the tutors such as programme, gender, age, marital status and working experiences. Section B contained 15-items designed to measure the prospective tutor’s attitudes towards teaching profession. The items were modified and presented on a 5-point-Likert rating response mode of Strongly Agree (SA) to Undecided (U). The average of this point is 3.00.

**Validation of the instrument:** To ascertain the instruments validity and reliability, Musa and Bichi (2015) posits that the initial draft of 21 items generated after consultation with professional experts were trial-tested with 45 prospective teachers. The feedback obtained from the first administration was used to revise and arrived at the final ‘15 items instrument. The tool was further given to two psychometricans in Measurement and Evaluation and one expert in Vocational Teacher Education for content and face validation. The internal consistency of the tool was also determined through the Cronbach alpha coefficient technique, with the overall reliability computed as .78. This value is considered adequate and reliable for the tool to be used for this study.

**Procedure for data collection:** Copies of the Professional Attitude Scale were personally administered to the participants during a normal lecture
period. The participants were properly briefed about the essence of the study after soliciting their consent to participate in the study which is voluntary. The completions of the questionnaire took between 10-15 minutes and were retrieved using the “wait and take” method. This ensured high return rate.

**Method of data Analysis:** The data obtained were cleaned and analyzed using the descriptive statistics (frequency, percentage, mean and standard deviation) and inferential statistics such t-tests and ANOVA. All the null hypotheses were tested at .05 levels of significance. The analysis was facilitated with the help of computer software package called Statistical Package for the |Social Science version 20.

**RESULTS PRESENTATION**

**Demographic Variables:** The descriptive statistics of the respondents revealed that out of the 131 accessible population, total 103 copies of the questionnaire was collected, 33(32%) of which are PHC while 70(68%) are DNE students. There are 30 (29%) males while 73(715) are females. The age bracket indicated that 15(15%) are between 21-30 years old, 53(52%) are between 31-40 years, 30(28%) are between 41-50 years while 5(5%) are between 51-60 years old. The marital status component revealed that 6(6%) are single while 77(94%) are married. Their working experiences indicated that 5(5%) had put in between 1-5 years, 32(31%) had between 6-10 years, 28(27%) had between 11-15 years, 17(17%) are between 16-20 years while 21(20%) had put in 21 years and above as working experience.

The results of data analyses are presented hypothesis-by-hypothesis.

**HO1:** The Medical Education tutors attitudes towards teaching profession will not be significantly positive.

The respondent’s scores on attitude towards teaching profession measure composed of 15 items were summed-up. Based on the scale score interpretation, a level of attitude to be considered significantly positive should be higher than 45, out of a maximum score of 75 (i.e. 5 X 15=75).
The comparison was done using t-test of one sample (also known as Population t-test). The result is presented in Table 1.

Table 1: Population t-test analysis of students tutors attitudes towards teaching profession

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Sample mean</th>
<th>Sample SD</th>
<th>Reference test value</th>
<th>t-value</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student-tutors</td>
<td>102</td>
<td>54.59</td>
<td>5.36</td>
<td>45</td>
<td>18.07</td>
<td>&lt;.001</td>
</tr>
</tbody>
</table>

The result of data analysis presented in Table 1 indicated a statistically significant positive attitude towards teaching profession (M=54.59, SD=5.36), \( t(101) = 18.07, p < .001 \), leading to the non support of the first null hypothesis. This then implies that the student-tutors in training possessed positive attitudes toward teaching profession in Kaduna Polytechnic, Kaduna.

HO2: Medical Education Tutors in DNE and PHC programme will not differ significantly in their attitudes towards teaching profession.

Table 2: An independent t-test on whether the attitudes of PHC and DNE differs towards teaching profession

<table>
<thead>
<tr>
<th>Programme</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHC</td>
<td>32</td>
<td>55.63</td>
<td>5.70</td>
<td>1.31</td>
<td>.193</td>
</tr>
<tr>
<td>DNE</td>
<td>70</td>
<td>54.13</td>
<td>5.18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

An independent-samples t-test was conducted to compare the PHC and DNE Medical Education tutors attitudes towards teaching profession. The result indicated in Table 2 that there was no statistically significant difference in the attitudes of PHC tutors (M=55.63, SD=5.70) compared to the DNE tutors (M=54.13, SD=5.18), \( t(100), 1.31, p = .19 \) two-tailed). The magnitude of the difference in the means (mean difference =1.49, 95% CL: -.77 to 3.76) was very small (eta squared =.02). With the result of this analysis’, the second null hypothesis was supported and thus retained. This
implies that there is no difference in the PHC and DNE Medical Education students’ attitudes towards teaching profession in Kaduna polytechnic.

**HO3:** There is no significant difference between the attitude of male and female medical education tutors towards teaching profession.

**Table 3:** An independent t-test analysis on whether the attitudes of male and female Medical tutors differ towards teaching profession

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>29</td>
<td>54.83</td>
<td>4.61</td>
<td>.271</td>
<td>.79</td>
</tr>
<tr>
<td>Female</td>
<td>73</td>
<td>54.51</td>
<td>5.66</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

An independent sample -t-test was utilized to compare the difference between male and female of Medical education tutors towards teaching profession. The analysis presented in Table 3 revealed that there was no statistically significant difference between males (M=54.83, SD=4.61) compared to the female counterparts (M=54.51, SD=5.66), t(100), .271, p=.79 two-tailed). The magnitude of the difference in the mean=.32, 95% CL: -.203 to 2.67 was very small (eta squared = .000). With this result, the third null hypothesis is hereby supported and upheld. This then implies that there is no significant gender difference in the attitudes of Medical Education tutors in Kaduna Polytechnic, Kaduna.

**HO4:** Marital status of Medical Education tutors will not significantly influence their attitudes towards teaching profession.

**Table 4:** An independent t-test analysis on whether single and married tutors’ attitudes differ toward teaching profession

<table>
<thead>
<tr>
<th>Marital status</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>6</td>
<td>53.00</td>
<td>5.93</td>
<td>-.75</td>
<td>.46</td>
</tr>
<tr>
<td>Married</td>
<td>96</td>
<td>54.69</td>
<td>5.34</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Similarly an independent t-test was employed to compare between the single and married tutors attitudes towards teaching profession. The
The result presented in Table 4 shows that there was no statistically significant difference in the attitudes of single tutors (M=53.00, SD=5.93) compared to their married counterparts (M=54.69, SD=5.34), t(100), -0.75, p=.46 two tailed. The magnitude of the differences in the means = -1.69, 95% CL: -6.19 to 2.79 was very small (eta squared = .005). This implies that there is no significant difference between the single and married medical education tutors in terms of their attitudes towards teaching profession.

**H05: Medical education tutors attitudes towards teaching profession are not significantly influenced by their age.**

*Table 5: One-way ANOVA on the influence of age bracket on attitudes towards teaching profession*

<table>
<thead>
<tr>
<th>Age Bracket</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-30 years</td>
<td>15</td>
<td>55.73</td>
<td>3.69</td>
</tr>
<tr>
<td>31-40 years</td>
<td>52</td>
<td>54.17</td>
<td>5.93</td>
</tr>
<tr>
<td>41-50 years</td>
<td>30</td>
<td>55.27</td>
<td>5.19</td>
</tr>
<tr>
<td>51-60 years</td>
<td>5</td>
<td>51.60</td>
<td>3.58</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>102</td>
<td>54.59</td>
<td>5.36</td>
</tr>
</tbody>
</table>

ANOVA

<table>
<thead>
<tr>
<th>Sources of Variance</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>87.08</td>
<td>3</td>
<td>29.03</td>
<td>1.01</td>
<td>.392</td>
</tr>
<tr>
<td>Within Groups</td>
<td>2819.44</td>
<td>98</td>
<td>28.77</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2906.52</strong></td>
<td>101</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The One-way ANOVA was conducted to explore whether the Medical Education tutors attitude towards teaching profession are not significantly influenced by their age brackets. The students’ age bracket was classified into four groups. The result presented in Table 4 indicated a no statistically significant difference among the age groups of the tutors towards teaching profession, F(3, 98), = 1.01, p = .392. With this result, the fifth null hypothesis is therefore supported and thus not rejected.
Discussion of Findings

The major finding of this study is the prospective medication education tutors have shown positive attitudes towards the teaching profession. This finding is in line with those of Durmusoglu, Yanick and Akkoyunly (2009) implying that individual attitudes towards their profession have an effect on their performance. This is not surprising because the tutors are at the verge of acquiring professional academic qualification that will enable them function maximally during teaching-learning process. With this burning desire, these groups of tutors are expected and capable of turning the trends of happenings in our various Schools/Colleges of Nursing, Midwifery and Health Technology.

The second finding of this study is that there no difference in the attitudes of PHC and DNE tutors towards the teaching profession. This tends to corroborate the earlier finding of positive attitudes possessed by the whole respondents in this research. Both the PHC and DNE tutors are matured and responsible student-tutors who know what it takes to become professional teachers in their various health-related institutions. To be able to actualize the health objectives and improve on the health well-being of Nigerians, we need capable tutors who will teach the health care providers effectively who in turn will be of great service to the teeming masses after graduation.

The third and fourth findings of this study is that there no much difference in both marital status and gender of the tutors towards teaching profession. This finding is contrary to the finding of Musa and Bichi (2015) and Maliki (2013) who found a significant gender difference between male and female prospective teachers in Kano State. It was reported that the female developed more favorable attitudes on teaching profession compared to the males.

Lastly, there was no significant difference in the age bracket of medical education tutors influencing their attitudes towards teaching profession. This is surprising in that one expected the younger tutors to exhibit more positive attitudes towards the teaching profession than the older student tutors. Indeed, the nation needs young generation of professional tutors.
with such zeal and enthusiasm of contributing their quota in the teaching profession, especially in specialized areas like teaching in the health sectors.

**Conclusion and Recommendations**

In line with the research results, Medical Education tutors in Kaduna Polytechnic possess positive attitudes towards the teaching profession. Series of researches have indicated that prospective students attitudes and behaviors can positively or negatively influence the student-tutors scholastic success and participation in teaching–learning process. The practical implication of the present research on medical education tutors possessing positive attitudes towards teaching profession is very encouraging and that the researchers hope that this would be translated into professional competence and acceptance of teaching as a profession. It is recommended that:

1. Indicators/factors influencing these favorable attitudes towards teaching profession by the Medical Education tutors should be researched upon in another research setting.
2. A follow-up studies be conducted with these same group of tutors some years after graduation in their various work places. This will help to determine, compare and contrast the stability of the favorable positive attitudes towards teaching profession both at the institutional level and at the work place level.

**References**


ASSESSMENT OF AVAILABILITY AND UTILIZATION OF EDUCATIONAL ICT RESOURCES IN TEACHING BIOLOGY IN SELECTED SECONDARY SCHOOLS IN BAUCHI STATE.

*MOHAMMED BARDE & **MUHAMMAD HAMMA
*College of Heath Technology, Ningi, Bauchi State **Department Early Childhood and Special Needs Education, Kenyatta University, P.O BOX 43844-00100, Nairobi, Kenya.

ABSTRACT

The paper seeks to investigate the level of Biology teachers’ ICT integration skills and assess the availability of ICT resources necessary for its integration in teaching of Biology in secondary schools in Nigeria. The study used a descriptive survey research design and stratified random sampling was employed to select the respondents. The respondents of the study were 68 students, 36 Biology teachers, and 36 school heads of institutions. Data was collected using checklists, observation schedule, questionnaires and interview schedule. The findings revealed that there are availability of ICT facilities in the selected schools, however, the level of integration of the gadgets in teaching and learning is low. The study suggests that for ICT to be effectively adopted in public secondary schools, teachers should be...

Introduction:

Information Communication and Technology (ICT) has become an important part of most organizations and businesses in these days (Zhang & Aikman, 2007). There is substantial evidence that in the right hands and used appropriately for specific purposes in specific contexts; ICT can be an effective tool in positively impacting the quality of human life. ICT is shaping the conduct and performance of individuals in public and private sector organization (Hodge and Miller, 1997). Education has been identified as one of the public sectors most...
trained on how to use the ICT gadgets through seminars, workshops and conference.

**Keywords:** ICT Integration, Biology, Teaching, Student, Teachers

 Influenced by technological developments. New technologies have the potential to support education across the curriculum and provide opportunities for effective communication between teachers and students in a way that have not been possible before (Dawes, 2001). The White Paper on e-Education (2004) states that ICT can enhance educational reform by enabling teachers and learners to move away from traditional approaches to transform teaching and learning. In a transformed teaching and learning environment, there is a shift from teacher-centered, task-oriented, memory based-based education to an inclusive integrated practice where learners work collaboratively, develop shared practices, engage in meaningful contexts and develop creative thinking and problem solving (White Paper on e-Education, 2004). However, there has been a national concern in Nigeria due to the relatively low performance in biology in the national examination. Nyaga (2011) believed that poor performance in science related subjects can be attributed to several factors such as attitude, teaching approaches/method, content and resources mobilization and management. Moreover, the biology syllabus in secondary schools is greatly compressed to include many topics that require more time allocation to be learned at higher cognitive skills well the time for syllabus coverage has always been shorten due to over increasing school programme. Consequently, biology has been poorly performing in National Examination. Despite all the tireless efforts by governmental and non-governmental organization to encourage and facilitate ICT integration in teaching and learning research shows that in most of the educational institutions, there is very little integration especially in science subjects (Hardman, et al, 2008). if there to be effective ICT integration in teaching and learning, the teacher must be prepared both intrinsically (sufficient
ICT integration skills and positive attitude towards ICT integration) and extrinsically (be provided with sufficient ICT resources and be accorded the necessary support by the administration). It is against this background the paper seeks to investigate the level of ICT availability and compliance in the teaching of biology in secondary schools.

Literature Review
According to White Paper on e-Education (2004), ICTs can enhance educational reform by enabling teachers and learners to move away from traditional teaching and learning approaches (teacher-centered, task-oriented, memory-based education) to transformed teaching and learning approaches (learners work collaboratively, develop shared practices, engage in meaningful contexts and develop creative thinking and problem-solving skills). This transformation will make the process of teaching and learning to enjoy the benefits that will lead to more meaningful learning. This would translate to better performance and higher enrollment in Biology subject. The integration of computers in teaching does not substitute the role of teachers but rather; it will enhance the quality of their work. Technology can play a part in supporting face-to-face teaching and learning in the classroom. When the computer is integrated into the classroom the role of the teacher changes from an information provider to a facilitator of learning. This leads to meaningful learning because the learner gains most of the knowledge through discovery rather than through teacher’s exposition which lead to deep learning. Biology just like any other science is a dynamic discipline whose content is tentative. This, therefore, implies that effective Biology pedagogy requires continuous access to the most recent information, ICT gives teachers access to information to support them in trying new strategies, thinking, reflecting on proactive, and engaging with new material (Committee on Developments in the science of learning, 2000). The contemporary view of learning is that people construct new knowledge and understandings based on what they already know and believe (Committee on Developments in the Science of Learning, 2000); an approach known as
constructivism. According to world bank, the use of ICT falls into four (4) major categories; constructing knowledge and problem solving (through the internetmail, CD-ROMs, databases, videoconferencing); using process skills; aiding explanation of concepts; and communicating ideas (power point, desktop publishin). This, therefore, implies that those learners who learn in an ICT integrated environment and up with better chances of knowledge construction than their counterparts who study in the traditional learning environments. The extent to which learners learn a given discipline largely depends on how motivated the learner is towards the discipline. Through the use of ICT (such as CD-ROM, power point, simulations, etc.), the teaching and learning of Biology become interesting (Ade, 2012). This according to Newhouse et al., (2002) increases students’ motivation. Computer systems also do provide the opportunity to create a wide range of interesting learning experiences (Committee on Developments in the Science of Learning 2000), which are likely to help maintain student interest and a wider range of students (Cradler & Bridgforth, 2002). This makes a learner invest more academic learning time in the subject thus learning to better achievement. The interactive and multimedia features within the software can be used to help students grapple with concepts and ideas (Committee on Developments in the Science of Learning, 2000). Students can more readily be provided with similar information and experiences within a variety of contexts (Committee on Developments in the Science of Learning, 2000). This improves the quality of learning which in turn leads to higher achievement in Biology.

**Methodology**

The study used a descriptive survey design. According to Mugenda and Mugenda (2003), a survey design is used to collect data from members of a population to determine the current status of that population on one or more variable. The study was carried out in Bauchi State, Nigeria. The location was chosen because it has several schools that have been targeted to benefit from ICT as compared to other states. The target population was...
363 public secondary schools from the three zones of Bauchi state. 133 secondary schools from Southern Zone, 110 from Central zone and 120 from Northern zone. The researcher used 10% formula of Mugenda and Mugenda, (2003) to select the respondents. In this regard, 34 schools, 36 biology teachers, 68 students and 34 principles were selected as respondents. The instruments used in the study were biology teachers’ questionnaire, biology students’ questionnaire, lesson observation schedules and resource check lists. The researcher also visited the science departments and the ICT rooms/computer rooms, and other room used to store ICT facilities to observe and record the ICT resources available. Additionally, interview schedule was conducted with principals of the selected schools and taped recorded by the researcher. Moreover, the researcher went ahead to observe the lesson and asses the level of integration of ICT in teaching of biology by the teachers.

Presentation and Discussion of Findings
The availability of ICT resources and the extent of their integration in the teaching of biology in secondary schools in Nigeria.

Availability of ICT Resources for the Integration of ICT in the Teaching of Biology
This section intends to establish the availability of ICT resources necessary for the integrations of ICT in the teaching of Biology. The data were obtained in the lessons observation checklists, ICT observation checklist and teachers questionnaire. The results are presented below.

ICT Hardware
The availability of ICT hardware in the schools involved in the study.
ICT Hardware

The findings in figure 2 show that majority 67% (24) of the schools had ICT hardware to enable the integrations into students teaching and learning. Whereas on the other hand, only 33% (12) of the schools did not have ICT hardware to enable integration into the teaching and learning of biology.

Functional Computers

The availability of functional computers in the schools.

Functional computers

The study observation findings show that majority 56% (20) of the schools had functional computers whereas 44% (16) of the schools do not have functional computers.
Projectors
The availability of projectors in schools that were involved in the study.

**Projectors**

![Figure 4: Availability of Projectors](image)
The finding in figure 4 shows that majority 69% (25) of the schools had projectors whereas only 31% (11) of the schools had no projectors.

**4.1.4 Printers**
The figure below shows whether the schools involved in the study had printers or not.

![Figure 5: Availability of Printers](image)
The finding in the figure 5 shows that majority 62% of the schools had printers whereas only 38% of the schools had no printers.

**Presence of ICT software Internet connectivity**

The analysis in the table 1 show the analysis of the observation checklist on the presence of ICT software’s internet connectivity in schools.

<table>
<thead>
<tr>
<th>Internet connectivity</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Simulators</td>
<td>25</td>
<td>69.4</td>
</tr>
<tr>
<td>MS office materials</td>
<td>21</td>
<td>58.3%</td>
</tr>
<tr>
<td>Education games</td>
<td>20</td>
<td>55.6%</td>
</tr>
</tbody>
</table>

The findings in the table 1 above indicate that 69.4% of the schools had simulators but only 30.6 % of the schools did not have that. Also the study established that 58.3 % of the schools had MS office materials while only 41.7 % did not have MS office materials. Lastly, 55.6 % of the schools have education games whereas only 44.4 % of the schools did not have education games that students played on the computers.

**The Level of Biology Teachers’ ICT Integration**

The section provides the level of biology teachers Information technology integration skills.

**Rate of teachers ICT integration in schools**

The level of ICT integrations in schools
The analysis outcomes as shown in the figure 6 show that majority 41.20 %(14) of the respondents indicated that teachers ICT integration in schools is fair and were seconded by 29.40% (12) who indicated that it is poor. 17.60 % (6) of the respondents indicated that it was good and lastly 11.80%(4) affirmed that it was excellent.

**Use in Preparation of Teaching Learning Materials**

The findings in the table 2 show the results of respondents feedback when they were asked to indicate ICT in preparing of teaching and learning materials their feedback is as presented below

**Table 2 Use in Preparation of Teaching Learning Materials**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Computer</th>
<th>Printer</th>
<th>Internet</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Never</td>
<td>4</td>
<td>11.1</td>
<td>8</td>
</tr>
<tr>
<td>Rarely</td>
<td>9</td>
<td>25</td>
<td>9</td>
</tr>
<tr>
<td>Frequently</td>
<td>23</td>
<td>63.9</td>
<td>19</td>
</tr>
</tbody>
</table>
The findings in table 2 show that majority 63.9% of the biology teachers frequently used computers when preparing for a biology lesson and were seconded by 25 % who rarely use computer in preparing for their biology lessons. 11.1 % of the respondents indicated that they do not use computer in preparing for their lessons. The study also established that 52.8% of the respondents frequently used printers during their learning materials preparations and were seconded by 25% of the respondents who confirmed that they rarely used printers in their lessons preparations. Minority of the respondents 22.2% indicated that they never used printers during their preparing of learning materials. Study outcomes observed that 13.9% of the respondents frequently used the internet during their preparation of learning materials and were followed by 36.1 % of the respondents who showed that rarely used internet in preparation of their learning materials. Lastly on the other hand 50% of the respondents indicated that they never used internet in preparing their learning materials. Bauer and Kenton (2005) carried out a study about technology integration in the schools. They used a qualitative study to examine the classroom practice of 30 "tech-savvy" teachers who used computer technology in their instruction. They found that the teachers were highly educated and skilled with technology, were innovative and adept at overcoming obstacles, but that they did not integrate technology on a consistent basis as both a teaching and learning tool. They stated two reasons regarding these findings: students did not have enough time at computers, and teachers needed extra planning time for technology lessons. Other concerns were outdated hardware, lack of appropriate software, technical difficulties, and student skill levels.

Use in Classroom Content Delivery

The information in the table 3 below show the respondent’s feedback on whether they use information communication technology in classroom content delivery
Table 3: Use in Classroom Content Delivery

<table>
<thead>
<tr>
<th>Responses</th>
<th>Computer</th>
<th>Projector</th>
<th>Internet</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Never</td>
<td>5</td>
<td>13.9%</td>
<td>11</td>
</tr>
<tr>
<td>Rarely</td>
<td>14</td>
<td>38.9%</td>
<td>17</td>
</tr>
<tr>
<td>Frequently</td>
<td>17</td>
<td>47.2%</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100%</td>
<td>36</td>
</tr>
</tbody>
</table>

The research findings established that most teachers 42.2 % (17) frequently use information communication technology in classroom content delivery, and were seconded by 38.9 % (14) of the respondents who indicated that they rarely use ICT in teaching biology content in class. On the other hand, 13.9 % (5) of the respondents confirmed that they never used computer in biology content delivery. Findings indicate that 47.2 % (17) of the respondents rarely used projectors during their biology class content delivery and were seconded by 30.6 % (11) who indicated that they never used projectors in biology class content delivery. Contradictory, 22.2 % (8) of the respondents indicated that they frequently used projectors in content delivery. Lastly, 80.6 % (29) of the respondents indicated that they have never used the internet in biology classroom content delivery and were seconded by 13.9 % (5) of the respondents who indicated that they rarely used internet in their biology classes during content delivery while only 5.6 % (2) of the respondent frequently used internet.

Rate of Teacher use of ICT

The information in table 4.8 show student’s feedback when they were asked to indicate how often their teachers use information communication technology in teaching them.

Table 4: Rate of teacher use of ICT

<table>
<thead>
<tr>
<th>Responses</th>
<th>Computer</th>
<th>Projector</th>
<th>Internet</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Never</td>
<td>5</td>
<td>7.4</td>
<td>20</td>
</tr>
</tbody>
</table>
The study outcomes show that majority 63.1% (43) of the respondents indicated that their teachers frequently used computers and they were seconded by 29.4% (20) of the respondents who showed that their teachers rarely used computers while instructing them in biology lesson while 7.4% (5) of the respondents used computer. The study also found out that 46% (31) of the respondents confirmed that their teachers frequently used projectors when teaching biology and were seconded 29.4% (20) who indicated that they never use projectors in class. On the other hand, 25% (17) of the respondents showed that their teacher rarely used the projectors while instructing them in their biology class. Lastly, 72.1% (49) of the respondents indicated that their teacher never used internet while instructing them in class and were seconded by 22% (15) who indicated that their teachers rarely used the internet while teaching them in class, while only 5.9% (4) of the respondents indicated that their teachers frequently used the internet in teaching them biology.

**Teacher Reference to Internet as a Source of Information**

The researcher intended to establish whether teachers refer their students to the internet as a source of information and the findings are as shown in the table 4.9

<table>
<thead>
<tr>
<th>Responses</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>frequency</td>
<td>47</td>
<td>21</td>
<td>68</td>
</tr>
<tr>
<td>Percentage</td>
<td>69.1%</td>
<td>30.9%</td>
<td>100%</td>
</tr>
</tbody>
</table>

The findings in the table 4.9 show that majority 69.1% (47) of the students indicated that their teachers used the internet as their reference materials when sourcing information whereas on the other hand 30.9% (21) of the students...
respondents indicated that their teacher do not asked them to refer to the internet as a source of information.

**Teacher Assign Homework to Be Searched From the Internet**

The researcher intended to establish whether teachers assign homework to their students to be searched in the internet as a source of information and the findings are as shown in the table 4.10.

Table 6: Teacher Assigns Homework to be searched from the Internet

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>57</td>
<td>83.8%</td>
</tr>
<tr>
<td>No</td>
<td>11</td>
<td>16.2%</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
<td>100%</td>
</tr>
</tbody>
</table>

The study findings in the table 4.10 established that majority 83.8 % of the respondents indicated that their teachers require them to refer to the internet on the assigned homework they have been given to complete their home assignment whereas 16.2 % of the respondents showed that their teachers do not require them to use the internet in completing the assigned homework.

**Ability to Use Computer Applications**

The study finding in the table 4.11 shows the outcomes of teacher’s rate of familiarity with stated computer applications/packages. The researcher used a Likert scale of key 1-4(1-Excellent, 2-Good, 3-fair and lastly 4-poor) in which respondents were required to use a tick as an indication of their rating on ability to use computer applications.

Table 7: Ability to use computer applications

<table>
<thead>
<tr>
<th>Computer Application</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Word processor (e.g. MS word)</td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>16</td>
<td>44.4%</td>
</tr>
</tbody>
</table>
The study outcomes in the table 7 show that majority 44.4% (16) of the respondents indicated that they are good in word processor (e.g. MS word) they were seconded by 30.6% (11) of the respondents who showed that their MS word skills are fair but 25% (9) showed that their skills were poor. 52.8% (19) of the respondents indicated that their MS spreadsheet skills were fair and they were seconded by 36.1% (13) who confirmed they had good MS word spreadsheet skill but others 11.1% (4) of the respondents indicated that their skills were poor. The study also found out that 58.3% (21) of the respondents indicated that they had good skills in database and were seconded by 33.3% (12) of the respondents who confirmed that they had fair skills while 8.4% (3) showed that they had excellent skills in database. 44.1% (15) of the respondents indicated that they were good at presentation tools and were seconded by 17.6% (8) of the respondents who confirmed that they were excellent in MS PowerPoint. 20.6% (7) of the respondents indicated that they had fair skills in MS PowerPoint whereas 17.6% (6) showed that they had poor skills in PowerPoint presentation. Findings indicate that majority 79.4% (27) of the respondents indicated that they had fair skills in graphic design (e.g. Adobe) while 20.6% (7) of the respondents indicated that they had poor skills in graphic design.
skills in Graphic design. Lastly, 50 % (18) of the respondents indicated that they have fair skills in internet search tools and were seconded by 41.7 % (15) who showed that they had good internet skills and 8.3 % (3) concluded that they have excellent internet skills.

Teacher use of ICT during lessons

The findings in the figure 4.9 show the head teacher’s feedback on whether teachers in their schools use information and communication technology during their lessons.

![Figure 7: Teacher use of ICT during lessons](image)

The findings in the figure 4.9 shows that majority 56 % (20) of the head teachers indicated that teachers in their schools do not use information and communication technology in their lessons and only 44% (16) who integrate ICT in their teaching and preparation of lessons.

Conclusion

The best way of integrating technology into classroom practices is one of the challenges in the 21st century that teachers face. Effective integration of ICT into learning systems is much more complicated than providing computers and securing a connection to the Internet. In fact, the integration of ICT is associated with a shift from instructivist to
constructivist philosophies of teaching and learning. So, technology integration takes time; time to learn about the innovation, time to be adequately prepared to use it. Emphasis should be aimed at developing a long term program effective for continuous commitment to training and use of instructional technologies. The national and state governments should show more interest in imbibing information communication and technology (ICT) and supply the necessary ICT equipment to all secondary schools through improved funding for the purchase of ICT equipment. Delivery of instruction should be site-based over an extended period of time, so that teachers can develop and use materials and methods with their students. There should be a provision for delivery and support methods through reliable distance delivery and support to local schools. Both hardware and software support at the local level is critical to site based delivery of in-service training.

**Recommendation**

- Governments should put more effort on the training and re-training of teachers on the use of educational ICT equipment through seminars, workshops and in-service training.
- National and state governments should show more interest in imbibing information communication and technology (ICT) in teaching and supply the necessary ICT equipment to all secondary schools.
- Teachers and school administrators should be motivated by having extra incentives for participating in ICT in-service.

**References**


EFFECTS OF YORUBA DIALECTS ON FRENCH LANGUAGE IN EMMANUEL ALAYANDE COLLEGE OF EDUCATION, OYO

*A KANDE OLUBUKOLA ABOSEDE (MRS) & ** ADEYINKA MODUPE BEATRICE (MRS)

*Department of French, School of Secondary Education (Language Programmes), Emmanuel Alayande College of Education, Oyo. **Department of French, Federal College of Education, Osiele, Abeokuta

ABSTRACT

This paper investigated on the effects of some Yoruba dialects on acquisition and production of French language in Emmanuel Alayande College of Education, Oyo. Questionnaire was used for the collection of data with the use of percentage method for data analysis. Interview method was also employed with which the researchers conversed with the students on ground to test as well detecting difficulties in their sound production. It revealed students dialects and the structures of sounds that are rivals with the closely similar ones to those of French. It demonstrated French sounds that are wrongly produced by the students. It was recommended that if NCE French students would be competent in their discipline, resourceful to their pupils in future and good representatives of their college, they should be ready to differentiate between those

Introduction:

French language like other languages such as English and Arabic remains an international language and a means of communication globally. Without any contention, French is one of the accepted foreign languages (Mbuko, 2003, Adeniji, 2007). Mbuko stresses further that it is a diplomatic language. It also plays a distinguishable role in establishing an international relationship among countries of the world Nigeria inclusive. Nigerian geographical situation calls for such an international cooperation with France through the
problem-posed sounds in their dialects and French sounds. Lecturers should patiently look for words in Yoruba dialects or other dialects spoken around which could serve the purpose and make the French sounds well pronounced by the learners. In one word, NCCE would achieve her French educational objectives in the College and elsewhere since this paper would be useful to other students, lecturers, researchers and other stakeholders.

**Keywords:** Yoruba dialects, French language, Effects, Emmanuel Alayande College of Education, Oyo, and NCCE.

Language. Our francophone neighboring countries remain intimates only if Nigerians could speak French language which is their official language. Therefore, it is obligatory that Nigerians speak the said language. Though English is a national heritage for the country which is used in all areas. Nigeria also has Hausa, Igbo and Yoruba which are referred to as the country’s three main languages.

According to Obanya 1982, Nigeria language situation is thus one in which a multiplicity of language is used by its native speakers for most of their everyday communicating activities.

Communication among members of the same ethnic or language has a multiplicity of geographical dialects. Notwithstanding, the government continues to encourage the teaching and learning of French language in Nigerian institutions.

This paper works on dialects in Yoruba language. It investigates how they affect learning and teaching of French language especially in the class of new students through interference of certain sounds. It proposes positive tension to resolve the long-term difficulty that Yoruba dialects have been creating to influence negatively the learning and teaching of French language.

**Statement of the Problem**

Nigerian learners of French language especially in Colleges of education are part of the programs scheduled by the NCCE, aiming to produce quality teachers. The principal objective of learning French is to communicate...
effectively with the language. And at the end they become competent French teachers to build pupils in basic 1-9 of the primaries 4, 5, 6 to JSS three. The NCCE (2012: 37) speculates that the study of French language programs at the NCE is expected to:

- Former des professeurs de français compétents pour les niveaux JSS (Basic 1-9).
- Make competent French teachers for JSS classes

(Basic 1-9) (our translation).

The French language programs would facilitate easy and fluent communication and intercomprehension with their francophone neighbors within and outside. The Yoruba students speakers from Oyo, Ibadan, Ogbomoso and Saki influence French language with their dialects. This makes the learning difficult since wrong production of sounds does not allow smooth running of the lessons and still spoils the correct pronunciation of French language in the class. "Former des professeurs de français compétents pour les niveaux JSS (Basic 1-9) (our translation).

In Mustapha, Oyebamiji (OLOOTU), Oyerinde, Oyedemi et al (2013), it is noted that Yoruba phoneme sounds include consonants and vowels. The consonant sounds with respective orthographies are as follows:

- /b d f g gb h j k l m kp r s ∫ t w j/  
- /b d f g gb h dj k l m n p r s ş tuw y/  

Also Yoruba vowel sounds are the following with their respective orthographies:

- /i e a o u i̯ c ū ā/  
- i e e o o u i̯ n en on un an  

Johnson Samuel (1973) also lists the Yoruba alphabet which are a b d e ě f g gb h i j k l m n o ọ p r s ş t u w y. He subgroups alphabet into vowels and consonants. Standard Yoruba has 18 consonants (b, t, d, k, g, kp, gb, j, m, n, f, s, ş, l, r, y, w, h), seven oral vowels (i, e, ě, a, o, ọ, u) five underlying nasal vowels (i, ě, ā, ū, ü), three level tones (high, mid, and low) and two contour tones (low-rising, and high-falling) (Akinlabi 2004; Adeniyi 2009). Johnson (1973) says the
recognized principal vowels are a i e o u and are pronounced after the Italian method (ah, aye, ee, o, oo) then Yoruba has ẹ and ọ. To him, a complete representation of the vowels in Yoruba is as follows: - a, e, ẹ, i, o, ọ, u which in Italian method (pronounced ah aye, eh, ee, oh, aw, oo) which are pronounced in French as a, é, è, i, eau, ë, ou. Nasalization is also used in Yoruba. In the Standard Alphabet, n as nasal sign may be used for example, where it precedes a consonant as njẹ, ndao, nko and when it closes a word as Awon, Basorun, Ibadan, Iseyin, iyẹn since n at the end of a word in Yoruba is purely nasal.

Likewise, French alphabets are a b c d e f g h i j k l m n o p q r s t u v w x y z. Vowel phoneme sounds are the following: /a i e ɛ ø u/ oral vowels /ã ɛ ø œ u/ (nasal vowels) with their orthographies as follows: a, i, e, ô, au eau, aux, o, u, ou où, an en em am, ain in im aim, on om, un um. That is to say ‘comma’ at the end of orthography or group of listed orthographe(s) above signifies number of such orthography a word consists to pronounce the listed phonemes. For instance, word that has these orthographies o ô, au, eau, aux, ot, os is to be pronounced as /o/ in French, beau /bo/, mot /mo/ faux/fo/. Consonant sounds are: /p b m f v t d n k g s z l ʃ n ŋ R/ with the following respective orthographies: p, b, m, f, v, t, d, n, q, ca k, g, ce s sc ss, z, l, g+e g+i, ch, gn, ing, r. For instance, you see letter ‘p’ it is pronounced as /p/ sound /k/ is pronounced when word has letter(s) q, ca, k, in quoi /kwa/, cas /ka/, kilo /kilo/.

Most lecturers of French language in Nigerian colleges of education usually seem to forget that their students have acquired competence in their local dialects particularly their mother tongue before they come to learn foreign languages. This tends to affect learning of French.

Letter and sound such as ‘gb’/gb/ does not exist in French. Letter ‘p’ exists in both
Yoruba and French. Its pronunciation is not the same in either. The letter ‘p’ is sound /kp/ in
Yoruba in words such as òpópó /òkpókpó/ (street), pápá /kpákpá/ (bush) unlike in French, letter ‘p’ is sound /p/ in words like papaye /papaj/ (pawpaw), père /pΕR/ (father). The same letter ‘p’ in Yoruba and French does not have the same pronunciation and this creates problem in learning French since Yoruba is first acquired by the students.

Students speaking Oyo, Ibadan dialects of Yoruba language pronounce sound /s/ for /ʃ/ though both sounds exist in Standard Yoruba orthography but due to the dialect of these indigenes, there is misuse of sounds. For instance, in Yoruba general orthography, letter in words like Ṣola is pronounced /ʃ/ but Oyo indigene would say /sola/ (Akinlabi 2004; Adeniyi 2009, Adeniyi and Bamigbade (2017).

Whereas, in French, these two sounds exist with several letters that indicate what to produce. Features that produce sound /s/ are many. Letters such as ‘c’ in ‘ce’ /sə/, ‘s’ in serpent /sɛRpã/, ‘sc’ in science /sjãs/, ‘t’ in attention /atãsjɔ/, ‘ss’ in passer /pase/. Sounds /v/ and /z/ do not exist at all in Yoruba. These also pose problem in the learning of French. Some students pronounce ‘f’ for /v/ in words like ville /vij/ village /vilaj/. They replace sound ‘v’ for ‘f’ by pronouncing fille fij/ filadj/ and ‘s’ for /z/ in words maison /mɛzɔ/, zéro /zero/ these words are produced /mɛsɔ/ /sero/.

Sound /i/ in Yoruba has letters ‘in’ in words like opín (end), ofin (law) instead French has sound /ɛ/ in letters ‘in’ ‘ain’ ‘aim’ ‘ein’. These features pose problem in the learning of French. Words such as fin /fe/, vin /ve/, pain /pe/, faim /fe/, teint /te/ are wrongly pronounced especially ‘fin’ and ‘vin’ are equally pronounced as /fĩ/ by these students. Sound /ã/ in Yoruba words such as ėran (meat), iyan (pounded yam) has other letters apart from this ‘an’ in French. Many letters are pronounced /ã/ as underlined in the following words français /fRãsɛ/, gant /gã/, temps /tã/, jambe /ʒãb/, dent /dã/.
Therefore, this paper investigates the effects of new Yoruba students’ dialects on French language education especially in Emmanuel Alayande College of Education, Oyo.

**Objectives of the Study**

This work investigates new students Yoruba indigenes in the department of French. It identifies different dialects they speak. It examines phonemes in Yoruba language with those in French language. It also compares both languages to detect where in particular Yoruba dialects affect teaching and learning of French language. This will be useful for effective teaching of the subject for the development of Nigeria education.

**Scope of the Study**

The findings took care of the new French students speakers of some Yoruba dialects especially Oyo, Ibadan, Ogbomoso and Saki in Emmanuel Alayande College of Education, Oyo.

**Methodology**

The data for analysis in this study consists of certain sounds and their production which were noticed among new NCE French students of Emmanuel Alayande College of Education, Oyo. Design of data collection was by questionnaire and interview method in this research were administered to 120 NCE I & II students, Yoruba indigenes, in the Department of French and 100 copies were returned. The researchers detected wrong pronunciation of certain French sounds in some words and expressions among the same set of students through interview method. They were randomly collected by stratified sampling technique since they are not all from the area this study covered and, again, it took care of beginners where the interference was much more noticed. The items investigated were based on influence of some Yoruba dialects on certain French sounds in their use. Such French sounds in some words were grouped to vowel and consonant. The production of those sounds was also examined. The paper paid attention to the pronunciation of different
words having those problem-posed sounds to detect their effects on French language.

Questionnaire is divided into two; sections A and B. Section A consists of the Bio-Data of the respondents. Section B contains fifteen (15) items given to the respondents that were developed on the basis of the Nigeria Certificate in Education Minimum Standards for Languages (French) along with their objectives. These question items were subjected to content, findings, comments, suggestions and modifications obtained from the respondents. The response of each respondent to question is Yes /No to help respondent provides response to a statement of his/her choice.

Then, the students were interviewed to detect the effect of their dialect on the learning of French as they produce some words in French. This is an intelligent test researchers designed to measure respondents' general potential to solve problems. The interview was carried out face to face and was analyzed through survey method and calculated by the response rate.

Research Questions
The following research questions were formulated to guide the conduct of the study:

1. Do new French students originate from Yoruba community?
2. Do new students find some French sounds (vowel and consonant) difficult to produce?
3. Do students’ dialects affect the production of French sounds in word use?

Significant of the Study
New language needs to be articulated like the native. Busson (1998:319) says:

L’apprenant doit s’approprier le système phonique de sa nouvelle langue et certains phonèmes diffèrent ou n’existent pas dans la ou les langues qu’il maîtrise déjà. Il doit acquérir de nouvelles habitudes articulatoires (articuler comme les personnes parlant cette nouvelle langue) et doit aussi pouvoir entendre et distinguer les nouveaux
This paper would be useful for French Scholars at all educational levels. In particular, Colleges of education students and lecturers, other researchers inclusive. Students would realize new language has certain different phonemes apart from other languages they might have been speaking. They must acquire new sounds as the native speakers use it. They would also need to listen, hear and distinguish the new sounds in order to reproduce them correctly. Students would attend regularly lessons in Exercices de laboratoire 1 (FRE 115) and Phonétique et Phonologie (FRE 217) for better production of sounds.

Lecturer, on his part, would make his new student know that he pronounces wrong and should be led to know where the mistake lies through different methods depending on situation of the student concerned. They should come in as a guide, a leader, since they themselves had passed through the gate once. Each phoneme should be taught but emphasis should be centered on posing-problem phoneme. Both lecturer and student should as well find and pronounce two or three words that have the problem-posing phoneme in question.

The government through the college management should provide spacious language Laboratory hall, well equipped with necessary media that would necessitate better use of French language. In the absence of French language laboratory, the lecturer should make use of the available small classroom ‘French resource center’ to give learners a maximum opportunity to get the new sound. Game method with the use of words having the problem-posed phoneme could be part of learning activities in the class.

These recommendations would help to find out some applicable and effective educational tensions to resolve the problem in question with which lecturers will ameliorate the learning difficulty of the new students. It will enable NCE students use French words, sentences and expressions in a correct way. Such would make Nigerian learners of French compete...
well with the native speakers at any spot; being it examinations, workshop/seminar, competition or whatever.

Definition of terms

The Yoruba language has been classed among the unwritten African languages. The earliest attempt to reduce this language into writing was in the early forties of the last century, when the Church Missionary Society, with the immortal Rev. Henry Venn as Secretary, organized a mission to the Yoruba country under the leadership of one of their agents, the Rev. Henry Townsend, an English Clergyman then at work at Sierra Leone and the Rev. Samuel Ajayi Crowther. The first African Clergyman of the C.M.S. also at work in the same place (Johnson, 1973. In The National Policy on Education (NPE) 2004 Yoruba language is among the five languages classified for use in education. It is one of the three major Nigerian languages (MLN i.e. Hausa, Igbo and Yoruba) in Nigeria. Yoruba is one of the most widely-studied members of the West Benue-Congo languages. It is spoken predominantly in southwestern Nigeria, as well as in countries such as the Republic of Benin, Togo, and Sierra Leone in Africa, and in Cuba, Brazil and many other non-African countries (Fabunmi 2013). Among its widely varied dialects are Igbomina, Ondo, Ijesa, Oke-Ogun, Ibolo, Ife, Yewa, Egba, Ijebu, Awori, Oyo, and Ibadan. The Oyo dialect was the basis of Yoruba standardisation (Fabunmi 2013), but the present-day Standard Yoruba (SY) has diverged so much from the Oyo dialect that it is now regarded as different. Essentially, SY is believed to exist mainly in writing and as a sort of lingua franca within the Yoruba speaking areas. While speaking in public domains, most Yoruba speakers aim at SY, and especially away from their dialects. As a matter of fact, dialectal interference in public domains is often considered an issue to scoff at.

French education is introduced at the Colleges of Education throughout the nation with the aims of producing graduates who should be able to pronounce correctly French sounds and their dictum. They should as well demonstrate basic skills in reading and writing in French Akande (2014).
Emmanuel Alayande College of Education, Oyo is one of Nigerian Colleges of Education. It is located in Oyo town. It was former St. Andrew's College of Education that was later renamed by the first civilian governor, His Excellency Lam Adesina as Oyo State College of Education in 2003 and again renamed as Emmanuel Alayande College of Education by former governor Adebayo Alao-Akala in 2006, Akande (2016).

Collection of the Data:
The investigator collected 100 out of 120 copies of the questionnaire from the respondents. A total of 100 questionnaires were returned fully filled. Each participant was also interviewed by the researchers.

Validity and Reliability of the Instrument
The questionnaire and interview questions were subjected to criticism by the department head of department who read through to detect some mistakes which were rectified. This process ensured the content validity of the instrument. Copies of the corrected questionnaire were administered and collected. The results of the respondents were analyzed using frequency count and simple percentage to give reports of the findings. The response rate was calculated by the researchers.

Table 1: showing the contribution of 100 level students during 2016/2017 academic session in Emmanuel Alayande College of Education, Oyo.

<table>
<thead>
<tr>
<th>S/N</th>
<th>GROUPS</th>
<th>No. of New French Students in the Department of French during 2016/2017 Academic Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>100L Double Major</td>
<td>04</td>
</tr>
<tr>
<td>2.</td>
<td>100 L Single Major</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

The above table shows that 4 respondents are 100 Level double major students. 96 respondents are 100 Level single major students all from the department of French in EACOED, Oyo.
Results and Discussion

Information collected was analyzed using frequency counts and simple percentages. The following tables present the relevant data.

Question 1. Showing the contribution of new students’ origin from Yoruba community and language.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Question items</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I am Yoruba indigene.</td>
<td>100</td>
<td>100%</td>
<td>100</td>
<td>100%</td>
</tr>
<tr>
<td>2.</td>
<td>I Speak Yoruba.</td>
<td>100</td>
<td>100%</td>
<td>100</td>
<td>100%</td>
</tr>
<tr>
<td>3.</td>
<td>I can read Yoruba texts.</td>
<td>100</td>
<td>100%</td>
<td>100</td>
<td>100%</td>
</tr>
<tr>
<td>4.</td>
<td>I am new French student in EACOED Oyo.</td>
<td>100</td>
<td>100%</td>
<td>100</td>
<td>100%</td>
</tr>
<tr>
<td>5.</td>
<td>I live in Yoruba land.</td>
<td>100</td>
<td>100%</td>
<td>100</td>
<td>100%</td>
</tr>
</tbody>
</table>

On items 1 to 5, 100% of the respondents replied ‘Yes’ that they are Yoruba indigenes, speakers of Yoruba language. They can read texts written in Yoruba. They are new students of French in their Institution. They also live in Yoruba land.

Question 2. Showing the contribution of new students to the production of some French sounds.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Question items</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I can pronounce VILLE, VILLAGE correctly.</td>
<td>06</td>
<td>06%</td>
<td>94</td>
<td>94%</td>
</tr>
<tr>
<td>2.</td>
<td>I can pronounce FIN, FAIM, VIN very well.</td>
<td>00</td>
<td>00%</td>
<td>100</td>
<td>100%</td>
</tr>
<tr>
<td>3.</td>
<td>I can produce WAGON correctly.</td>
<td>10</td>
<td>10%</td>
<td>90</td>
<td>90%</td>
</tr>
<tr>
<td>4.</td>
<td>I can produce GANT, BANC, JAMBE correctly.</td>
<td>50</td>
<td>50%</td>
<td>50</td>
<td>50%</td>
</tr>
<tr>
<td>5.</td>
<td>I can produce CHAMEAU, CHANT, CHAQUE very well.</td>
<td>00</td>
<td>0%</td>
<td>100</td>
<td>100%</td>
</tr>
</tbody>
</table>

In item 1, 06% of the respondents says they cannot pronounce the words ‘Ville’ and ‘Village’ correctly while 94% show their inability to pronounce them correctly. In item 2, none of the respondents can pronounce ‘Fin’,
‘Faim’ and ‘Vin’ very well while 100% confirm their disability to do so. In item 3, only 10% of the respondents can produce the word ‘Wagon’ whereas 90% cannot. In item 4, 50% of the respondents affirm that they can produce the words ‘Gant’, ‘Banc’ and ‘Jambe’ the rest 50% confirm they cannot. In item 5, 0% of the respondents can produce the words ‘Chameau’, ‘Chant’ and ‘Chaque’ while 100% confess they cannot.

Question 3. Showing the contribution of new students’ dialects’ influence on the learning of French.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Question items</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I have problem with the production of some French sounds</td>
<td>80</td>
<td>80%</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td>2.</td>
<td>My dialect affects my learning of French.</td>
<td>100</td>
<td>100%</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>3.</td>
<td>I find some French words difficult to pronounce</td>
<td>80</td>
<td>80%</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td>4.</td>
<td>I cannot produce some French words at all.</td>
<td>20</td>
<td>100%</td>
<td>80</td>
<td>80%</td>
</tr>
<tr>
<td>5.</td>
<td>I instantaneously use some sounds in my dialect for French.</td>
<td>20</td>
<td>80%</td>
<td>20</td>
<td>20%</td>
</tr>
</tbody>
</table>

In item 1, 80% of the respondents confirm their deficiency in the production of some French sounds whereas 20% of them do not agree. In item 2, 100% confess that their dialect affects their learning of French none of them can hold off lack of dialect interference on French education. In item 3, 80% of the respondents agree that they find some French words difficult to pronounce whereas 20% can still pronounce some. In item 4, 20% of the respondents agree that they cannot produce some French words at some whereas 80% of them disagree. In item 5, 20% of the respondents affirm that they instantaneously use some sounds in their dialect for those of French on the contrary, 80% of them do not.

The same French words were used during interview to detect these new students. The response rate is used to calculate the number of respondents.
who agreed to interviewed divided by the total number of students who made up the original sampling effort. That is:
No. of participants who agree to be interviewed ÷ Total No. of students who make up the original sampling effort.
Therefore, the response rate was calculated as follows: 100 ÷ 120 = 0.83.33
N.B. The total No. must include people who refused to participate in the research.

Summary
This paper aims at identifying certain problem-posed sounds in some Yoruba dialects as they affect learning of French in EACOED, Oyo. 100 out of 120 new students in the department of French from Yoruba community were tested for the findings. Questionnaires and interview were used to detect the cause and were calculated with use of frequency count, percentage and response rate respectively. The findings demonstrated high influence of some Yoruba dialects on the learning of French among the new students.

Conclusion
The findings showed that all the respondents are Yoruba indigenes with some dialects in their community. It also demonstrated the low degree of production of some French sounds and words due to their dialects. This made the respondents confess of their inability to pronounce correctly some French words. This paper helped French lecturers realize that these new students’ shortcomings and looked for different ways to help them speak good and correct French. It also assisted in the way out to achieve NCCE objectives of putting French on the NCE education programmes. This work stood out as sample and experiment that brought out results for public use. Lecturers would take this into consideration and help their new students in their weaknesses. Recommendations
The following recommendations are made to reduce the effect of Yoruba dialects on
French education in EACOD, Oyo. Student should be made to know his wrong pronunciation and should be told or led to know where the mistake lies. Where it fails, other students in the class should be made to pronounce the particular sound. Lecturer should as well change the word though has the said sound. Lecturer should make use of media; audio-visual aids, audio aids, projector to teach their students. The latter should listen and reproduce the sound with their phones. Lecturers should give online audio assignment on the sound concerned to his students. The students themselves should come back the next period to pronounce the sounds before the class. College management should provide enough projectors, DVDs, monitors and other accessories to the department for effective teaching and learning of French. Policy makers with Nigerian government should let the policy on French education stand by implementing all they write on paper. Graduating students should be provided job even at the school to avoid forgetfulness of the new language.

References


Fábùnmi, Felix Abídèmí (2013): “Negation in sixteen Yoruba dialects”. Open journal of modern


Mustapha, Oyebamiji (OLOOTU), Oyerinde, Oyedemi, Alagbe, Ayo and Oluymesi aya

INFLUENCE OF THE SOCIAL MEDIA ON THE READING CULTURE OF NIGERIAN STUDENTS: THE CHALLENGES AND OPPORTUNITIES IN THE 21ST CENTURY.

*ABUBAKAR SADIQ MUSA *ERIC OGHENEOCHUKO BOSIN **IORWA ESTHER
*Department Of Languages, Kaduna Polytechnic **Kaduna Polytechnic.

ABSTRACT
The study examined the influence of the social media on the reading culture of students in Nigerian polytechnics with Kaduna Polytechnic as a case study. The research aimed at identifying the activities, time allotted and the influence that social media have on students reading culture. Also, the study’s main objective is to arrive at a means through which the curriculum of schools can incorporate the use of social media in the teaching and learning process in order to conform with the 21st century standards. A descriptive survey was used for the study. Fifty respondents were included in the study with a questionnaire used to gather data for the study. Research findings show that the social media has a great influence on students reading hours as it affects their performance in academic activities especially their reading. Also, the number of hours devoted to reading is quite low compared to the time

Introduction:
The study focuses on the influence of social media on the reading culture of students in Nigerian polytechnics. It is common to find students more socially involved with friends through the social media instead of reading books in order to get information on their academic except when necessary. Students are much more interested in the social aspect of these social media sites more than their relevance for academic pursuits. Therefore, the study will take a look at the activities engaged by students during their leisure hours and to what extent the use of these media sites affect their reading. Also the
allocated to chatting on the social media. It was recommended that the internet should be carefully monitored and incorporated into the teaching and learning process in schools, also the government should provide well equipped libraries in schools.

**Keywords:** Social, Media, Reading, Culture, Students.

Study will investigate the effect of the social media on students’ ability and their overall performance in academic activities.

The main objective of this study is to investigate the influence of social media on the reading culture of students in Kaduna Polytechnic. Specifically, the study aims at identifying the following:

1. The activities students engage in at home, school or in their hostels.
2. The time students devote in reading books, magazines, playing games, watching chatting with friends and listening to music.
3. The Influence of social media on the students reading hours.

Reading is an essential tool for lifelong learning. Thus, it is important for students to develop a good reading culture so as to perform excellently in their academic endeavors. The reading skill for students is critical for academic performance and personal growth. It is an important component of student’s ultimate literacy development, (Ezeji, 2012) citing (Holte, 1998), agrees that reading adds quality to life and provides access to culture and cultural heritage. He points out that reading empowers and emancipates citizens, and brings people together. According to (Rubin, 2002), reading is an integrative process that starts with the reader and includes the affective, perceptual, and cognitive domains because the whole process of reading has to do with a learners level of development and interest.

It is pertinent to note that students who engage in in-depth reading have developed self-confidence and they know that their ability to read can widen their academic horizon. Improving access to relevant information and promoting reading culture are prerequisites for literacy skills,
widening education and learning opportunities, and helping people to address the causes of poverty. Consequently, the emotion the reader have when reading any information resource either online or offline will help the reader know exactly what he or she is reading. Reading can be said to be the bedrock of most forms of learning activities culminating into literacy.

The declining interest in reading among students in higher institutions is a challenge to education stakeholders like teachers, policy makers and administrators, as it affects standard and the quality of graduates sent into the labour market. The ministry of education in Nigeria needs to launch a readership promotion campaign from the primary to the tertiary level which can help to inculcate the culture of reading in students to enhance a better reading culture among all and sundry. It is interesting to note that students who excel academically read extensively because reading actually activates the mind and make us more creative. To be capable of doing this, students must develop an in-depth reading culture; they must have the ability to understand texts. Carson, (1992) suspects the existence of a one-to-one correlation between avid reading and intellectual accomplishment because those learners who read a lot of materials have the capability to excel in their academics than those who read only for examination purpose.

Reading is not taught separately as most other subjects or courses in the curriculum. it is rather subsumed in English language. This may be responsible for the purported low quality of graduates produced by Nigerian tertiary institutions. However, (Olukemi, 2010) advised Nigerian youths to imbibe the reading culture in all their endeavors. She lamented that lack of reading culture among youths nowadays has greatly affected the quality of graduates being produced by the nation's higher institutions. Generally, one usually finds out that students are more socially inclined with friends through using social media instead of reading dailies in order to get information for their academic work except when necessary. Involvement with friends on the social media seems to have reduced interest in reading materials for the purpose of sourcing information,
increasing vocabulary and general knowledge which an individual gets from a good reading culture. Similarly, this has reduced student’s interest in using electronic sources to enhance their reading culture, instead, they engage in activities like chatting, Hogging and browsing the internet that takes up much of their time.

JUSTIFICATION OF THE STUDY
This research is carried out in order to cover some areas not earlier investigated by previous works. Most of the literature reviewed on this subject matter tends to concentrate more on the negative aspect of the social media as it relates to students. Also, previous studies have failed to look at the ways in which these social media outlets can be harnessed and used as an effective tool that can enhance the reading culture of students. Furthermore, new social media applications have been developed and therefore the need to incorporate these new trends like badoo, 2go, ebuddy and others in a research work because of its influence on youths.

SCOPE OF THE STUDY
The study will be looking at the influence of the social media on the reading culture of students in Kaduna Polytechnic. An examination of how the social media influences or affects students reading of their books and the number of hours devoted to these social sites falls within the scope of this study. The study equally covers some of the positive social media outlets that students make use of often and its attendant effect on their study. This work is restricted to National Diploma 1 (ND1), ND2 and HNDI students of Kaduna Polytechnic.

INFLUENCE OF SOCIAL MEDIA ON STUDENTS READING
The idea of “Social Networking” has existed for several decades as a way for people to communicate in society and build relationships with others (Coyle & Vaughn, 2008:p40). With the increase in the need to communicate with others and the popularity of the Internet, “Social Networking” has become an activity that is primarily on the Internet, with sites like Myspace,
Facebook, Bebo, Friendster, WhatsApp, 2go and Xanga (Coyle & Vaughn, 2001:41). Social sites (SNS) may be defined as: Web-based services that allow individuals to construct a public or semi-public profile within a bounded system. It also includes an articulate list of other users with whom they share a connection. Reading is an essential tool for lifelong learning. It is important for everyone to develop the rudiments of reading and the culture of reading always so as to survive in life. Reading according to Holte (1998:2), adds quality to life and provides access to culture and cultural heritage. He points out that reading empowers and emancipates citizens and brings people together. Okeke (2000) reaffirms that the art of reading is a priceless instrument for everyone. It is one of the most important activities of life through which we enter into the life and experiences of others and extend our knowledge, scope of experience and enjoyment. It has a critical role to play in the overall development of an individual and the nation at large. Reading experience can be obtained in the library. The school library is a gateway to knowledge and will serve as a starting point or road map to reading and the promotion of reading culture. The library provides books and other resources which will help shape thoughts and influence the actions of students throughout life with active supervision by an experienced librarian. Due to technological development, reading habits are changing. In our society today, while technology is slowly taking a steady control over individual lives, the reading habit is fast vanishing into thin air. Students now lack the skill of reading because they spend more hours on electronic media, browsing the net, playing with funky handsets and passing nonstop SMSs seem to be the order of the day, thereby king reading a book or any other piece of written material in a quiet or peaceful corner of a library or home become an archaic idea for most school children and adults. Obama (2008) in his speech on the occasion to mark the world reading day, pinpointed that children cannot achieve their set academic goals unless they raise their expectations and turn off television sets. Shabi and Udofia (2009) noted that active learning from books is better than passive learning such as watching and playing games. According to Kaufman (2001:35), children spend their time watching TV and playing...
Statistics collected according to Kaufman by the U.S Department of Education “National Centre for Educational Statistics” shows that student’s achievement in both reading and academics has been declining in recent times. According to current studies, the rate of usage of mobile phones during lecture hours has been increasing dramatically. Teenagers and young adults send and read their text messages or play games on social network sites via their phones during lectures. There are two opposite views about school prohibition to access SNSs. First view states that “Some may primarily access the Internet at school rather than at home. Schools often have policy on usage, block websites or restrict access time for non-instructional purposes. Such situations might limit students’ participation in social network sites.” (Aim 2007:p43).

The study will adopt a descriptive research theory to analyze data gathered. Descriptive research is used to describe characteristics of a population or phenomenon being studied. It does not answer questions about how/when/why the characteristics occurred. Rather it addresses the "what" question (what are the characteristics of students who indulge in social media as compared to those whose use is quite minimal?) (Schields, 2013).

The characteristics used to describe the situation or populations are usually some kind of categorical scheme also known as descriptive categories. The description is used for frequencies, averages and other statistical calculations. Often the best approach, prior to writing descriptive research, is to conduct a survey investigation.

**METHODOLOGY**

This study is a descriptive survey. A well-structured questionnaire tagged “Influence of the Electronic Media on Reading ability of Students in Homes and Schools” was used to collect information from the student respondents. Four lecturers were interviewed. The questions asked have to do with the number of time they refer students to the internet to source for materials, what they observed about students interest in reading and video games instead of spending a great deal of time reading and writing.
how useful is the internet to their studies. This chapter will also describe and discuss the design and procedure for the study, the population and sample used, A description is also made of the instrument for data collection. Also discussed in this chapter are the procedures for administration of the instrument, statistical analysis as well as limitations of the study. The survey method was used to gather data for this work which will be analyzed using simple percentages.

The target population of this study consists of students in National Diploma One (ND1), diploma 2 and higher diploma students of the Department of Languages, Kaduna Polytechnic. They totaled 105. Out of the total population of the students, 50 students were involved in the study and they were randomly selected using the simple random sampling.

DATA ANALYSIS AND DISCUSSION OF FINDINGS
This part focuses on the analysis and interpretation of data that were collected for this study. The goal of the study is to establish the extent of the influence of the social media on students reading culture in Nigerian polytechnics with Kaduna polytechnic as an example. These are discussed as follow:

Data collected for this study were analyzed using frequency distribution and simple percentages.

BIODATA

TABLE 2: PERCENTAGE OF EDUCATIONAL LEVEL OF RESPONDENTS

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ND1</td>
<td>21</td>
<td>42%</td>
</tr>
<tr>
<td>ND2</td>
<td>19</td>
<td>38%</td>
</tr>
<tr>
<td>HND</td>
<td>10</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

Of the 50 respondents, 21 (42%) are in National Diploma 1 class, 19 (38%) are in their second year, while 10 (20%) of the students respondents are
in the Higher National Diploma class. This shows that students from different levels were examined in order to give the study a wider spread. The table below shows the hobbies engaged in by the respondents. 23 (46%) of the respondents prefer chatting with friends online using the social media, 10 (20%) of them prefer reading books, 5 (10%) of the respondents prefer reading magazines, while 7 (14%) of the students engage in other activities like travelling and playing board games. These responses go to show that the students mostly have a preference for going online to chat with friends because 46% of the respondents prefer that to reading their books.

SECTION B: ACTIVITIES PERFORMED BY STUDENTS

Table 3: Activities Performed by students.

<table>
<thead>
<tr>
<th>ENGAGEMENT</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing School Assignments</td>
<td>10</td>
<td>20%</td>
</tr>
<tr>
<td>Reading textbooks</td>
<td>10</td>
<td>20%</td>
</tr>
<tr>
<td>Going Online to Chat</td>
<td>21</td>
<td>42%</td>
</tr>
<tr>
<td>Watching Satellite TV</td>
<td>09</td>
<td>18%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 3 shows the number of students and the corresponding percentage who engage themselves in each of the activities. Out of the 50 students sampled, 21 representing 42% of the respondents engage themselves in chatting online using various media platforms. 10 of the students representing 20% prefer reading textbooks and writing school assignments. Also, 9 of the respondents representing 18% engage in watching satellite television during their leisure hours. It can be inferred from the table that the activity that the students are occupied with during their leisure is chatting online using social media followed by writing assignments and reading their books. Watching satellite television is the least activity they engage in.
Table 4: Number of Hours that Students Allot to Various Activities.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
<th>½</th>
<th>1</th>
<th>2</th>
<th>Above 2hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Writing school assignment</td>
<td></td>
<td>3(6%)</td>
<td>22(44%)</td>
<td>15(30%)</td>
<td>10(20%)</td>
</tr>
<tr>
<td>B Reading books</td>
<td></td>
<td>10(20%)</td>
<td>10(20%)</td>
<td>27(54%)</td>
<td>3(6%)</td>
</tr>
<tr>
<td>C Reading magazines/dailies</td>
<td></td>
<td>10(20%)</td>
<td>25(50%)</td>
<td>15(30%)</td>
<td>0</td>
</tr>
<tr>
<td>D Going online to chat</td>
<td></td>
<td>3(6%)</td>
<td>7(14%)</td>
<td>28(56%)</td>
<td>12(24%)</td>
</tr>
<tr>
<td>E others</td>
<td></td>
<td>2(4%)</td>
<td>20(40%)</td>
<td>26(52%)</td>
<td>2(4%)</td>
</tr>
</tbody>
</table>

Table 4 gives the percentage and number of respondents according to the activities listed on the table. From responses received, 6% of the respondents devote 30 minutes of their time to writing assignments, 44% devote an hour for their assignments, 30% devote about two hours while 20% of the respondents allot more than 2 hours to writing assignments. Also, for an activity like chatting online on social media, 6% allot 30 minutes for that, 14% devote an hour, 56% use two hours while 14% spend over two hours chatting with friends’ online. Furthermore, 10% of the respondents devote about 30 minutes to reading of books, 20% allot an hour, and 54% devote two hours while about 6% spend over 2 hours reading their books. Other activities performed by the respondents include reading of magazines and daily newspapers where 50% of the respondents devote 2 hours, 20% allot about 30 minutes and 30% of the students respondents spend more than 2 hours on the activity. Other activities performed by the students which were not listed in the questionnaire include travelling, playing games such as football etc we have 52% of the respondents spending 2 hours on such activities, 40% of them spent an hour, 4% allotted more than 2 hours for these other activities while only 4% of them spent about 30 minutes on such activities.

It was observed that 74% of the respondents use less than or equal to one hour for writing their assignments. Exactly 74% of the respondents devote
a minimum of 2 hours to reading of books. For activity like going online to chat, 84% of the respondents spend a minimum of 2 hours and above for the activity1 80% of the respondents devote an hour or more to reading of magazines and newspapers while about 92% of the students devote a minimum of 2 hours for other activities.

This clearly shows that activities like chatting online and other activities remain popular with the students though academic activities like writing assignments and reading of textbooks are not far behind.

**Table 5: Number of Hours Students Devote in reading their Books.**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 minutes</td>
<td>10</td>
<td>20%</td>
</tr>
<tr>
<td>One hour</td>
<td>6</td>
<td>12%</td>
</tr>
<tr>
<td>2 hours</td>
<td>24</td>
<td>48%</td>
</tr>
<tr>
<td>More than 2 hours</td>
<td>10</td>
<td>20%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>50</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

From table 5 it was observed that the majority of the respondents about 48% devote 2 hours in reading their books when they visit the school library, while about 20% of the respondents devote 30 minutes for that.

Few of the students, about 12% devote one hour for reading their books.

**CONCLUSION**

Based on the research findings, it is concluded that reading should be inculcated in the students by incorporating the internet into the leaching and learning process. Because of its popularity, the internet if effectively managed can enhance the reading culture of the students in no small way.

Also the study revealed that adequate books if provided in the school libraries will enhance the reading ability and stimulate interest among learners.

This research will go a long way in finding a lasting solution to the over bearing influence of the social media on students reading culture by looking at ways through which these electronic means can be incorporated
into the curriculum in order to help improve the fast culture of reading among youths especially those in tertiary institutions. The findings from this study will also help the teachers in finding ways through which students can be made to read books and also ways through which the positive aspects of the social media can be incorporated into the school curriculum. This study is of scholarly importance. Students undergoing research works similar to the present study and other scholars alike will find this work as a reference material or a spring board for their own research.

The following recommendations are made based on the research findings:

1. The internet should be adequately monitored and incorporated into the teaching and learning process in schools because of its influence on the way the students read and study.

2. The federal Government should establish functional libraries which are adequately catered for and well equipped with current biographic material which will in turn stimulate the interest and increase the reading habits of students.

3. Reading should be promoted through partnership and collaboration between the public and private sectors such as publishers, booksellers, librarians, teachers and all employers of labour to encourage readership campaign.

4. Parents should as a matter of fact encourage reading by buying the books as gifts during their birthdays and when they pass examinations.

5. Libraries should strive to create an environment conducive to reading so as to make the school children feel at home and comfortable.

6. Schools should organize debates and essay competitions for students. This exercise will no doubt help in generating reading interest and the habit of gathering information.

7. Parents should set out time for watching television, playing video games and chatting with friends and also surfing the internet so as to avoid distraction from the social media.
REFERENCE


USE OF ACTIVITY-BASED METHOD AS A TEACHING STRATEGY TO ENHANCE SECONDARY SCHOOL STUDENTS’ ACHIEVEMENT IN MATHEMATICS

JEJE O.S. AND OLAGOKE M.
College of Education, Ikere – Ekiti

ABSTRACT

The study investigated the use of activity-based method as a teaching strategy to enhance secondary school students’ achievement in mathematics. Teaching method is one of the problems teachers encounter in teaching mathematics effectively in the classrooms. Some of the teaching strategies discussed here were; discovery approach to learning, practical work, questioning/inquiry approach to learning, Discussion method in class, Mathematical games and puzzles activity. This means that when activity method is used as a teaching strategy to teach mathematics in the classroom, students’ interest, participation, attention and retention of learning materials may be enhanced and students’ mathematics achievement may also increased. The paper hereby recommend that mathematics teachers should be allowed and encouraged by their employers to attend conferences, seminars and workshops to equip themselves

Introduction:

Just as students encountered difficulties in learning mathematics, teachers also experienced difficulties in achieving effective teaching in Nigeria school system. This has created challenges for parents, students, teacher and educationists. In response to the ongoing global reforms in the education sector and overall technological development of the society, teachers should teach mathematics as a main subject to enhance the national set goals. Activity-based method learning as the name suggests, is a process whereby students activities are engaged in the learning process
with the knowledge, skills and competences needed for effective teaching in the classrooms. Also, scholarship should be given to best mathematics students at all level as this will increase the interest of student in studying mathematics.

**Keywords**: Activity-based method, Teaching strategy, Achievement, Mathematics, and Secondary school students.

Rather than sitting and listening to the lesson. It is based on the core premise that learning should be based on laying hands-on experiments discussion, practical activities, analysis and evaluation of the topic under discussion (Azuka, 2013). The activity-based method learning offers so many benefits for both teachers and primary students. In activity-based learning both the teachers and students are active in the teaching-learning processes.

In this scientific age, the impart of mathematics is virtually seen in all fields of study as well as in all human endeavours. Awofala (2012) opined that mathematics is the backbone of technological breakthrough. According to Iji (2002) mathematics teaching in Nigeria still follows the traditional pattern, where there is over-reliance on textbooks with only occasional demonstrations and experimental classes. According to Aladejana (2013) teaching were basically really on cycle of memorization, repetition and note copying. So far, these patterns of teaching mathematics do not seem to be effective in helping students performance. Amoo (2002) findings showed that students display poor performances due to lack of interest. The adoption of relevant instructional strategies will enhance meaningful learning and interest in mathematics.

Olunloye, (2010) said that this ugly trend of high failure rate in mathematics is a national disaster. The deplorable state of mathematics achievement is attributed to a number of factors such as attitude of students, lack of instructional materials, lack of instructional techniques, inadequate knowledge of the subject matter, lack of skill required for teaching, among others. Chiweoke (2014).
Activity method as a teaching strategy is a process whereby learners are actively involved in the teaching/learning process, rather than passively absorbing lessons. Emaikwu (2012) discovered that the performance of students taught using activity method of teaching was better than those taught using lecture method and discussions methods. Activity method of teaching enhances active learning in the students. Bruner in Wikipedia (2008) pinned points that students who were actively engaged with materials are more likely to recall information. A teaching strategy is a very best way of delivering a lesson to make it enjoyable and interesting to the learners, so that the learners after receiving the lesson should demonstrate mastery of the topic taught to them.

USE OF ACTIVITY METHOD AS A TEACHING STRATEGY

Discovery Approach to Learning

Discovery approach is a method where the learner is guided by the teacher to discover mathematical facts and formulae through observations and organized activities. In this type of approach, the teacher provides the necessary teaching materials and guides the students to carry out some activities which would lead the students to arrive at a new knowledge. Such discovery activities could either be done in groups of few students or individually. The students discover things for themselves when they were (students) actively participated in the learning process. Illustration, to teach the students that the sum of the angles of a triangle is 180°. The students is allowed by the teacher to (i) draw a triangle (ii) measure the three angles (iii) add the three angles together. During the process of doing these by the students, he/she will now discover that the sum of the angles of a triangle is 180°. See figure i:

\[ a + b + c = 180^0 \]

\[ 60^0 + 60^0 + 60^0 = 180^0 \]
Another Illustration is to show that the sum of the angles of a quadrilateral is $360^0$. Here, students are to draw any quadrilateral, measure the four angles and add them together; Hence, the students will also discover that the sum of the angles of a quadrilateral is $360^0$.

See figure ii:

```
a + b + c + d = 360^0
0 + 90^0 + 90^0 + 90^0 = 360^0
```

**Practical Work**

Ebele and Apochi (2014) positioned that practical work is a key factor in engaging, enthusing and inspiring students and thus, enhancing learning as well as the clarification and consideration of theory. The popular Chinese proverb which states that “What I hear I forget; what I see I remember; what I do I understand” still supported the idea. There is the need for teachers to teach mathematics using the practical approach. Practical work should be applied in the teaching of volume, nets of solids, probability, capacity, construction etc. for instance, to find the total surface area of a cuboid.

**Activities**

The teacher ask the students to draw the net of a cuboid as show below in figure 3 by using plywood, cartonback, cardboard by using saw, knife, razor, metre rule, glue.
They would discover the area of each shape and add together. Total surface area of the cuboids will be
\[ \text{Total Surface Area} = 2Lb + 2bh + 2Lh = 2(Lb + bh + Lh) \]

Let the students be aware that a cube of side \( L \) where \( L \) unit is the length of each side. Hence, the total surface area of cube = \( 6(L \times L) = 6L^2 \)

**Construction of a Cube (Activities)**

1. Draw out the net as shown in figure 4 with dimensions of each square being say 6cm.
2. Using any convenient cutter, cut out the net.
3. Fold the net conveniently along AB, BC, CD and DA upwards, then fold along xy using it to cover the top of the cube see figure 5.
Questioning/Iniquity Approach to Learning

Activity teaching method may be in form of questioning or inquiry strategy. For instance in teaching the concept of circumference of circle and Pi (π) to the students.

You start by defining what is a circumference of a circle and the diameter of a circle.

\[ \text{Pi (π)} = \frac{\text{circumference}}{\text{diameter}} = \frac{C}{D} \]

Activities

- Ask the students to collect different size of tins e.g bornvita, milk, tomato, orange, plastic ball etc.
- Share the tins to individuals or groups of students
- Provide each students or groups with thread or set square as the case may be
- For the tins, use the thread to tie round each tin as you can see below in figure 6 below and cut out the exact measurement (circumference of the tin) using any convenient cutter. The length of the thread is the diameter of the tin.

Figure 6

- Guide the class as to record the measurement for each shape as in table below and calculate the ratio: Circumference ÷ diameter for each shape/tin.

<table>
<thead>
<tr>
<th>Circumference, C</th>
<th>Diameter, d</th>
<th>Radius, r</th>
<th>( \frac{C}{D(\div 2R)} )</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Determine the value of a pie (π).

It will be observed that the ratio \( C \div D \) i.e circumference divided by Diameter will cluster around a certain constant known as \( \text{Pie(π)} = \frac{22}{7} \) or 3.14
Discussion Method in Class
In order to promote long-term retention of information to motivate students towards further learning, to allow students to apply information in new setting, or to develop students’ thinking skills, discussion method is preferable to lecture method (Mckeachie, 1986). Hence, Teachers are encouraged to engaged the pupils in discussion of the topics in the class. Discussion helps to generate ideas on the topic and would keep the students active in the learning process. Also guided discussion brings about active learning in the classroom. To achieve effective discussion, the teacher should plan out the guide discussion towards achieving the objectives of the lesson. For instance, in teaching the concept simple interest to the students, the teacher prior to discussion date tells the students that our next lesson will be on calculation of simple interest. When you go home find out the meaning of interest, principle and rate in a banking system. Also, find out what each term in this formula S.I. = PTR/100 stand for. When the above guidelines are given to the students, and students carry them out effectively, students may find the class discussion enjoyable and the teacher also finds it easy to deliver his/her lesson effectively.

Mathematical Games and Puzzles Activity
Numerous mathematical game exist which are utilized in teaching and learning various concepts and skills in mathematics, some of these games include ludo, draughts, Ayo (Yoruba), Azigo or Okwe (Igbo), number games and puzzles, dice game, spinner game etc.

1. Spinner game for probability concepts
Class: JSS2, 3 or SS I or higher classes
Number of players: 2 – 4
Materials: A coin, paper and pencil/biro
Objective: To illustrate the concept of probability

Procedure
Each player spins the coin up so as to determine the number of faces facing up in say twenty coins. The results of each spin is recorded on paper. Each
player obtains the proportion of heads or trails that face up or down, out of the 20 spins. The students will discover that there will be approximately 10 faces facing up and 10 facing down. This means that the chance of getting a given face upward or downward is 10 out of 20. Hence, the probability of getting a face up or down is 1/2 the winner is the person who obtains an answer 1/2 or close to 1/2. The implication is that the mathematics teacher can use the spinner game to introduce probability concepts. Bias (or fairness) in spinning the coin will be more prove in this game than in the dice game because many students may not be able to spin the coin correctly at all times.

2. Puzzle for teaching the age of a child
This kind of puzzle is for teaching/telling the age of a child.
- Multiply the first figure of your age by 5. Add 3. Double the result. Add the second digit of your age. Subtract 6. What is the result? The result is your age.

Conclusion
Chinweoke (2014) stated that one of the major roles of the mathematics teachers is to teach mathematics effectively for their students to understand and achieve maximally at the end prove that they have learnt what their teachers have taught them. Teachers should provide our students with an environment containing the best materials for learning. Activity method may be employed as a discovery approach to learning, as a use of appropriate practical work, may be used as inquiry approach to learning and as discussion approach to learning in order to enhance students interest and attention as well as their achievement in mathematics. Also, teachers should provide opportunities for their children to think for themselves, so that learning for them is an active and creative process.

Recommendations
Students should be encourage by government at all levels to study mathematics by giving scholarship to the best mathematics students. Also,
government should have allowed mathematics teachers to attend seminars, workshops and conferences in order to update their knowledge and skills. In addition, Government should put more find into the educational sector to enhance provision of teaching facilities in mathematics education.

References


AN EVALUATION OF KHADUSHIN MODEL OF SUPERVISION ON THE PERFORMANCE OF EMPLOYEE'S IN PUBLIC TERTIARY INSTITUTION IN NIGERIA

ALHAJI ADAMU SAIDU, SADIQ ABUBAKAR ILELAH & MUSA IBRAHIM ABUBAKAR
Department of Public Administration, Abubakar Tatari Ali Polytechnic, Bauchi State

ABSTRACT
The role of a supervisor is indispensable for an employee’s performance in an organization. The supervisor is saddle with organizing and directing of activities, the motivation of employees and management of workgroup. The study has used a descriptive approach as a method in conducting the study. The work evaluates the Kadushin’s model of supervision on the performance of the employees of the public tertiary institution using Abubakar Tatari Ali Polytechnic Bauchi State as a case study; the focus of the study was on the effect of administration, education and support on the performance of the employee’s in their daily work. The finding has demonstrated the weakness of supervisory role in a public tertiary institution as a result of political influence, inadequately trained manpower, lack of confidence and job performance. The

Introduction:
Supervision functions as an important device used in the provision of quality services. It has also been observed as a practice that regulates the operational condition of specialty areas within an organization. Supervision operates together with performance appraisal, organization’s knowledge and skills framework development review as part of continuous professional and service development. The two major functions of supervision are task orientation and concern for employees. On one hand, supervision dealt with the organization and direction of activities,
study recommends that the supervisors and the supervisees should be mindful of their action and response to their client.

**Keywords:** supervision, employees, performance, public tertiary and institutions

While on the other hand, its concern about the motivation of employees and management of workgroup as the important functions of the supervisor. A supervisor plans the work and maintains a high standard of performance. The whole process of job analysis, identification of key performance areas and performance appraisal will help in planning and organizing work. The training and visit system introduced mechanisms for defining goals, planning and scheduling work with provisions for monitoring techniques used by organizations in overall planning and management of programs or activities. Although, some organizations have applied similar or different management techniques such as time management technique (TMT), management by objectives (MBO), critical path method (CPM), including others like program evaluation and review technique (PERT). However, some organizations have recorded a varying degree of success using these techniques.

**The Theory of Supervision**

Scholars have defined supervision differently and shared a common belief that supervision dealt with getting things done through others, a person that performed a supervisory role in an organization, must have the confidence, exercise respect and should be trustworthy in the midst of the employees serving under him. These qualities will result in making the employees work freely towards the set goals of the organization. Those that are supervisors stand in between the management and the employees, each with different contending demand on the supervisor, the management would require results for excellent performance from the
supervisor, and the worker would be interested to have a decent working environment.

The role of a supervisor was to assign duties, organized work and takes a decision on behalf of the organization. The growing use of the term Supervisor was driven from the Latin words super means over and visor means to watch or see” (Petes, 1967). The traditional duty of a supervisor was to ensure that the employees worked properly and maintain the standard, this task is regarded as an administrative task. However, a supervisor may also have another task that is operational, in this task he or she would be required to serve as a teacher and innovator. Using these indices, this study has used Kadushin Model in the evaluation of supervision in public tertiary institutions in Abubakar Tatari Ali Polytechnic Bauchi state.

The Kadushin’s Model of Supervision
A renowned scholar called Alfred Kadushin provides additional explanation on the concept of supervision in his writings of social work, where he observes the contributions of John Dawson in his early research in 1920. Dawson has outlined three important functions as a supervisory role
1. Administrative – To provide proper support and safeguards employees in the provision of their work in an efficient and effective manner, the task will require the coordination of practice with policies to provide smooth activities in the place of work.
2. Educational – To provide proper training of manpower in practical terms by developing the employee's knowledge in such a way that makes them realize their task completely, in the course of reducing waste due to poor routine exercise.
3. Supportive – To build and maintain a pleasant working relationship in fostering care and concern to brings cohesion of individual in a group and helps in respecting each other.

The managerial role of supervision was to keep an eye on the employees work, improve their work standard and managerial effectiveness. The
main reason for supervision in an organization was to improve the work of their subordinates. This study has identified the managerial and operational task of supervision as discussed by Alfred Kadushin to guide in evaluating the role of supervision on employee’s performance in a public tertiary institution.

**Employees Performance**
The performance of employees was measured by the outcomes or contributions of the employees in a related field of assignment aimed in the attainment of specific goal in an organization (Herbert, John & Lee, 2000). The employee’s performance is the collective result of the work, ability, and opinion in a task related to his obligation (Platt & Sobotka, 2010). The performance of an employee is quite imperative for organizational outcomes and success, the improvement of employee performance can be much easier by the use of new technology and practice as it motivates workers to perform effectively. Triwahyun and Ekowati, (2017) claimed that the employee’s performance was determined by the ability of the employee to perform a specific task. The performance of an employee was used to measure the contribution of employees on the tasks assigned to them, employee performance was the "behavior or what employees do, not about what employees produce or the outcomes of their work" (Aguinis, 2009). The performance explains the consequences results from the function of work or activity within a certain period, coupled with organizational goals.

In a similar line of reasoning, Armstrong, (2006) deliberates that performance was advanced in a quantifiable measure, the employee’s performance was not only restricted to what was achieved by employees but also it also involved how it was achieved. The achievement of specified tasks against predetermined or identified standards of accuracy, completeness, cost, and speed (Dessler, 2011). The high performance was a step towards the achievement of the organizational goals and tasks. Yusrizal and Halim (2009) saw the performance as an act of accomplishment and an exhibition of skills. The performance was the total
expected value of the organization of the discrete behavioral episodes that an individual carries out over a regular period of time (Motowidlo, 2003). A scholar like Rashidpoor (2000) postulates that the employee’s performance was a set of behavior which a person shows in relation to his job, in other words, its count as efficiency gained due to the person’s job type.

In sequence to these, scholars have agreed that performance was the work that can be achieved by the employees of an organization either in quantitative or qualitative measures in line with their schedule of duties authorized by the relevant organization. However, the schedule of employees should be designed within a legal framework without the violation of laws in accordance with the best practice and standard. Thus, organizations are required to device performance management techniques that could ameliorate the performance of their employees and enhance standard the standard of their work.

**The performance Management**

The performances of employees were largely affected by inconsistency and bureaucratic bottleneck in a public organization, it is as a result of this ugly situation different performance management techniques were formulated (McMahon, 2013). These management techniques were made to ensure the continued relevance of an organization’s mission and ensure that management has the capacity to derive goals from the mission statement, the performance management equipped managers with the capability of deriving short-term objectives/targets from the goals of the organization. The technique was used to set a target for accountability, the performance standard and measures in order to enhance employee’s performance. In addition to these, managers are also equipped with skills to appraise and review the organization and individual performance. The techniques were also used to rewards employees for high performance (McMahon, 2013).

**The Kadushin’s Model of Supervision and Employee’s Performance**

This study has used Kadushin model to evaluate supervision in public tertiary institution using Abubakar Tatari Polytechnic as a case study. Kadushin has summarized Dawson’s opinion and explains his
understanding of the three elements (Administrative, education, and support) in proportions to the primary problem and the primary goal, these points were narrated as follows

a) **Administration:** The Kadushin’s analysis on the administrative perspectives of the supervision from the primary problem points of view was genuinely concerned with the correct, effective and appropriate execution of organizational policies and procedure. The primary goal was to ensure the proper execution of the policy and procedure of an organization (Kadushin 1992). The supervisor was expected to watch over the task of the employees under his or her supervision. He has the duty to ensure that the organization’s policy was realized by having control over the functions of the employees under his supervision and should as well have the ability to exercise the responsibility to motivate the supervisee in performing his best towards discharging his responsibilities (Brown & Bourne 1995). The idea was to ensure that, the intention used for the establishment of the institution was not jeopardized. The supervisor should help the employees to puts in their best in the discharge of their responsibilities.

The supervisors in public institution usually lack the capacity to have control over their supervisee, because of political interference, even the appointments in public tertiary institution were made based on political patronage at a detriment of merit, the supervisor is restrained from taking action or putting an eye in ensuring that the supervisee has followed the right order. In line with this, the administrative role of supervisor suffers a huge setback. The personal trait of the supervisors affects their behavior on their subordinate which also affects their decision and cooperation with the workers in their organizations. The harmonious relationship among staff increases their effectiveness (Berry et al., 2008; Smilansky, 2011; Uline & Tschannen- Moran, 2008).

Unfortunately, now teachers in public tertiary institution identify themselves with a particular group (clique) for their personal
interest, in a situation where a supervisor belongs to a particular clique different from that of his subordinate, there would be a tendency to operate as enemies instead of being partners in progress, the situation provides negative social relationship among worker and affect the employees performance adversely (Troman, 2000; Van Dick & Wagner, 2001). The feeling of togetherness and good decision-making process expressed by the supervisors would boost the morale of the employee to perform effectively (Berry, Smylie & Fuller, 2008; Saitis, 2008; Coleman & Collinge, 1991).

b) Education: Under the primary problem of education in a supervisory role, Kadushin's has examined that, the majority of worker are ignorant or educationally backward regarding their primary responsibilities and the expertise required for the diligent performance of their responsibilities. Whereas, the primary goal of supervision in education was, to provide awareness and improve the skill of the workers that, are ignorant. The best way was to encourage the reflection and exploration of the work to the point where the supervisee would require knowledge for the responsibility assigned to him. There was a general belief that the management of organizations is largely instrumental in inspiring the employees to performed better through effective supervision both educational and conducive climate (Triwahyuni & Ekowati, 2017). While in public tertiary institutions, supervisors provide little or no contribution to the employee on professional development (Delvaux et al., 2013).

The use of technology and teaching technique facilitates and ease teaching duties, lectures that were conducted with the aids of technology provides quality service and enhanced the effectiveness of employee’s (Satis, 2008). The use of technology for teaching are now conducted using internet and computers, where lectures are carried out from a distance through video conference, which removes boredom from student and teachers (Jenkins, Clinton, Purushotma, Robison & Weigel, 2009). Conversely, the public
tertiary institutions in Nigeria have an inadequacy of internet facilities that could enhance the performance of their staff to provide effective services. In a situation where other developing countries like Malaysia and Singapore have adequate facilities on the ground that helps in improving the performance of teachers and student in their public tertiary institutions.

Even though teachers in public tertiary institutions in Nigeria received laudable training through the intervention of tertiary education trust fund (TETFUND) hitherto, the public institutions in Nigeria have a paucity of trained manpower (Saidu, Badharia & Kling, 2016; Odia1 & Omofonmwan, 2007). Even the little that were trained were not given the opportunity to attend seminars and workshops regularly, most supervisors in public tertiary institution are ignorant in the current issues and recent breakthrough in their area of specialty, as a result of their inability to attend seminars and workshops. As such, many teachers operate without the knowledge of the best practice within their domain, which could as well lead to infringement of their effective performance.

c) Support: The Kadushin model of supervision explains that supportive role according to the primary problem was on how to boost protect the confidence and the satisfaction workers drive from the job they perform. The primary goal was to boost the morale of the supervisee to have confidence and drive satisfaction from the job they performed (Kadushin, 1992). There are many organizations that overstressed their staff with heavy tasks that affect their performance negatively. Except adequate effort was made to drive out the problems, otherwise, the performance of employees would degenerate or reduced. Thus, Kadushin argues that supervision pays more attention to instrumental and expressive needs. The supportive supervisory role was aimed to thwart the stress of the employees and adjust their schedule. The supervisory role will seek to thwart the existence of stressful situation, the worker would be assisted to become stress-free or
reduce the level of their stress and as well be adjusted with their schedules. A supervisor is someone that’s available in the workplace and very friendly with his supervisee, supervisors communicate with employees in regards to their outstanding or deplorable performance. The majority of the public institutions in Nigeria have failed to provide adequate facilities that could enhance the confidence of their staff and makes them drive the satisfaction of the jobs they performed, for these reasons many workers are without office accommodation only privilege few were given offices which the office lacks the facilities it deserves.

Conclusion
Based on the three elements of supervision (Administrative, Education, and support) in the Kadushin’s supervision model the study comes out with the following observation as its conclusion.
Administrative- Because of the political influence, supervisors in public tertiary lack the capacity to control the staff working under their supervision, even appointments were made based on political patronage at the detriment of merit, which affects the employee’s performance terribly.
Education- There was inadequately trained manpower in Nigerian public tertiary institution, internet facilities were inadequate and supervisors were not given opportunity to attend seminars and works regularly, as such become ignorant of the current issues on the existing best practice.
Support- The majority of the staff are without office accommodation only a few were given proper office accommodation. These factors have made supervisors and supervisees in public institutions lack satisfaction and confidence in the jobs.

Recommendation
As a result of these observations, the study has come out with the following as recommendations.
➢ Government should determine and maintain a reasonable size of Institution, schools, and departments appropriate with the facilities and manpower on the ground, the size of the institution would determines the supervisor’s ability to monitor the performance of the employees, in a situation where the institution is relatively small, the supervisors and the employees would share the feelings of a family with a certain measure of autonomy and some level of freedom, so they enjoy better performance (Hargreaves, 2006).

➢ Supervisors are to be skillful and talented before they could provide quality leadership and effect changes in the behavior of their subordinate to become effective (Hallinger, 2003; Supovitz & Turner, 2000).

➢ The supervisors should ensure that the supervisees are mindful of their action and response to the client, and should also have the knowledge of how they will provide their services to meet the needs of their clients

➢ A supervisor is expected to be fair to his subordinates, accept their excuses for their appropriate failures apply a sanction, to be responsible for decisions, creates individual opportunity and collective function for a credible success in the achievements of the task assigned to them.

References
Alfred, k. (1992) Supervision in social work, columbia university press, 628

BERKELEY RESEARCH & PUBLICATIONS INTERNATIONAL
Bayero University, Kano, PMB 3011, Kano State, Nigeria. +234 (0) 502 881 6063,
Website: www.berkeleypublications.com
ISSN: 1930-6681


Saidu, Badariah, Kling, (2016). Empirical evidence on good governance in public tertiary institutions of nigeria: The effects on entrepreneurship and performance. international journal of management research & review (ijmrr) 6 (2) 241-255


Supovitz, J. & Turner, H. (2000). The effects of professional development on science teaching practices and classroom culture. journal of research in science teaching, 37 (9), 963-980


Yusrizal and Halim, A. (2009). Development and validation of an instrument to access the lecturers' performance in the educational and teaching duties. journal pendidikan malaysia. vol. 34 no. 2. pp.33-47
TRAINERS' SKILLS POSSESSED FOR UTILIZATION OF FACILITIES IN TEACHING OFFICE TECHNOLOGY AND MANAGEMENT IN POLYTECHNICS IN NORTH-EAST NIGERIA

CEPHAS N. LEKA, GIBSON J. GODOBE, MURJANATU MOHAMMED UBAYO AND DANIEL JOHN

Department of Office Technology and Management, Federal Polytechnic, Bauchi
Registry: Federal Polytechnic Bauchi.

ABSTRACT

The study was carried out on Trainers' Skills possessed for utilization of facilities in teaching Office Technology and Management in Polytechnics in North-East Nigeria. The main objective of the study was to determine the trainers' level of skills possessed for utilization of infrastructural and Information Communication facilities for training in OTM in Polytechnics in North-East Nigeria. The researchers postulated two Research Questions. Literature related to the Infrastructural and Office Information Communication facilities was reviewed. The study adopted Descriptive study as its designed. The population of the study was made up of all the trainers in both Federal and State Polytechnics in North-East Nigeria, and it was 87. A questionnaire with Four-Point rating scale was designed and administered; it consisted of 30 items. The

Introduction:

The possession of trainers' skill with respect to their role on teaching in their areas of specialization cannot be over-emphasized. Office Technology and Management is the new name for Secretarial Studies which was used for training of Secretaries at both National Diploma and Higher National Diploma programs in Nigerian Polytechnics. The Polytechnic curriculum is designed to ensure the production of Technical Human resource; whose essence is geared towards ensuring that within two (2) years Technicians or Technologists are produced. Office
instrument was validated by experts in Business Education and Office Technology and Management. The questionnaire was administered by the researchers, with the support of Research assistants in all the Polytechnics in the study area. Data was analyzed using descriptive statistics (Mean), using SPSS. It was found among others that, trainers in Polytechnics possessed the skills for utilization of infrastructural facilities for training students in OTM. Based on conclusion it was recommended also among others that, Management of the Polytechnics should send their OTM trainers on training on trouble shooting in computer, download and installation of software. It was also recommended that Polytechnic managements should organize training for OTM trainers on how they can improve in the skills of saving documents on the internet and incorporating graphics into reports to improve in the utilization of Office Information Communication facilities.

**Keywords:** Office Technology and Management, Skills, Utilization.

Technology and Management curriculum is designed to equip Secretarial and office technology students to acquire vocational skills in Office Technology and Management and Socio-psychological work for employment in various fields of endeavor (NBTE, 2004).

Office Technology and Management is a form of education geared towards the development of skills, knowledge and abilities needed to enable the trainees perform effectively in an office environment (Chugbuson and Pwol, 2009). Office Technology and Management can be used to describe the various courses or subjects required for work by prospective Office Technology Managers. Office Technology and Management mean different types of office machines and equipment which the managers, supervisors, secretaries and clerks use in discharging their duties (Akanisi, 2012). These facilities include classrooms, laboratories, model office, and electricity (power) among others. Akpa (2012) observed that with the provision of adequate facilities, students work harder and learn more, but in the absence of the facilities, both the students and the teachers are
always eager, not feeling at ease to go ahead with the teaching-learning process. After carrying out a study Walberg and Thomas (2012) concluded that trainers perform best when they actively explore rich facilities and instructional materials.

The National Board for Technical Education (NBTE) lays emphasis on computer and computer related courses. This is an indication that for any trainee to be more useful and effective in the course of studies must be prepared to learn computer-related courses. The design of the Office Technology and Management courses is responsible for global initiative with an object that portends new academic direction in favor of ICT (Okoro, 2010). The aim of OTM program was to meet the needs of secretarial studies students and practitioners on the need to change approach so that they can cope with the challenges of technology of the day. This can only be achieved by being equipped with necessary skills needed in current office environment and operations, (Adelakin, 2009).

In defining utilization, Apagu and Bala (2015) defined it as “using something, especially for practical purpose”. Facility utilization involves the use of instructional materials, such as computers in classroom instructions. Where students are not told what the facility is and how it functions but are shown the facility. Also they are shown how such facility functions as well as allowing trainees to use it practically in various learning activities. When materials are put to use for a purpose, they result into occurrences. Utilization indicates the use of an object or idea to solve a particular problem in order to achieve an objective. Utilization of facilities (especially ICT) has brought about new trend in the skills of teaching and learning. The utilization of modern facilities has gone a long way to simplifying work in different fields of specialization. As opined by Agomuo (2005), the success of any organization in the present age globally to a large extent depends on the ability to carry out activities with modern facilities. This means that the successful trainer cannot do without modern facilities in his service delivery and cannot train since he does not have the skills the facilities provided for the purpose of training. In a research carried out by Leka (2011), on assessment of training facilities for students
of Office Technology and Management, it was found that trainers were
drawn from Computer Science Departments of the Polytechnics to teach
OTM students, (against the trainers in OTM department) thus, revealing
the need for OTM trainers to have the skills of how to utilize the facilities
to train their students. Similarly, Buabeng-Andoh (2012), on explanation
of teachers, skills, skillss and practices of ICT in teaching and learning in the
Ghanian second-cycle schools, it was revealed that majority of OTM trainers
were competent in word processing than other computer applications. This shows that majority cannot use the emerging technologies required
for e-teaching and learning of OTM courses; such as website development,
video conferencing, discussion group, among others.
The introduction of sophisticated facilities like telecommunication
equipment, computers, internet resources, office technology machines
coupled with the management techniques have changed the old work
habits. The former process like posting of letters through the Post Office,
preparing Payment Vouchers on Paper, using Cyclostyling Machine among
others have been improved, thereby resulting in job re-designation and
acquisition of new skills by trainers. These new skills include the operation
of modern facilities in Reprography, Infrastructure, Information and
Communication Technology, Consumables and Office Technology
machines. Buttressing this, Ezenwafor and Okeke (2010) opined that
Nigerian education system is failing to equip trainees (trainers inclusive)
for challenges of the world of training. Ezenwafor and Okeke further
observed that the changes in today’s office environment brought about by
the increase in computerization and advances in technology leave no doubt
that if students are not trained with the modern facilities they will use in
their work places on graduation, they will not be able to perform to their
employers’ satisfaction.

Statement of the Problem
The Polytechnic sector is one of the specialized institutions under
Technology Education which offers training in engineering, applied
science, business and management, leading to the production of trained
technical human resource. Notwithstanding, the change in training approach through the use of modern facilities, the Polytechnic Education is faced with challenges. These challenges among others include shortage of human resource in industries and education sector, low level of entrepreneurship and ICT (National Policy on Education, 2013). Despite the importance and necessity of the above-mentioned, OTM trainers still lack enough skills needed for the utilization of facilities for training (Ezenwafor and Okeke, 2010). Poor skills affect trainees; who graduate half-baked, thus performing poorly in their places of work. Emmanuel (2014), observed that regulatory bodies should ensure effective implementation of policies, especially on ICT integration in the teaching and learning processes.

**Purpose of the Study**
The main purpose of the study was to determine the trainers’ skills of skills possessed for utilization of facilities in teaching OTM in Polytechnics. Specifically, the study was conducted to:

1. determine the trainers’ level of skills possessed for utilization of infrastructural facilities for training in OTM in Polytechnics in North-East Nigeria;
2. establish the trainers’ level of skills possessed for utilization of Office Information Communication facilities for training in OTM in Polytechnics in North-East Nigeria.

**Research Questions**
The following research questions were designed to guide the study:

1. What is the trainers’ level of skills possessed for utilization of infrastructural facilities on training in OTM in Polytechnics in North-East Nigeria?
2. What is the difference between trainers’ level of skills possessed for utilization of Office Information Communication facilities on training in OTM in Polytechnics in North-East Nigeria?
Methodology
The design of the study was a descriptive survey, this is more appropriate in the description of the beliefs of people, their attitudes and their skills in certain circumstances. The area of the study was North-East zone of Nigeria comprising Adamawa, Bauchi, Borno, Gombe, Taraba and Yobe States. The population of the study was eighty-seven (87) Trainers of Office Technology and Management in the Polytechnics available in the geopolitical zone. The entire population was used; this was because the parameters under the study area was manageable. A questionnaire on Trainers’ level of Skills Possessed for Utilization of Office Technology and Management Facilities for training in Polytechnics in North-East Nigeria (TSPUOTMFPNE) was used for data collection. The questionnaire was administered consisted of 56 items developed by the researchers. The measuring scale used was Four-Point rating scale (structured questionnaire Scale): VHP = Very Higher Possessed (4), HP = Highly Possessed (3), MP = Moderately Possessed (2), and NP = Not Possessed (1). Each respondent was required to rate how best the items were by ticking appropriate column against each item. The questionnaire was validated by lecturers in Business Education and Office Technology and Management; this determined face and content validity. The instrument was administered and collected back by the researchers with the support eight (8) Research Assistants. The data collected was analyzed using descriptive statistics that is Mean and Standard Deviation statistics and the inferential statistics using Statistical Package for Social Sciences (SPSS). Under the descriptive statistics, frequencies tabulation and percentages of responses from questionnaires were used to analyze data from the Research Questions.

Results
Research Question One
What is the trainers’ level of skills possessed for utilization of Infrastructural facilities on training in OTM in Federal and State Polytechnics in North-East Nigeria?
Table 1 reveals an overall grand mean of 2.56 with the grand of 2.63 for Federal Polytechnics and 2.50 for State Polytechnics, on the level of possession of skills for operation of Infrastructural facilities on four-point rating scale. On the questionnaire items, mean rating of the two groups (Federal and State Polytechnics), items 1, 2, 3, 4, 7, 8 and 10 accepted that they have possessed the skills for operating infrastructural facilities; while items 5, 6 and 9 rejected.

The result indicated that majority of the respondent have possessed the skills for operation of infrastructural facilities for training of students. This implies that the trainers in Federal and State Polytechnics Highly possessed the skills for utilization of infrastructural facilities for training students in OTM.

Table 1: Mean responses on skills possessed for utilization of Infrastructural facilities on training in OTM in Polytechnics in North-East Nigeria.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Question Items</th>
<th>$\bar{X}_{FP}$</th>
<th>$\bar{X}_{SP}$</th>
<th>$\bar{X}_{G}$</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ensuring sufficiency of facilities in relation to number of students prior to practical lessons.</td>
<td>2.83</td>
<td>2.44</td>
<td>2.64</td>
<td>HP</td>
</tr>
<tr>
<td>2.</td>
<td>Ensuring functionality of facilities in relation to number of students prior to practical lessons.</td>
<td>2.82</td>
<td>2.54</td>
<td>2.68</td>
<td>HP</td>
</tr>
<tr>
<td>3.</td>
<td>Ensuring proper arrangement of facilities in language Laboratories before lessons.</td>
<td>2.66</td>
<td>2.55</td>
<td>2.61</td>
<td>HP</td>
</tr>
<tr>
<td>4.</td>
<td>Ensuring conduciveness of classroom environment for teaching and learning activities.</td>
<td>2.83</td>
<td>2.76</td>
<td>2.80</td>
<td>HP</td>
</tr>
<tr>
<td>5.</td>
<td>Ensuring the conduciveness of Shorthand Laboratories for teaching and learning activities.</td>
<td>2.48</td>
<td>2.26</td>
<td>2.37</td>
<td>MP</td>
</tr>
<tr>
<td></td>
<td>Ensuring the conduciveness of Typing Studio environment for teaching learning activities.</td>
<td>2.69</td>
<td>2.08</td>
<td>2.39</td>
<td>MP</td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------------------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>----</td>
</tr>
<tr>
<td>7.</td>
<td>Ensuring the sufficiency of lighting in Classes, Laboratories and Studios.</td>
<td>2.68</td>
<td>2.64</td>
<td>2.66</td>
<td>HP</td>
</tr>
<tr>
<td>8.</td>
<td>Ability to sense and detect electrical faults and report</td>
<td>2.59</td>
<td>3.02</td>
<td>2.81</td>
<td>HP</td>
</tr>
<tr>
<td>9.</td>
<td>Ability to effect minor electrical faults.</td>
<td>2.09</td>
<td>2.24</td>
<td>2.17</td>
<td>MP</td>
</tr>
<tr>
<td>10.</td>
<td>Ability to sense insecurity situations and take appropriate action.</td>
<td>2.60</td>
<td>2.42</td>
<td>2.51</td>
<td>HP</td>
</tr>
<tr>
<td></td>
<td><strong>Grand Mean</strong></td>
<td><strong>2.63</strong></td>
<td><strong>2.50</strong></td>
<td><strong>2.56</strong></td>
<td></td>
</tr>
</tbody>
</table>

Source: Field Survey, 2017

Research Question Two

How is the trainers’ level of skills possessed for utilization of Office Information Communication facilities on training in OTM in Federal and State Polytechnics in North-East Nigeria?

Table 2 showed an overall grand mean of 2.57 with the grand mean of 2.67 for Federal Polytechnics and 2.47 for State Polytechnics, on the level of possession of skills for operation of Reprographic facilities on four point rating scale. On the questionnaire items, mean rating of the two groups (Federal and State Polytechnics), 11, 12, 13, 14, 15, 17, 19, 22, 23, 24, 25, 27 and 29 accepted that they possessed the skills while items 16, 18, 20, 21, 26, 28 and 30 rejected for operating Office Information Communication facilities. The result indicated that majority of the respondents possessed the skills with Federal Polytechnic Trainers Highly possessed while state Polytechnic Trainers Moderately Possessed skills for utilization of Office Information Communication facilities.
Table 2: Mean responses on skills possessed for utilization of Office Information Communication facilities on training in OTM in Polytechnics in North-East Nigeria.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Question Items</th>
<th>$X_{FP}$</th>
<th>$X_{SP}$</th>
<th>$X_{G}$</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>Ability to give attention to what other people are communicating.</td>
<td>2.75</td>
<td>2.98</td>
<td>2.87</td>
<td>HP</td>
</tr>
<tr>
<td>12.</td>
<td>Ability to deliver messages effectively.</td>
<td>2.84</td>
<td>2.86</td>
<td>2.85</td>
<td>HP</td>
</tr>
<tr>
<td>13.</td>
<td>Ability to write with minimal spelling errors.</td>
<td>2.86</td>
<td>2.71</td>
<td>2.79</td>
<td>HP</td>
</tr>
<tr>
<td>14.</td>
<td>Ability to write with minimal grammatical errors.</td>
<td>2.77</td>
<td>2.57</td>
<td>2.67</td>
<td>HP</td>
</tr>
<tr>
<td>15.</td>
<td>Ability to comprehend messages received.</td>
<td>2.97</td>
<td>2.49</td>
<td>2.73</td>
<td>HP</td>
</tr>
<tr>
<td>16.</td>
<td>Ability to start up, log on and shut down facility.</td>
<td>2.76</td>
<td>2.21</td>
<td>2.49</td>
<td>MP</td>
</tr>
<tr>
<td>17.</td>
<td>Ability to communicate messages online within stipulated time.</td>
<td>2.47</td>
<td>2.73</td>
<td>2.60</td>
<td>HP</td>
</tr>
<tr>
<td>18.</td>
<td>Ability to identify types of files (e.g. doc. docx, jpf)</td>
<td>2.51</td>
<td>2.21</td>
<td>2.36</td>
<td>MP</td>
</tr>
<tr>
<td>19.</td>
<td>Ability to check how much space is left on storage devices.</td>
<td>2.71</td>
<td>2.46</td>
<td>2.59</td>
<td>HP</td>
</tr>
<tr>
<td>20.</td>
<td>Ability to back up files.</td>
<td>2.56</td>
<td>2.26</td>
<td>2.41</td>
<td>MP</td>
</tr>
<tr>
<td>21.</td>
<td>Ability to download and install software.</td>
<td>2.44</td>
<td>2.17</td>
<td>2.31</td>
<td>MP</td>
</tr>
<tr>
<td>22.</td>
<td>Ability to use software programs (e.g. Google doc, writer)</td>
<td>2.81</td>
<td>2.20</td>
<td>2.51</td>
<td>HP</td>
</tr>
<tr>
<td>23.</td>
<td>Ability to create security for information.</td>
<td>2.69</td>
<td>2.32</td>
<td>2.51</td>
<td>HP</td>
</tr>
<tr>
<td>24.</td>
<td>Ability to compose, send, reply and forward messages.</td>
<td>2.70</td>
<td>2.87</td>
<td>2.79</td>
<td>HP</td>
</tr>
</tbody>
</table>
25. Ability to use search engines to find information.  2.54  2.53  2.54  HP
26. Ability to save documents on internet.  2.56  2.34  2.45  MP
27. Ability to carry out computational tasks.  2.64  2.56  2.60  HP
28. Ability to incorporate Graphical information into reports.  2.65  2.18  2.42  MP
29. Ability to use the social media.  2.69  2.77  2.73  HP
30. Ability to troubleshoot by identifying the causes of operating errors and work towards correcting.  2.48  1.95  2.22  MP

**Grand Mean**  2.67  2.47  2.57

**Source:** Field Survey, 2017

**Major Findings:**
The following are the summary of findings from the analysis of the study carried out:

1. The result of Research Question One indicated that majority of the respondent have Highly possessed the skills for operation of infrastructural facilities for training of students. This implies that the trainers in State Polytechnics have possessed the skills for utilization of infrastructural facilities for training students in OTM.

2. Considering Federal Polytechnics, the result of Research Question Four indicated that majority of the respondents in the two groups Highly possessed the skills for operation of Office Information Communication facilities for training of students. This goes to say that the trainers in Polytechnics have possessed the skills for utilization of consumable facilities for training students in OTM.

**Discussion of Results**
The study was carried out to find out the level of skill possession of trainers in the utilization of facilities for training of Office Technology and
Management Students in Polytechnics in North-East Nigeria. Findings from the results of the five research questions answered and the five hypotheses tested are the basis for the discussion as follows:

The result of the hypothesis 1 revealed that there is no significant difference in the level of skills possessed by Federal and State Polytechnic trainers in the utilization of Infrastructural facilities in the training of their students, the hypotheses was therefore accepted. The results of Research Question 1 shows that trainers in Polytechnics possessed skills for utilization of Infrastructural facilities, at the level. This result agrees with Audu, Umar and Idris (2013), who emphasized the need for trainers to possessed the skills for managing infrastructural facilities, without which teaching and learning will not be effective.

The result of hypotheses 2 showed that there is a significant difference in the level of skills possessed by Federal and State Polytechnic trainers in the utilization of Information Communication facilities in the training of their students. Research Question 4 shows that trainers in both Federal and State Polytechnics Highly possessed the skills for operation of Office Information Communication Facilities. This shows the need for students to be well trained on the use of Information Communication Facilities. This result concurs with Adukwu (2013), and Vin-Mbah, (2015) emphasized the need for utilization of Office Information Communication Facilities, but that can only be done effectively if the trainers possess the skill to do that.

**Conclusion**

Based on the findings of the study, the researcher concluded that both groups have possessed the skills for utilization of infrastructural facilities for training of OTM students. On the utilization of Office Information Communication Facilities, the researcher concluded that trainers in the Polytechnics possessed the skills for training students in OTM. It is also concluded that since the trainers have possessed the skills for utilization of facilities for training, the students will acquire the expected skills before graduation, which is the aim of the program.
Recommendations

Based on the findings and conclusion drawn, the researcher made the following recommendations:

1. Managements of Federal and State Polytechnics should periodically organize workshops and seminars for OTM trainers to update their skills on operation of infrastructural facilities, with specific reference to electrical facilities;

2. In order to improve on the skills for utilization of Office Information Communication facilities, Management of Federal Polytechnics should send their OTM trainers on training on trouble shooting in computer, download and installation of software while State Polytechnic managements should do the same in saving document on the internet and incorporating graphics into reports, among others.

References


ICT IN NIGERIAN SCHOOL SYSTEM, PROSPECTS AND PROBLEMS

*YAHAYA SULAIMAN YAKASAI **FATIMA MAIKUDI ABUBAKAR, 
**SITIU ABDULLAHI LAME AND ***ALHASSAN MUAZU

*Physics department Saadatu Rimi College of Education Kumbotso, Kano state **Computer Science Department A.D Rufai College of Legal and Islamic studies Misau, Bauchi State, Nigeria. ***Federal College of Education Bichi, Kano State. Nigeria

ABSTRACT

There is need to use information and communication technology in education as we enter into the era of globalization, where the free flow of information through satellite and Internet is the current trend in global information dissemination of knowledge. Already Nigeria is on the wrong side of the international digital divide, as it has not made any significant effort to integrate ICT fully in to our secondary schools. A great deal of instructional and administrative work is carried out manually. This makes work slow and boring. Teachers become underutilized and rendered inefficient. Students' growth and development is retarded thereby producing half-baked graduates. This paper therefore, examined the major obstacles militating against the use of ICT in our Educational System particularly in or Secondary Schools. It identified many

Introduction:

The role of technology in teaching and learning is rapidly becoming one of the most important and widely discussed issues in contemporary educational policy. Most experts agreed that, when properly used, information and communication technology hold great promise to improve teaching and learning in addition to shaping work force opportunities. Poole (1996) has indicated that computer illiteracy is now regarded as the new illiteracy. This has actually gingered a new and strong desire to equip schools with computer facilities and qualified personnel
problems which stand along the way as obstacles and then came up with solutions to these problems. It also highlighted the prospects of integrating ICT in to our educational system in order to be on the right side of the global digital divide.

**Keywords:** ICT, digital-divide, globalization

necessary to produce technologically proficient and efficient students. In developing countries of the world, there is no doubt that computer can aid the instructional process and facilitates student’s learning. Many students have found positive effect associated with technology aided instruction.

In the more advanced industrialized nations there has been a staggering amount of research and publications related to ICT use for educational purposes during the past decades. Today, nearly everyone in industrialized nations gained access to ICT and the purchase of computer for school use in such nations as united states has been increasing in such a pace that is difficult to keep track of how many computer machines are now in American schools (Harper, 1987) Becker (1986) reported a comprehensive survey of the instructional uses of computer in United States public and nonpublic schools. The report suggested that over a million computers were in American elementary and Secondary Schools, and that more than fifteen million students used computers by 1985. The report also says half a million teachers used computer during the same period and that half of U.S Secondary Schools, (about 16,500 Schools) owned 15 or more computers. Also over 7500 elementary schools owned 15 or more computers. It is more than two decades now since the figures quoted above were released there. are no doubts that those figures would have tremendously increased since then.

Bergheim and Chin (1984) reported that the US government made available 529 million dollars to schools out of which 60 percent was spent on computer education.
However, the US administration's fiscal 2001 budget, more than $900 million, was earmarked for educational technologies (Hess & Leal, 2001). Shavinina (1997), domain; specific education multimedia is directed to knowledge, acquisition skills development in the language, Arts, History, Physics, Literature, Biology etc.

There is no doubt that ICT provides productive teaching and learning in order to increase people's creativity and intellectual resources especially in today's information society. Through the simultaneous use of audio, text, multicolor images, graphics, motions, ICT gives ample and exceptional opportunities for high quality learning and to increase their ability to innovate.

Nigeria cannot afford to lag behind in using multimedia to raise the intellectual and creative resources of her citizens. This is particularly important for children whose adulthood will blossom in a cyber-environment entirely different from that of the present (Shavinina, 1997) Nigerian children need to be taught by radically new educational programme and variety of educational contents with multimedia playing key role.

ICT AS A TOOL FOR EDUCATIONAL MANAGEMENT

It is not uncommon to find that many establishments in Nigeria, including educational institutions still keep records in files and stocked them away in filing cabinets where they accumulate. Any of those files are often eaten up by rodents and cockroaches rendering them irretrievable. A great deal of routine administrative work in schools is still done manually with the state and the federal government showing little or no interest in embracing ICT. The official administrative work in educational institutions can be better managed through ICT.

Educational administrative functions include a wide variety of activities, finance, budgeting, account, personnel section and training system; monitoring and evaluation, facilities procurement and management, etc. In most Nigerian schools, official still go through the laborious exercise of manually registering students, maintaining records of students,
performance, keeping inventory, list of supplies, doing cost accounting, paying bills, printing reports and drawing architectural designs. The huge man-power spend on these exercises can be drastically reduced with ICT to enhance overall management procedure. Computers are tools that brings great speed and accuracy to each of these tasks along with the convenience of storing large qualities of information on small disks or tape.

**ICT AS INSTRUMENT OF ECONOMIC DEVELOPMENT**

The importance of ICT in Nigeria strongly manifests itself from an economic standpoint. Now, as a result of globalization, industrial competition is increasing and companies must not only come up with innovative products and services to the global market but must do so with unprecedented speed. For the companies to survive, they need intellectual and creative employees who's "novel ideas are to certain extent a guarantee of companies' existence" (Shavinina, 2001,). Contemporary society strongly needs highly able minds that could productively solve many economic problems of today. Such highly able minds are nurtured by a country's educational institutions. Nigeria lags considerably behind others in the development of small and medium scale enterprises. Modern society desperately needs highly able citizens who can bring innovative solutions to its current challenges and at the same time produce new ideas for ongoing socio-economic and political advancement (Okebukola, 1997).

**ICT AS TOOL FOR HIGHER TECHNOLOGICAL DEVELOPMENT**

In today's world not only are we surrounded by technology, but our primary means of reaching other countries in far and near places are mediated by technology. Technology is progressively affecting the two previous enticements; nature and society. Modern man, cannot live without these gadgets. This is what makes human subservient to technology, rather than technology being subservient to humanity. This has resulted in a huge changed of the individual's life in business and private settings. There is strong need to know and use modern technology in our social life, the economy, be the business and education. New and
sophisticated breakthrough in high technology encourage companies to introduce technological innovations rigidly into their business practices. The United States space programme has benefited immensely from rapid development in high tech and today's information and communication technology...
There is need for the country to re-strategize and expand its vision so as to cope with the challenges of a technological society.

**ICT AS COURSE OF STUDY**
The most challenging aspects of the post industrial era is how to meet the demand of the information society that modern man is trying to build. The role of education in developing modern society cannot be over emphasized. In fact, society and education are highly interdependent. Today employers of labor are in search of graduates with requisite knowledge skill and training that would help to solve problems that do not yet exist today. In recent years thousands of University graduates found it difficult to secure good paying jobs. This has been due to the fact that there are no jobs out there as many government establishments and private companies are even retrenching workers as a result of hard times being experienced by the economy.
Though the Nigerian government has opened doors to foreigners to invest and many of them are coming in, Nigerian graduates are not properly trained for the new companies being established. There is a high demand for highly skilled technologically trained workers. Unfortunately, most Nigerian graduates acquire overdose of theoretically knowledge, which does not match well with the demand of workplace practice. Modern companies need employees that are proactive, enterprising, responsible and self-reliant professionals.
Nigeria needs to replace the traditional pedagogical practices that still underpin its educational system. In a report of the World Bank sponsored research study on the state of the Nigeria graduate. Danbalen and Oni (2001) asserted that Nigeria university graduates of the past decade are poorly trained and unproductive on the job. The report inducted that
Nigerian university graduates are deficient in mastery of English language and requested technical skills. Such development calls for a rethinking of the objectives education should pursue. In order to revolutionize Nigeria educational system, the country needs ICT not only as tools for communication but also as a field of study.

**OBSTACLES TO THE USE OF ICT IN SECONDARY SCHOOLS IN NIGERIA**

There are several impediments to the successful use of information and communication technology in secondary schools in Nigeria. These are cost, weak infrastructure, lack of skills, lack of relevant software and limited access to the internet.

i. COST

The price of computer hardware and software continues to drop in most developed countries, but in developing countries, such as Nigeria, the cost of computers is severing! While a personal computer may cost less than a month's wages in the united states, the average Nigeria worker may require more than four incomes to month’s salary to buy one. Nigeria has more than 20,000 public secondary schools. Majority are short of books, papers and pencils. Many of the schools lack adequate infrastructure such as classrooms, libraries, laboratories and only few are equipped with television or radio. Apart from the basic computers themselves other cost associated with peripherals such as printers, monitor, paper, modem extra disk drives are beyond the reach of most schools in Nigeria. The schools cannot also afford the exorbitant internet connection fees.

ii. WEAK INFRASTRUCTURE

In Nigeria, a formidable obstacle to the use of information and communication technology is infrastructure deficiencies. Computer equipment was made to function with other infrastructure such as electricity under "Controlled conditions". For many years Nigeria has been having difficulty providing stable and reliable electricity supply to every nook and cranny of the country without success. Currently, there is no part of the country, which can boast of electricity supply for 24 hours a day.
except probably areas where government officials live. There have been cases whereby expensive household appliances such as refrigerators, deep freezers and cookers have been damaged by upsurge in electricity supply after a period of power outage. Electronic equipment such as radio, television, video recorder and even computers has been damaged due to irregular power supply when electricity supply is not stable and efficient. It is therefore difficult to keep high —tech equipment such as computers functioning, especially under extreme conditions as obtained in Nigeria. The high levels of dust during the dry season in Nigeria also make 'electronic equipment to have short life span. In Nigeria most inhabitants do not have access to electricity there by denying rural schools opportunity to the use of electronic equipment such as radio, television, video recorders and computers. The few internet access available in Nigeria is found in urban centers. These environmental realities are difficult to manage because fans, sealed rooms and stable electricity are lacking in many schools, urban homes and rural areas. Another obstacle to ICT development is inadequate telecommunication facilities. Though the international telecommunication union has rated Nigeria’s telecommunication sector as the fastest growing in Africa, still majority of Nigerians have no access to telephone. Though Nigeria’s telecommunication sector is growing faster than, in most African countries, and over 30 million GSM subscribers are a far cry from the ideal when such figures are meant to serve Nigeria’s nearly 170 million populations. Most of the subscribers to the GSM and landlines owners are found mostly in urban centers. It is also on record that the connection fees for telecom facilities have reduced drastically over the years, the current rate is still too high for many Nigerians. In 1997, connection fees for telephone lines were about N60,000 — 00; today it is about N20,000. The current rate is too high in a country where the minimum monthly wage is about N18,000 = 00. To change this
situation Nigeria needs to figure out new ways of building necessary infrastructure to support ICT in the country.

The Federal Ministry of Mines and Power should work towards stabilizing electricity supply in Nigeria

iii. LACK OF SKILLS

Nigeria does not only lack information infrastructure, it also lacked the human skills and knowledge to fully integrate ICT into our secondary and elementary schools, to use information and communication technology in our school system, the need for locally trained workers to install, maintain and support these systems is necessary. There is acute shortage of trained personnel in application software, operating systems, network administration and local technicians to service and repair computer facilities. Those who are designated to use computers in Nigeria do not receive adequate training, at worst, do not receive any training at all (Okebukola, 1997).

In Nigeria most school teachers lack the skills to utilize technology in curriculum implementation; hence the traditional chalk and duster approach 'Still dominates. Information transfer using ICT is minimal or non-existence in our colleges of education. The teachers need to be trained on educational technologies and the integration of computers in to classroom teaching. There is a need to have effective tools, techniques, and assistance that can help them develop computer based projects and activities specially designed to raise the level of teaching required subjects and improve students' learning.

Esharenana E.(2010) made a suggestion that efforts should be made by the Ministry of Education (at Federal and State levels) to post teachers skilled in ICTs to each secondary school to impart ICT skills to the students.

iv. LACK OF RELEVANT SOFTWARE

There is no doubt that the ultimate power of technology is the content and the communication. Though, software developers and publishers in the developed countries have been trying for long to develop software and multimedia that have universal application, due to the differences in educational standards and requirements, these products do not integrate
In to curriculum across countries. Software that is appropriate and culturally suitable to the Nigerian education system is in short supply. There is a great discrepancy between relevant software supply and demand in developing countries like Nigeria. There are two major problems to be encountered. First, the cost of producing relevant software for the countries educational system is enormous. Second there is dearth of qualified computer software designers in the country. To overcome this, people need to be trained in instructional design.

v. LIMITED ACCESS TO THE INTERNET

In Nigeria there are few Internet Providers that provide internet gateway services to Nigerians. The greatest technological challenges in Nigeria are how to establish reliable cost effective internet connectivity. In a country where only about 0.6% of the populace has home personal computers, the few reliable internet providers who have invested huge sum of money in the business have a very small clientele. They have to charge high fees in order to recoup their investment in a reasonable time. Nigeria has a limited number of Internet compared to countries like Japan, USA, China, India and other advanced countries.

Schools in Nigeria are not given adequate funds to provide furniture, laboratories, books and adequate classrooms let alone being given adequate funds for high-tech equipment (computers) and internet connectivity. Okwudishu(2005) discovered that the unavailability of some ICT components in secondary schools hampers the teachers use of ICT facilities.

Again due to the lack of adequate electricity supply even when these equipment are there they would remain idle in most of the time.

Other African countries are already helping secondary and primary schools students to become better ICT users.

PROSPECT FOR THE USE OF ICT IN OUR SCHOOLS

Schools have numerous and important prospects for the use of ICT in teaching and learning process. The following areas suggest the range of applications that computer can aid teachers and learners.
i. EFFICIENCY Computer can enhance educational efficiency. Example many schools are teaching large volume of students in this situation, students no longer receive the much desired individual assistance. Furthermore, it is possible to use carefully prepared computer programs to ensure that learners are accurately and systematically instructed. Also, the computer can enhance the problem solving skills especially in subjects such as mathematics, technical drawings etc.

ii. ADMINISTRATIVE FUNCTIONS Computers can serve administrative functions. They can replace the laborious exercise of filling papers in filing cabinets and shelves where records accumulate dust over a long period of time. It can also be used for budgeting and planning; accounting for expenditure, students to classes, reporting students' performances (i.e. testing and scoring), which helps to reduce paper work. Many of the above posed activities are not effectively and efficiently done in our schools

iii. LARGE CLASSES: Computers can be used for individualized learning in our schools. Microcomputers will enable the student to progress at his or her own pace and receive continual evaluation, feedback and corrections for errors made. In this way, computers allow the development of partner — like interactive and individualized relations with other user. Computers play the role of the tutor and present the learner with a variety of contents and symbolic modes.

iv. COMPUTERS CAN CHANGE: It is universally accepted that computers allow more independent exploration, more personally tailored activities, more teamwork, and more significantly, less moral instruction. The role of a teacher, therefore changes from information dispenser to that of information manager; from authoritative source of information to a guide of self-propelled exploration (Smith, 1989)

v. IMPROVES RESEARCH TECHNIQUES Computer will offer the Nigerian teacher improvement on the techniques of research. The cumbersome exercise of searching by hand through the library's card catalogue or periodical indexes can be made easier by typing few keywords pertinent to the research topic into a computer and the research can receive extensive
list of related sources of articles in books and journals in just a matter of minutes.

SUMMARY AND CONCLUSION

There is no doubt that teachers and students in our schools will have incredible resources available if they have access to the internet. Integrating information technology into the curriculum of our schools is a fundamental shift in the way teachers teach and students learn. However, to integrate computer into teaching and learning requires adequate funding. Government's budgetary allocation to education in this country is not consistent. The greatest challenge to the states and Federal Government is to ensure that budget cuts and resulting from dwindling revenue and the need to satisfy other sectors of the economy do not adversely affect education. Now there is a considerable drop in the price of oil, a barrel is now sold around $50, Nigeria should still strive to use a reasonable part of its revenue to fund education and particularly Information and Communication Technology. We need to invest more on the internet business and create enabling environment for students to participate in downloading available and useful knowledge via the internet.

SUGGESTIONS

1. Nigeria should join the world links of Development (World), a program initiated by the World Bank in 1997. The program has been establishing computer laboratories and bridging internet connectivity to schools in Developing Countries around the world. It is also training teachers to acquire skills necessary to integrate information and communication technology into their classroom practices. • The (World) program link secondary Schools around the world in order to improve education, enhance cultural understanding, and develop requisite skills in youths which will prepare them markets in the 21st century. African countries such as Uganda Senegal and Zimbabwe are already benefiting from the
(world) program and it has improve the accessibity and quality of basic education.

2. Nigeria needs to establish a virtual learning company along the model development and implemented at the open university of the Netherland. The Netherlands virtual company was established in (2002) to answer the future challenges of modern society. It is regarded as a state of art cyber education which strives to bring together the context of education and work place. The Open University has to learn a lot from the Netherlands example. The virtual learning website established by Nigeria university commission has to do a lot for its impact to be felt.

References
Bergheim, K & Chin k (1984). Computer in the class room info world sep 10, 28-37
EDUCATION AS A VERITABLE TOOL FOR NATIONAL DEVELOPMENT IN NIGERIA: ISSUES AND CHALLENGES

KADIR MUMINI
Economics Department, Kwara State College Of Education, P.M.B 1527, Ilorin

ABSTRACT

For decades, Nigeria education system has witnessed a number of challenges that mitigate it from meeting the needs and aspirations of the society. The system of education vis-a-vis the formal and informal education plays significant roles in achieving National developmental integration. The paper dwell on the formal system of education with regards to the link between education and national development. The paper also highlights the prospects as well as the challenges confronting the Nigerian education system. The study concludes by making suggestion on the possible ways of improving the education system in order to advance the objective of national development.

Keywords: Education, National Development, Challenges, Formal and Informal Education e.t.c

Introduction:
The best Legacy a nation can give its citizen is a sound education for betterment of the citizen. Education is as old as the concept itself. The Nigeria system recognizes two major forms of education, that formal system of education and the informal system of education. The contribution of education both formal and informal in terms of skill acquisition, ability to do things themselves and the development of human capital cannot be overemphasis. Schultz(1962), Sees formal education as the kind of education acquire through classroom setting or a kind of investment in human being which give them opportunity to acquire•

Skills, knowledge and the capacity to think independently. Both formal and non-formal system of education contributed immensely to skills acquisition.
The basis for informal education begins from the parents where children are taught how to do house cleaning like cleaning of environment, sweeping, fishing or farming. The rapid expansion of education immediately the country attained her political independence was a concerted effort towards making education available to all. Against this background, the significant contribution of education to economic growth and national development cannot be overemphasized.

This paper attempt to examine the relative importance of education to national development. The rest of the chapter is structured as follows: the next section shall look at the historical development of education in Nigeria within the context of colonial period and the challenges associated with the expansion of education in Nigeria. This shall be followed by the conceptual clarification, where emphasis shall be placed on the important concept such as education and national development. The next section shall be concerned about the challenges confronting national development in Nigeria. To be followed is the roles of education in achieving the objective of national development. The final section shall be the conclusion and recommendations.

**Historical Development of Education in Nigeria**

The Nigerian educational system started slowly during the colonial period until the conclusion of World War II. The Christian missionaries introduced the western education in the mid-19th century in Nigeria, but after Independence, the Nigeria ministry of education oversees the educational system. The local authorities took responsibility for implementing policy for public education. The educational system started with the 6-5-4 and changed to 6-3-3-4 and now 9-3-4. Recently universal basic education (UBE) was introduced to ensure free and compulsory education for Nigerians ‘and the 6-3-3-4 was abandoned in favour of 9-3-4 system of primary education. The system was designed in conformity with the Millennium Development Goals and Education for all (EEF).
For instance, Aigbokun et al (2003), assert that between 1960 and 1974, educational facilities were expanded which later brought about government taking over privately owned primary and secondary schools. As observed by Adesina (2005), a country with significant number of its population educated and economically productive can contribute enormously to the country’s Gross Domestic Product (GDP) than a country where the larger percentage of its population fall within the dependent and illiterate group.

Crisis in education started manifesting itself when government went all out to implement 6-3-3-4 system without adequate planning put in place. Primary education was first to suffer the effect. UPE was launched in 1976 but the policy on education itself appeared in 1971 one year after implantation of the programmes. This lead to confusion as the result was absence of adequate statistical data. For instance, 3 million children showed up against 2.3 million prepared for which represent 30% underestimation. This has implication for classroom spaces, teachers and equipment.

**Conceptual clarification**

**Education**

According to Website dictionary, education is defined as a process of educating or teaching. It further clarifies that, to educate simply means to acquire knowledge, skill or character that are needed for a better society. It can also be describe as a means of acquiring skills, knowledge, attitudes and abilities by the populace in order to enhance the development of society. The acquisition of education is categorized into different stages learning of the local skills by participating in various community vocations, learning the western education within the formal educational institutions. Defining education is as difficult as the concept itself due to interpretation from different scholars. This simply indicates that there is no single definition for the concept. Jimoh (2002), define education as the overall experience giving to individual for the purpose of making him or her useful to himself and the society at large. Also, Fafunwa (1974) defines education
as the aggregate of all the processes by which a child or young adult develop the abilities, attitudes and personality. Muraina (2010) also define education as the process an individual go through within a given society to acquire the required skills and attitudes that will enable him or her function optimally in the society. Hence, this involves the development of man to develop himself in the pursuit of a wide range of activities. It is therefore imperative to note that both formal and informal education plays a significant role in ensuring the transformation of indivi41bachieve the objective of national development.

National Development
National and development are two distinct words if married together give a comprehensive meaning that is generally acceptable. However, National development can best be defined by first looking at the two concepts in dependently. There are several attempts made at defining national development within the concept. of development strategy. For instance, Gboyega (2003) sees development as an idea that involve all attempts at improving the conditions of human existence in all aspects of life; both socially, economically, politically e.t.c. which define whether a country is developed or underdeveloped. The simplest example being the pattern of growth motivation of seed or an initial germ cell, to the full adult from the individual plan. Thoma and Potter (1992) argued that all definition of development is central to the notion of a process of change from a less desirable to a more desirable kind of society. Some economist such as Sen, Shultz maintained that a nation’s development is measured by the increase in its gross national product.

Naomi (1995) believes that development is usually taken involve not only economic growth, but also some notion of equitable distribution, healthcare provision, education, housing, e.t.c. In the work of Sen, he identified three core values of development. These are the ability to meet basic needs; self esteem and freedom from servitude i.e the ability to choose. National according to Longman dictionary of contemporary English, refers to a concept or phenomenon that embraces
a whole nation. National development therefore refer to as the overall development or a collective socio-economic, political as well as religion advancement of a contrary or a nation. The development process in a country most especially Nigeria could be traced to the era of development planning dated back to 1970 up till the 21St century.

Challenges of National Development
There is no doubt that the challenges of national development are vast. Nevertheless ,the last two decades had witnessed a tremendous encouragement from the United Nations Development Programme (UNDP) with the believe that the Millennium Development Goals (MDG) can be achieved if there is a political will combine with right polices. It is in recognition of the relative significance of development s that government especially in Nigeria give more emphasis to development planning. The period before and after the attainment of political independence in 1960 witness a series of development strategy aim at improving both the economic, education and political life of the citizen. These developments span between a period of two to four years and beyond with each aimed at addressing certain factors that hinder development in Nigeria.

Tolu and Abe (2011) cited in Ogwinike( 1995) Observed that between 1962 and 1968, there was the first national development plan to address issues in health, education and employment generation. Immediately after the civil war that lasted for more than four years, the second national development plan between 1970 to 1974 with emphasis on agriculture, industry, transport, manpower development, electricity e.t.c. The third plan covered the period between 1975-1980 with the main objective of revamping agricultural and rural development. This plan was considered more ambitions than the second national development planning. Since then, there has been a serious of development strategy to address the shortfall in education and health which are considered to national development. Among these are the National Economic Empowerment strategy (NERDS) vision 2010, the seven points Agenda of Late President UmaruYaradua, vision 20:20:20 among others.
Although, all these plan were carefully conceive to achieve certain development objectives they failed due to revenue shortages, corruption or lack of political will on the part of leadership. Arguing this fact, Ake (2001) posits that failure of development plans in Nigeria could be attributed to the corruption of leaders, poor labour discipline, and the lack of entrepreneurial skills, poor planning and implementation. It is imperative to note that scholars Propounded theories to explain the challenges confronting development program in Nigeria. These are the classical theories, the developmental theories and Marxist theories. The classical theories maintained that rapid population grow is the root cause of underdevelopment and the lack of comparative advantage in the production of goods and services, low savings and investment which is caused by low income and high level of consumption. The development theory is of the view that market failure is the major factor of development. The Marxist theories further argued that underdevelopment is caused by both external and internal exploitation with collaboration from internal source.

Further to this, the failure of Nigerian political leaders and bureaucratic to abide by the plan objectives has frustrated national development in Nigeria. This is mainly because many developmental strategies aimed at achieving the objective of national development was distorted at the implementation stage thereby killed the overall objective of the plans. Ejumdu(2013) maintained that the absence of relevant data on various socio-economic indices is a major threat to development planning in Nigeria. For instance, a comprehensive data on the country’s population is an important ingredient for effective planning. Due to the absence of all this background information, the use of social indicators is extremely difficult for plan implementation.

The roles of Education in National Development

The three theories of development identified in the previous section asserted that education is an important agent of national development, either through the development of human capacity, increasing the skilled
workforce for modernization. Generally speaking the achievement of national development through education is primarily anchored on the effective mobilization of the country citizen. It is therefore a general notion that returns on investment in education will be a skilled workforce that will guarantee global competitiveness and economy growth. According to Gazi (2008), in Alamboon observed that human capital has a powerful impact on the analysis of labour market. It should also be noted that investment on education not only beneficial to the individuals but to the society as a whole. Education is general considered to be a key agent of national development; either as a way of developing human capacity, increasing the skilled workforce for modernization or as a matter of personal freedom. Perhaps, education is considered as an important tool not only to economic development, but also to the social and political within nation and for individuals.

Hallak (1990), posits that education provide the basis for human development and contribute significantly not just on economic growth but also to the development of individuals and societies. Education also ensure that the individual acquire the morality and enhance their productive capacity. Thus, access to education promotes right attitude that enables progress and stability of the country. Arguing this point, Imogie(20 10) maintained that education is one of the important instrument for change and national development.

Fayerland and Shah (1989) maintained that education and training bring about an improvement and raises the productive capacity of workers, and increase their earning capacity. This is because a well-educated workforce with the required training has the tendency to use the acquire skills to enhance their productivity. Also in their attempt to develop, underdeveloped countries has identified investment in education and training as a viable tool that accelerate a country’s national development.

CONCLUSION

It is a general notion that a country with vast majority of its population within the labour force and the requisite education stands has a greater
chance of development than a country where the highest number of its population can neither read nor write. The position of this paper is that education because of its capacity to develop the individual with require skills and knowledge, should be giving adequate attention in order to achieve the objectives of national development. The ability of a country to note that education plays a crucial role in the process of national development. Several scholars has identify a strong link between education and national development as the former has the capacity in the development of human capital, increased their productive capacity and personal freedom through training.

Recommendations
From the foregoing, the paper recommends as follows:
1. Government should place more emphasis on education sector by formulating standard policies that will help to achieve qualitative education.
2. Government and non-governmental organization should as a matter of urgency encourage and finance research programmes and mass production of invented product with a view to discourage students from indulging in any activities capable of distorting their academic pursuit.
3. That government and private sector should put in more efforts and resources towards the development of education sector.
4. Education sector should be given adequate attention in terms of funding, maintenance of physical structure, etc.
5. There should be a political will on the part of our leaders so that both at the objective of any plans can be achieved.

References


THE USE AND ABUSE OF DRUGS BY STUDENTS IN TERTIARY INSTITUTIONS IN NIGERIA.

ABDULLAHI D. MAMMAN
Federal Polytechnic Bali Taraba State, School Of General And Management Studies, Department Of Public Administration

ABSTRACT
Despite the unrelenting effort of individuals, agencies, mass media and the government at different levels against drug abuse, the prevalent practice among post-primary school student, Tertiary institution, teenagers and even adult in the community has not decreased but rather continued to increased geometrically. According United Nations Office on Drugs and crime (UNODC) Report (2005), about 200 million people, or 5 percent of the world’s population age between 15 and 65 have used drugs at least once in the last 12 months. Likewise, according to the world Drug organization (2005) reported that, the use of illicit drugs in all Nations has increased in recent years. Drug is a substance used for medical purposes that change the function of the body. About 90% of the students use it before they leave high school. The abuse of these drugs as indicated in the study has various

Introduction:
Akus (2003) postulate that Drug abuse is the taking of drugs or a deliberate use of drugs for purposes other than its intended purposes without the supervision of a physician or a medical practitioner while drug addiction is the continuous uncontrolled, compulsive use of a drug not only to include intoxication but also to avoid the tortures of withdrawal. Despite the unrelenting effort of individuals, agencies, mass media and the government at different levels against drug abuse, the prevalent practice among post-primary school student, Tertiary institution, teenagers and even adult in the community has not decreased but rather continued to increased
repercussions but on the pleasure the abusers think they enjoy, usually overlook these grave side effects.

**Keywords:** Abuse, Drugs, Students, Tertiary, Institutions.

Geometrically According United Nations Office on Drugs and crime (UNODC) Report (2005), about 200 million people, or 5 percent of the world’s population age between 15 and 65 have used drugs at least once in the last 12 months. Likewise, according to the world Drug organization (2005) reported that, the use of illicit drugs in all Nations has increased in recent years. The report goes on to note that the increasing availability of a variety of drugs to an ever widening socio-economic spectrum of consumers is disconcerting, although the main problem at the global level continues to be opiate (notably heroine) followed by cocaine. For most of Europe and Asia opiate accounted for 62 percent of all drugs treatment sought in 2003.

Drug abuse is a major public health problem all over the world (UNODC, 2005). The use and abuse of drugs by adolescents have become one of the most disturbing health related phenomena in Nigeria and other parts of the world (NDLEA, 1997) Several school going adolescents experience mental health problem, either temporarily or for a long period of time. Some become insane, maladjusted to school situations and eventually drop out of school. NAFDAC, (2004) as cited by Haladu (2003) explained the term drug abuse as excessive and persistent self-administration of a drug without regard to the medically or culturally accepted patterns. It could also be viewed as the use of a drug to the extent that it interference with the health and social function of an individual. Odejide, (2000) Warned that drug abusers who exhibit symptoms of stress, anxiety, depression, behavior changes, fatigue and loss or increase in appetite should be treated by medical experts and counsellors to save them from deadly diseases.

The alarming evidence in the prevalence of drug abuse, the effects and consequences of substance abuse among students has called for concern
and behavior often have high levels of conflicts with their parents and poor self-control, suggesting that they engage in such behavior to manage a stressful life. Adolescents who abused substances typically do more poorly in school, family problems deviance and low self-esteem appear to explain this relationship. Parents and peer influence adolescence drinking by influencing attitude about alcohol and by acting as role models Abdullahi, 2009) Odejide (1997) On the other hand argued that parental deprivation due to death, divorces, separation or discord has been strongly associated with drug abuse.

Majority of the Nigerian youths ignorantly depend on one form of drug or the other for their various daily activities such as social, educational, political, moral etc. such drug include tobacco, Indian hemp, cocaine, morphine, Heroine, Alcohol, Ephedrine, Madras, caffeine, Glue Barbiturates, Amphetamines etc. (Oshikoya and Alli 2006) in their studies on perception of Drug Abuse amongst Nigerian undergraduates identified dependence and addiction as one of the major consequences of drug abuse, characterized by compulsive drug craving seeking behavior, are use to persist even in the face of negative consequences. These changes are maladaptive and inappropriate to the social or environmental setting therefore may place the individual at risk of harm. Experiment with drugs during adolescence (11-25 Years is common. At this age, they use drugs for many reasons including curiosity, because it feels good, to reduce stress, or to feel grown up. Using alcohol and tobacco at a young age increase the risk of using other drug later. Fayambo,G.A and Aremu, S.(2000)

FACTORS THAT CONTRIBUTE TO THE INFLUENCE OF DRUG ABUSE AMONG NIGERIAN YOUTH.
Haladu (2003) pointed out the following as the main causes of Drug use and Abused.
1. Experiment Curiosity: Curiosity to experiment the unknown fact about drugs thus motivates adolescent into drug use. The first experiment in drug abuse produced a state of arousal such as happiness and pleasure which in turn motivates them to continue.
2. Peer Group Influence: Peer pressure plays a major role in influencing many adolescents into drug abuse. This is because peer pressure is a fact of teenage and youth life. As they try to depend less on parent, they show more dependency on their friends. In Nigeria, as other parts of the world, one may not enjoy the company of others unless he conforms to their norms.

3. Lack of Parental Supervision: Most parents have no time to supervise their sons and daughters. Some parents have little or no interaction with family members, while others put pressure on their children to pass exams or perform better in their studies. These phenomena initialize and increases drug abuse.

4. Personality Problems due to socio-Economic Condition: Adolescents with personality problems arising from social conditions have been found to abuse drugs. The social and economic status of most Nigerians is below average. Poverty is widespread, broken homes and unemployment is on the increase, therefore our youths roam the streets looking for employment or resort begging. These situations have been aggravated by lack of skills, opportunities for training and re-training and lack of committed action to promote job creation by private and community entrepreneurs. Frustration arising from these problems lead to recourse in drug abuse for temporality removing the tension and problems arising from it.

5. The Need for Energy to Work for Long Hours: The increasing economic deterioration that leads to poverty and disempowerment of the people has driven many parents to send their children out in search of a means of earning something for contribution to family income. These children engage in hawking, bus conducting, head loading scavenging, serving food canteens etc. and are prone to drugs taking so as to gain more energy to work for long hours.

6. Availability of the Drugs: In many countries, drugs have dropped in prices as supplies have increased.

In Adesina (2000).

8. Advertisement: Youth are sensitive to advertisement and copy quickly. The glamour in advertisement alcohol and cigarette smoking make the
youth want to be the way the advert depicts. Social pathologies. Such as unemployment and parental deprivation.
9. Emotional and psychological stressed, such as anxiety, frustration, and economic depression people always take drugs or drink alcohol in order to forget their problems when they are provoked.

CONCEPT OF DRUG
Drug is a substance used for medical purposes that change the function of the body. Carrol (1989) sees drug as any substance which upon entering the body changes the body function and structure. Drug abuse is the substance abuse or disorder that is characterized by a destructive pattern of using a substance that leads to significant problems or distress (Njoku 2004) Coleman (2010) sees drug abuse as the scenario when drugs is taken more than it is prescribed. It could also be seen as use of illicit drugs, or the abuse of prescription or over-the-counter drugs.

TYPES OF DRUG ABUSE
Haladu (2003) further categorized types of drugs into...
1. Stimulants: These are substance that directly act and stimulate the central nervous system. Users at the initial stage experience pleasant effects such as energy increase. The major source of these comes from caffeine substance.
2. Hallucinogens': These are drugs that alter the sensory processing unit in the brain. Thus, producing distorted perception, feeling of anxiety and euphoria, sadness and inner joy, they normally come from marijuana, LSD etc.
3. Narcotics: These drugs relieve pains, induce sleeping and they are addictive. They are found in heroin, codeine, opium etc.
4. Sedatives: These drugs are among the most widely used and abused. This is largely due to the belief that they relieve stress and anxiety, and some of them induce sleep, they are sourced from valium, alcohol, promethazine, chloroform.
5. Miscellaneous: This is a group of volatile solvents or inhalants that provide euphoria, emotional disinhibition and perpetual distortion of thought to the user. The main source are glues, spot removers, tube repairs, perfumes, chemicals etc.

6. Tranquilizers: They are believed to produce calmness without bringing drowsiness, they are chiefly derived from Librium, valium etc.

Haladu (2000) stressed the following as the main causes of Drug Abuse:
In Nigeria, the most common types of abused drugs according to NAFDAC (2002) as cited by Haladu (2003) are categorized as follows:

**Substances abused by students**
According to the United States Department of health and human services (2002) alcohol is the most abused psychoactive drug in United States. About 90% of the students use it before they leave high school. In Kenya a report by NACADA (2008) indicates that’s alcohol, is the most commonly abused drug by about 61% of the population. The same report indicates that 40.9% of the students were abusing alcohol in Nairobi province and 26.3% in central province. These percentages indicate that students are abusing drugs and it is important to address this issue with the seriousness it deserve.
Perkinson (2002) explains that alcohol is basically a central nervous system depressant and dulls the brain making learning a difficult task. When students get to the behavior of abusing alcohol their reasoning get impaired and becomes of less priority in the student’s life. A survey by NACADA (2004) indicates 35% of the students from Central Province were abusing tobacco related product. The availability of tobacco product is prevalent within the province. Only to be made freely available to the consumers. A Research that was done in Australia revealed that cigarette smoking leads to trying other harder drugs due to its reinforcing influence. In central province a study by NACADA (2004) showed 5.3% of the students were abusing drugs.
Perkinson (2002) further postulated that a large number of studies tries to identify whether there are direct and/or indirect causal links between consumption of addictive substance and poor educational attainment. Most intuitively, alcohol and drug consumption may have some detrimental effects on pupils’ cognitive abilities, for instance, by decreasing their ability to concreate. Concerning the indirect channels, drugs and alcohol consumption may for instance be responsible for shifting individuals’ resources away from schooling. Additionally, it may undermine students’ progress by making them less likely to attend classes or keep up with their studies. Finally, psychologies argue that heavy drinking may lower individuals' expectation about their academic performance Deas et al, (2000). This effects could be driven by a shift in students’ peer when they engage in abusive alcohol consumption. There is still no consensus in the literate concerning the existing of a causal link between consumption of addictive substances and educational outcomes. On the one hand, some studies provide evidence that heavy drinking and drug consumption lead to lower schooling performance. DeSimone and Wolver (2005) find that by introducing a large vector of covariates which control for heterogeneity between alcohol consumers and non-consumers, the negative causal relation between alcohol use and academic performance remains significant for heavy drinking. In line with these results, Williamset al (2003), report that heavy drinking has a negative impact on schooling achievement by reducing the time spent studying.

**Marijuana and Academic Performance**

According to (Umar,,L. and Olisa, J.A)( 2014) the social environment is a powerful influence on health and social outcomes. In this context Marijuana use and related problems result from the complex interplay of the individual and the environment whereby social institutions or structures can influence the environment in a manner that can influence drug use and related problems. Societal structures include government policies, taxation systems, laws and service systems such as welfare, education, health and justice. As such increased attention to the ‘social’
determinants of drugs use is required. In terms of increasing problematic Marijuana use Wilkinson notes the rapid growth in widening income differences during the 80s and the rise in heroines.

Tobacco and Academic performance
A survey conduct by (Fatoye and Morakinyo, 1997) on substance use amongst secondary school students in rural and urban communities in south Western Nigeria with a sample size of 542 made up 266 males and 276 females found that the prevalence rate of current smoking was 13.4%. The study also found that the prevalence rate of Tobacco use 26.4%. And that the most commonly used alcoholic beverage was palm wine (60.1%) followed by beer (20.8%) and then locally fermented wine and locally distilled gin (14.7%).

Numerous studies have indicated an alarming increase in water pipe smoking (Eissenberg T., shihadeh A, 2009) Water pipes are known by different names depending on the region of the world, these include, but are not limited to, hookak, narghile, arghile shisha and hubble-bubble. Research has established that water pipe tobacco smoke contains and produced toxic substance similar to those produced by cigarette smoke, including carcinogenic polycyclic aromatic volatile aldehydes hydrocarbons, carbon monoxide, and nicotine. (Eissenberg and Shihadedheh, A, (2009) reported that single water pipe tobacco smoking session may involve the inhalation of 50 to 100 times the smoke volume inhaled from a single cigarette Water pipe smokers who smoke once a day were found to have the same plasma nicotine concentration as cigarette smokers who smoke 10 cigarette a day. Evidence also suggest that water pipe smoking is associated with negative health outcomes similar to those of cigarette smoking and poor concentration levels due to its hallucinogen properties since it contains the alkaloids harm and norharman, which are hallucinogens.

Adeku (1991) posits that the implication of drug abuse on the individual, family and the society is quite enormous and include the following.
PHYSICAL EFFECTS:
Drug abuse damages the control the central nervous system that is major organ of the body thereby resulting to brain damage, liver damage, damage respiratory organ, excessive heartbeat, hypertension, chronic bleeding damage to unborn babies, and premature death. Drug also weak and destroy the immune system making the use susceptible to opportunities diseases.

PSYCHOLOGICAL EFFECTS:
Drugs abuse cause sleeping anxiety, depression, psychoses, craving desire, withdraw symptoms, disorder of thinking, illusion, hallucination impaired judgment, memory impairment and invariable premature death.

SOCIAL EFFECTS:
The family is the basic institution in a society and the abuse of drug by any member of the family has the potential of shattering the unity of the family. When will be neglected and possible violence, such as wife battering rape, murder etc. Drug abuse brings about the losing of quality of education in any society. Let us take a look at cultism in the Nigeria Educational system. It has being reported that most cult members are involved in drug abuse leading to violence and terror on the community. Drug abuse creates social problems ranging from truancy to delinquent among our youths to family disintegration and destitution. Drug abuse brings about communal crises, accident on our roads, home and at work place. Young girls under the influence of drugs parade themselves at night thereby exposing the much dreaded HIV/AIDS.
In the same way, drug abuse is likely to disperse with a moral values of the society, and consequently the religious values.

ECONOMIC EFFECTS:
The labor force is threatened as youth who ought to have engage in productive activities are infested with drugs. Drugs abuse brings about industrial loses, loss of job and deterioration in workers productivity.
environment not conductive for investment and consequently retards economic growth and development of nation.

EXTRA-BUDGETARY SPENDING:
The economic impact, drug abuse also manifest in the health budget of any society. Drug control is a very costly venture. Nations all over the world are spending large sum of money to fight drug trafficking with little success. The national health budget especially on drug abuse related projects/programmers is on increase and difficult to maintain. This is because increase funding is required for the treatment and rehabilitation of drug dependent person at the detriment of other sectors of the economy.

CRIME RATE:
It is a known fact that drugs aggravated the crime rate within any particular society. Abuse of drugs brings about armed robbery which is most cases results in murder, assassination, assault and rape. Observation and interrogating of arrested criminals revealed that they relied on hard drugs to execute their devilish activities.

METHODOLOGY
The methodology used in gathering information concerning this topic was basically from journals thesis, periodicals, and Newspapers Magazine encyclopedia and text books.

The way forward,
David, W. and Richard, E. (2013) Stressed that, Most people do not understand the effects of drugs abuse especially on the youth. It is very necessary that drugs abuse prevention should also be prevented or controlled. Drug abuse is a growing problem and drug abuse prevention should also be a growing measure and stronger in order to over-power the cankerworm.
Family: The prevention of drug abuse should start first from the family. Family is a group consisting of one or two parent, their children and close
relations. A family, whether nuclear or extended has a role to play in preventing drug abuse. Family is the smallest unit of the society and it is the first to prevent or controlled this drugs. These are major strategies of preventing or controlling drug abuse from the family;

Religious Commitment: Parent should be committed in their service to God. Parent should be devoted and dedicated religious people. They should lead their children to God and make sure that they are committed in the service of God.

Care and supervising or monitoring: Parent should care for their children, meet their physical needs etc and also supervise or monitor them very well. They should monitor their movement to make sure that they are making good company. If they are keeping bad company, they should be corrected immediately. They should not be over-pampered. Parents should not only educate their children on the dangers of drugs abuse but they should establish and enforce family rules. They should also create an effective system of monitoring their children’s activities.

Family Discussion: Parent should not neglect family discussion and it should be done from time to time. It is important for all the members of all the family. It helps to understand each other and to solve each other's problems in the family. Problems or burdens and ideas are shared together in family discussion. Problem which one may decide to seek for the solution from drug abuse especially from alcohol are solved at family discussion.

Warm Communication: This is also an important way of preventing or controlling drug abuse in the family. The manner of approach in any situation is important. There is a way parent can talk to their child who is engage in drug and he will stop but there is a way he can be approach it will worsen the situation.

CONCLUSION
Drug abuse is very common among the Nigerian youth in recent times. A very large percentage of youth is onto one or two substances which unknowing to them has great disadvantage to their social and health life. The abuse of these drugs as indicated in the study has various
repercussions but on the pleasure the abusers think they enjoy, usually overlook these grave side effects.

RECOMMENDATIONS
In an attempts to proffer some meaningful solutions to curb the menace of drug abuse, the following recommendations are presented to both government and the society at large.

a. Government policies target at developing the society are more often than not mere paper work. Thus the government should ensure that through its policies, jobs are created, social services are rendered, and above all, its policies should be feasible and capable of implementation.

b. Hospitals and clinics should be well stocked with genuine drugs and trained physicians put in place to ensure proper prescription of drugs while monitoring how the patients take such drugs to avoid over or under dosage tendencies which will lead to drug abuse.

c. There should be a proper scrutiny and licensing of patent medicine stores, and such should be operated by well-trained pharmacists. Alongside this, street drugs hawking should be discouraged since this can promote accessibility to drug abusers.

d. Individuals, families, communities, and the entire society should ensure that moral value are inculcated in the youths, by joining the government’s fight against the menace. Domestic fuel such as Aerosol should not be made accessible to the young ones, as some even sniff the substance to get themselves high, while parents should advise their wards to desist from relating with peer who will exert such negative influence on them.

REFERENCES


AN EFFECTIVE TEACHING METHODOLOGY AND THE CHALLENGES OF QUALITY OF ART TEACHERS PRODUCTION IN NIGERIA

ALKALI DUBA DUNGA
Fine and Applied Arts Department, College Of Education, Azare

ABSTRACT

The paper title. Play: An effective teaching methodology and the challenges of quality of Art Teachers production in Nigeria, defines play as viewed by some authors in the field, it also examined the relationship between play and art, and that when art instruction is planned around the experience of play, children can draw ideas from their own experience instead of strictly following the teacher’s lead, learning how to plan and discover for themselves, it is through such personal exploration that original art can be born. The paper expatiates on values of play. It is play and only in play that the individual child or adult is able to be creative and to use the whole personality, and it is only in being creative that the individual discover the self, the paper also focuses on play environment, materials, role of the teachers, conclusion and references.

Keywords: Teaching, Methodology, Challenges, Quality, Teachers.

Introduction:

Mbahi (2000) stated that “play is not organized games like pushing, pulling, running, hide and seek and shouting, making believe game and imaginative fighting that children delight in children do not play in order to become strong or skilful in using their arms and legs, nevertheless, by playing without and other impulse than the desire to play, their bodies become stronger and their limbs more skilful. imitation, curiosity, self assertion and constructive, tendency can all be seen in children’s play. Play is largely an attitude of the mind or feeling. perhaps this was what Cow (1983) observed when he said “play is a feeling” and that
Real play springs from within us.
For Einon (1985) “all play has a purpose. The purpose is a part of the play and play belongs to player. By seeing play as a means to something else, by removing the purpose of play from the actions of the play itself. Einon invites exploitation of the child and its feelings. Garvey (1977) gives five characteristic of spontaneous play: it is pleasurable, it has no intrinsic goals, is an enjoyment of means rather that effort devoted to some end and as such it is inherently unproductive; It is spontaneous and voluntary; it involves active engagement on the part of the player and it has certain systematic relations to what is non play.
Bello (1981) described play as any pleasurable activity carries on for its own sake, and can be divided into six broad types of activities:
1. Free Play – This is the spontaneous and independent play that grows out of the child’s natural urge to be active
2. Association Play – This is any type of play that involves co-operation and competition on the part of players. It also includes play which has something to do with society in which children live and can include imaginative constructions of rituals and imitations.
3. Parallel Play – This is a form of play in which a child plays near another child, both using the same materials in approximately the same way, but with no active co-operation and no attempt to achieve a common goal.
4. Dramatic Play – This is an activity carried on by a child or group of children consisting of the dramatization, in an appropriate setting, of an event. This children have to identify themselves with the people in the dramatization.
5. Supervised Play – This includes all play activities carried out under the direction and supervision of a teacher/supervisor.
6. Organized Play – This is any activity planned in advance, controllable by rules, as in a game, and supervised to ensure that all players take part, for example cards, ludo, draughts, soccer, basketball, etc.
Relationship between Play and Art

Szekely (1991) said:
“as a working artist, I have discovered that my own ability to play is an component of my ability to create art. The element of playfulness that characterizes all creative investigations helps me generates new ideas and sustains the freedom necessary to plan and execute a work of art. The same can be said of children. Play brings out their individuality and allows their imaginations to thrive”

When art instruction is planned around the experience of play, children can draw ideas from their own experience instead of strictly following the teachers lead, learning how to plan and discover for themselves. Playing requires no permanent commitment. It is through such personal exploration that original art can be born. As art teachers we need to be concerned about giving our students the opportunity to express themselves. After all, the self is the most important ingredient in making art.

Dewey (Tickle, 1987) suggested that play and work are on a continuum. Play becomes transformed into work, through the ordering of activity and materials towards an end. Work becomes labour when the activities are undergone as mere means by which to secure a remit. It is from work that art products arise, not from play or labour. The experience of making aesthetic production does not necessarily arise when children are given freedom, when personal activity is liberated from control. Art production does not arise where the teacher believes in and practices only freedom and spontaneity, or where order and necessity are those which have encourage development through experience, by reflecting on what has been done and made.

More and more research scientists agree that the flexibility and creativity “developed in the context of play” are important and essential to the healthy development of children from infancy through adolescence. If play is to be an essential component of the school learning styles, the art class is a logical place for it. A play attitude is the perfect frame of mind for the experimental ventures that are requires. Ability to play is an important
component of the ability to create art. The element of playfulness that characterizes all creative investigations helps generate ideas and sustain the freedom necessary to plan and execute a work of art. For children, play brings out their individuality and allows their imagination to thrive (Szekely, 1991).

1. All children are artists, born with the natural ability to observe, formulate art ideas, and execute works of art on their own. For the young child, play and art are inseparable, and the longer this relationship lasts, the better individual creativity can be pursued.

2. When we offer children a playful environment, their excitement about their own ideas, sensations, and feelings will stimulate them to make art.

3. Children’s art experiences should deal with the qualities of real materials within their environment rather than techniques for creating illusions of real things.

4. Great art depends on movements emanating from both mind and body. Freedom of movement is essential in the art classroom because it generates the independent attitudes so necessary for the artist.

5. Children’s performances in play are vital to the performance of making art. They provide inspiration for the child artist to explore new movements, media, and subjects for expression.

6. The art teacher is a catalyst whose primary function is to create conditions within which children are inspired with their own ideas for making art.

Value of Play
Through play, children express what they know, clarify concepts, and organize their knowledge. Winnicott (Szekely, 1991) writes:

It is playing and only in playing that the individual child or adult is able to be creative and to use the whole personality, and it is only in being creative that the individual discovers the self.
Einon (1985) reveals that all play has a purpose. The purpose is a part of the play and belongs to the player. This is exactly the position taken by those teachers who see play as a means to other intellectual ends rather than as a valid, skilled intellectual activity in its own right. It is through play that the child makes meaning. Einon provided some values of play:

1. Physical play exercises the larger muscles and increases control of the finer muscles in the performance of delicate hand movements e.g. drawing and writing.
2. Play provides relaxation from dull and difficult tasks.
3. Play helps children adapt themselves to other children easily and naturally. They learn to be led, to defend themselves and to defend others.
4. Play helps children to discover themselves.
5. In play a child’s whole energies are engaged.

Forebel (Tickle, 1987) wrote about children’s play based on his detailed observations:

Play is the most purest (sic), most spiritual activity in man at this stage, and at the same time, typical of a human life as a whole – of the inner hidden natural life of man. Of all things he gives therefore joy, freedom, contentment, inner and other rest and peace of the world.

Bello (1981) provide a comprehensive value of play. He said:

Play helps to build the structure of the body by developing muscles thereby making them function properly. Most games encourage perspiration which is a useful way of eliminating some waste products from our bodies. Play also help to work off the super-abundance of energy in us. It develops the muscles... we learn right attitudes, good judgment, fair play, and the spirit of give-and-take. Those who have hot tempers may learn to moderate them through play. In play children learn to associate more with others in the team. And some make permanent life friends. Group play teaches children to cooperate with one another to achieve the desired goal. Well organized sport like soccer, wrestling and boxing can earn individuals nationwide or worldwide fame.
Play Environment
Special environment must be created for play. When an art teacher creates a playful classroom environment, students are inspired to do similar explorations, perhaps most important, an opportunity to be surprised by something new. They learn to see everything around them as possible source for display, selection, or manipulation. Through playful discovery they view the environment with fresh eyes and as artists, to work with the space and the objects in that environment (Szekely, 1991).

In the play way method the art teacher should be less concerned with teaching how art is made and more concerned with providing the experiences and inspirations from which art can be made. Children remember best what they discover on their own. When art classrooms become play settings, the children’s exploration and discoveries will be recreated in their art.

In play classroom students should be encouraged to build, take apart, wrap, tear, roll, crush and play with film, tape, pipes, chips, digging, constructing, inflating, packing or melting, reshaping, stacking, typing, balancing and arranging new objects. Children do not require explanations or instructions when introduced to a new play environment. Their interest and enthusiasm for the unusual, complex, or new provide all the direction they need.

Teachers can foster student’s ability to make art by actually taking students outside the classroom or by constantly re-creating the classroom itself. By rearranging the physical environment in the classroom – agitating, reshuffling and redesigning it- we will inspire the imagination and thinking in ourselves and in our students. Art rooms should be discovery designed spaces, not lecture halls. The room should be designed as a place where students can come together to find art, not hear about it. The best art classroom is conceived as a playroom , a play that draws students out of their seats and encourages them to draw and to fantasize. An art room should strive to re-create the atmosphere of a child’s own room the playground, or sandy beach – the spaces that promote playfulness and creativity. Classroom environment may be carefully designed by the
teachers or they may contain only clues and raw materials for students to use to begin or complete the setup. Photographs, sketches, audio and visual recordings as well as small scale recreations or reproductions are all possible ways to preserve, protect or recapture the particularly inspiring or exciting. Creating something new out of something old, turning the familiar into the exotic, is a way of keeping our minds and our senses awake. Think of the art room in new ways: as a stage, an airport runway, a swimming pool, a rehearsal stage, or a throne room in a palace. Students are surprised to see toys in school, that play object have anything to do with arts, when their teacher is interested in the things they are interested in, when they learn that the classroom is not a classroom today but a fish tank, a colour store, a warehouse, a supermarket, and so on. The classroom environment is the gateway to all these surprises and it is the surprises incorporated into each art lesson that demonstrate the essence of art (Szekely, 1991).

As we move through store, discover soap crayons, toy typewriters, magic slates etc it becomes obvious how each item could evoke a fantasy that could lead in turn to a new art theme, technique, construction, or playful set up. To enrich the school classroom, students can be asked to bring objects from home. They should also be encouraged to bring their collections and personal discoveries.

Play Materials
Artists are constantly finding new sources for making art. This freedom and willingness to make anything from anything is an important artistic trait, and children may combine buttons, erasers and pencil to make a meal because to a child anything has the possibility of becoming anything else. Children need to understand that just as they can play with anything that is around, anything they play with can be used to create art. And, if art is to deal with invention, tools and materials are need for that invention.

Playing with objects is the artist’s way of testing and exploring new ideas. When asking about the inspiration of his ideas. When asked about the inspiration of his creations, sculptor Henry Moore (Szekely, 1991) said:
The variety of objects in my studies provide me with many new ideas, simply by looking at and handling them. This might not happen if each object was in isolation.

The objects themselves create a situation in which children can create, and as Piaget said, discover structures and principles that make up their environment. This manipulation of almost any object prepares the artist mentally and physically for the art works itself.

Play materials are what kids dream about, wish to collect and discover while doing their shopping. They are intended to arouse interest, amazement, involvement and discovery. Children naturally and playfully create not only with bought objects but also with everything they find while gathering environmental treasures. Play objects and materials speak to their users in many languages, suggesting many possibilities to be played out. Playing with real things allows students to develop their own interests using objects close to their own experiences. Each be used as itself, as an art tool, as a model, or perhaps as a canvas.

**Role of the Teachers**

Teachers can guide students’ explorations through activities ancillary to free movement. They should be permitted to move freely all around the room. And, as much as possible everything else within the room should be moveable too-including the teacher. The teacher who passes freely through space, who jumps in the air and gets down on the floor, demonstrates a willingness to try new things and serves as an inspiration to the students to do likewise.

The teacher’s role is to help the student view these activities within a new context. When the child-artists recognize the artistic possibilities in their everyday movements, they are encouraged to discover and create movements of their own.

A teacher’s experimental and innovative spirit can make its mark on every aspect of the play environment. Everything the teacher brings or adds to the environment can be extra-ordinary. A teacher’s willingness to take part in activities to test-fly a space craft, get down on the floor, and stand
up on a chair—testifies to the acceptability of playing in class. The teacher is telling the students that it is indeed okay. They are quick to catch on; they will follow the teacher’s lead.

The art teacher needs not give up the notion of communicating ideas morally taught in a traditional art programme, but these ideas will inevitably have more meaning if they are grounded in the student’s own participation and experienced directly in a living dynamic environment. The role of the art teacher should be to inspire, not to tell; the environment is the true teacher, the teacher its instrument and shaper (Szekely, 1991).

Creative playing with materials begins with the teacher’s creative attitude toward them. Use what is already in class. Students just need to be attracted to play materials, to see their beauty, and to anticipate with pleasure their handling.

Szekely (1991) provided an epilogue of teaching ideas:

1. Make room for children’s interests.
2. License children to play
3. Create opportunities to play
4. Encourage discoveries
5. Foster independence
6. Add drama
7. Capitalize on the outdoors
8. Use creative timing to sustain student interest

According to Bello (1981) in order to stimulate a happy attitude on the playground a teacher must bear the following point in mind:

1. Make sure that all children take part because every child needs play for his health, normal growth and development.
2. If there are exercises which some cannot do correctly, go round and help them consolation in the fact that they can take part with the others.
3. Do not put too much emphasis or stress on the results instead on the game itself. As much as possible discourage “victory songs”
4. Insist on fair-play all the time.
5. Play is of much value and more interesting if it varied and requiring a certain amount of skill, alertness, and resourcefulness.
6. Avoid over-praising because this may lead some to excel, while others may become discouraged, loose interest in the overall enjoyment of the game.
7. The presence of a teacher will reduce the development of quarrels and other healthy attitudes.

Conclusion
Art teaching should strive to capture the fun. Having fun is a prime motivation for making art. In order to maintain any creative effort for a long period, a sense of joy-fun is necessary. When children play, they are having fun. They are free in their movements and in their thoughts. This is the perfect state of mind for the artist. The act of playing is less burdened with pretensions, traditions and preconceived ideas than any other human activity.
Play expands our notion of what art is. Through play, child-artists learn to value their own ideas about art and find pleasure in search. This is the difference between art that is taught and that personal art that is discovered through play.

References
Relationship between Students’ Placement and Academic Performance in Umar Ibn Ibrahim College of Education, Science and Technology, Bama, Borno State, Nigeria

*BITRUS GLAWALA AMUDA **APAGU KIDLINDILA BULUS ***HAMSATU JOSEPH PUR

*Department of Educational Psychology, Guidance and Counselling, Kashim Ibrahim College of Education, Maiduguri  **Department of Education, University of Maiduguri  ***Department of Vocational and Technical Education, University of Maiduguri

ABSTRACT

The study investigated the relationship between student’s placement and academic performance in Umar Ibn Ibrahim College of Education Science and Technology, Bama, Borno State, Nigeria. Three research hypotheses were tested at .05 level of significance. All NCE III (473) students of Umar Ibn Ibrahim College of Education Science and Technology, Bama, Borno State constituted the population for the study. Stratified random sampling technique was used to select two hundred and fourteen (214) students. The instruments used for data collection in the study were Students Course of Choice and Placement Questionnaire (SCCPQ) and Proforma designed by the researchers. SCCPQ was used to collect data on course applied, course

Introduction:

This study was based on Green's (2002) rational choice theory. The theory assumes that an individual has preferences among the available choice alternatives that allow them to state which option they prefer. These preferences are assumed to be complete (the person can always say which two alternatives they consider preferable or that neither is preferred to the other) and transitive (if option A is preferred over option B and option B is preferred over option C, then A is preferred over C). The rational agent is assumed
admitted into, schools and students’ gender. Data on students’ academic performance (CGPA) was collected using proforma from students’ examinations and records office of the College. The data collected was analysed using chi-square and the result revealed that there was no significant relationship between students’ choice and academic performance. The results also revealed that there was significant relationship between students’ schools and academic performance in Umar Ibn Ibrahim College of Education, Science and Technology, Bama. It was therefore concluded that there was significant relationship between students’ schools and academic performance in Umar Ibn Ibrahim College of Education, Science and Technology, Bama. Based on the findings it was recommended that placement of students into different fields of study should continue based on specified criteria in the colleges of education. Placement tests should also be conducted in all colleges of education to assist placement committees to appropriately place students into their rightful departments.

Key words: students’ placement, choice and academic performance

To take account of available information, probabilities of events and potential costs and benefits in determining preferences and to act consistently in choosing the self-determined best choice of action. Education for social reconstruction is among the priorities of many nations including Nigeria. Academic counselling has long been regarded as a significant determinant of students’ satisfaction with the academic experience. This is because the counselling process requires that schools and departments accommodate the educational back-grounds, abilities, and aspirations of students to existing institutional policies, practices, and programmes, as the most significant determinants of academic performance and persistence (Noel, Levitz, & Saluri, 1985). This can be effectively actualized, enhanced through an enlightened society, and counselling. Duignan (2008) states that quantification of the effect of placement is additionally important when one considers that it may degrade academic performance, which resolves upon the relationship...
between the theoretical and practical aspects of degree programmes. It is based on this assertion that most states of Nigeria begun to pursue teacher education with all seriousness. Borno State, though, one of the disadvantaged states in terms of work force development, is not left out. The state has seven tertiary institutions for the training of the citizens in vocational, science and technical subjects. Tertiary institutions all over the world have similarities in terms of admission and courses placement. That is, any candidate wishing to pursue a course of study in a higher institution of learning must have a good grade at post primary level and national examinations.

Umar Ibn Ibrahim College of Education, Science and Technology, Bama, has its own admission requirements. The admission of students is through JAMB or Pre-NCE with credits in English and Mathematics plus the candidates’ teaching subjects. The candidate should also indicate two courses of choice out of which one will be offered to him/her. The College has six schools, twenty-eight departments and sixty-six course combinations for the award of Nigeria Certificate of Education (N. C. E.). Both teachers and students are interested in academic performance. This is why students’ placement is necessary. Students’ placement may be influenced by factors such as number of applicants, qualification of applicants, availability and adequacy of both human and material resources. Some students are usually placed in the courses of preference while others are not.

It is a fact that students should generally choose courses based on their interests and aptitudes. Dejenie (2010) states that students usually take their ability into consideration when they choose higher institutions. They do such choices so that they can successfully complete courses and secure good jobs after graduation. Thus, the placement mechanism may have an impact on their performance. Furthermore, the main objective of placement is to evaluate whether there is a significant difference in academic performance (CGPA) between students who are placed in their respective departments by their first choice and students who are placed without their first choice. Students who are rightly placed in departments
of their choices are usually motivated to learn better than those who are not. The highly motivated students achieve better than those who are discouraged. It has been observed from experience that problems do emerge whenever placements are poorly structured and inappropriately supervised; consequently, learning may be undermined. It is further that negative outcomes from placement might arise from: a) weak integration of theory and practice; b) inappropriate placements; c) focusing on a narrow range of competencies rather than a deeper understanding of systems; d) the quality of supervision. Sandra (2002) and Broussard and Garrison (2004) all found out that students who are placed appropriately perform better than those wrongly placed. However, Duignan (2002) and Dejenie (2010) found that students’ placements do not have impact on academic performance of college students. This study was conducted to find out whether or not students’ placements influence positively on academic performance of (NCE) students of Umar Ibn Ibrahim College of Education, Science and Technology, Bama, Borno State, Nigeria.

**Statement of the problem**

Many studies have been conducted on the relationship between students’ placement and academic performance in tertiary institutions worldwide. Some students have performed well if their placement is in line with their preferred choices, while other students performed weakly outside their preferred choices. There have been conflicting views on whether right placement can lead to good academic performance or not. In all the various studies conducted there are no conclusive answers found. This seems that there is a gap, which this study will address. Concerned by such lack of adequate information, particularly on the relationship between students’ placement by preferred choice and academic performance of Umar Ibn Ibrahim College of Education, Science and Technology, Bama, this study becomes imperative. It is because in view of the above therefore, that the researchers investigated relationship between students’ placement and academic performance Umar Ibn Ibrahim College of Education Science and Technology, Bama, Borno state, Nigeria.
Objectives of the Study
The objectives of the study were to determine relationships between students:

1. choice and academic performance in Umar Ibn Ibrahim College of Education, Science and Technology, Bama,
2. gender and academic performance in Umar Ibn Ibrahim College of Education, Science and Technology, Bama, and

Hypotheses
The following hypotheses were tested in the study:
Ho1: There is no significant relationship between students’ choice and academic performance in Umar Ibn Ibrahim College of Education, Science and Technology, Bama.
Ho2: There is no significant relationship between students’ gender and academic performance in Umar Ibn Ibrahim College of Education, Science and Technology, Bama.
Ho3: There is no significant relationship between schools and academic performances in Umar Ibn Ibrahim College of Education, Science and Technology, Bama.

Methodology
The study adopted correlation design to examine the relationship between students’ placement and academic performance in Umar Ibn Ibrahim College of Education, Science and Technology, Bama, Borno State, Nigeria. Cohen, Manion and Morrison (2007) states that correlation research design yields information on degree of relationship between the variables being considered and insight about the characteristics of the variables. The target population for the study was all NCE III students in Umar Ibn Ibrahim College of Education, Science and Technology, Bama, Borno State, Nigeria. The population of NCE III students was four hundred and seventy three (473). Through the process of stratified random sampling technique,
a sample of 214 NCE III students was selected from all the six (6) Schools in Kashim Ibrahim College of Education to participate in the research. These sample size of 214 NCE III students was selected in accordance to the recommendation of Krejcie and Morgan (1970) with regard to the determination of sample size from a given population. The instruments used for data collections in the study were Students Course of Choice and Placement Questionnaire (SCCPQ) and Proforma designed by the researchers. SCCPQ was used to collect data on course applied for, course admitted into, schools and students’ gender. Data on students’ academic performance (CGPA) was collected using proforma from students’ examinations and records office of the College. The data collected was analysed using chi-square; chi-square was used to test hypotheses one to three at 0.05 level of significance. Cohen, Manion & Morrison (2007) states that chi-square enable researcher to determine relationship between two or more independent variables (nominal categorical data) and dependent variable (nominal categorical data), when other independent variables are also present. They also stated that t-test of independent samples can be used to statistically determine significant difference between the means of two independent groups.

Results
Ho1: There is no significant relationship between students’ choice and academic performance in Umar Ibn Ibrahim College of Education, Science and Technology, Bama.

Table 1a: Result of Contingency Table on Relationship between Students’ Choices and Academic Performance in Umar Ibn Ibrahim College of Education, Science and Technology, Bama. n=214

<table>
<thead>
<tr>
<th>Students’ Choice</th>
<th>Distinction</th>
<th>Credit</th>
<th>Merit</th>
<th>Pass</th>
<th>Fail</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preferred Choice</td>
<td>10 (6)</td>
<td>31 (18)</td>
<td>99 (59)</td>
<td>15 (9)</td>
<td>14 (8)</td>
<td>169 (100)</td>
</tr>
<tr>
<td>Without Preferred Choice</td>
<td>5 (11)</td>
<td>12 (27)</td>
<td>24 (53)</td>
<td>1 (2)</td>
<td>3 (7)</td>
<td>45 (100)</td>
</tr>
<tr>
<td>Total</td>
<td>15 (7)</td>
<td>43 (20)</td>
<td>123 (58)</td>
<td>16 (7)</td>
<td>17 (8)</td>
<td>214 (100)</td>
</tr>
</tbody>
</table>
Note: Figures in parentheses are percentages of the row scores

Table 1a indicated that 58% of NCE III students would graduate with Merit, 20% of NCE III students will graduate with Credit, 8% of NCE III students may not graduate with their course mates due to low CGPA and spill over. However, 7% each of the NCE III students will graduate with Distinction and Pass. Total of 169 NCE III students were placed based on their preferred choice while, 45 were placed without their preferred choice considered.

Table 1b: Result of Chi-square on Relationship between Students’ Choices and Academic Performance in Umar Ibn Ibrahim College of Education, Science and Technology, Bama.

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
<th>Exact Sig. (2-sided)</th>
<th>Exact Sig. (1-sided)</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>4.99</td>
<td>4</td>
<td>.29</td>
<td>.29</td>
<td>.29</td>
<td>NS</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>5.38</td>
<td>4</td>
<td>.25</td>
<td>.27</td>
<td>.27</td>
<td></td>
</tr>
<tr>
<td>Fisher’s Exact Test</td>
<td>4.91</td>
<td></td>
<td>.29</td>
<td>.29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>3.36</td>
<td>1</td>
<td>.07</td>
<td>.07</td>
<td>.07</td>
<td></td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>214</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Key: NS= Not Significant

Table 1b indicated that the Asymp. Sig. (2-sided) value is .29 is greater than .05, this implies that there was no significant relationship between students’ choice and academic performance in Umar Ibn Ibrahim College Education, Science and Technology, Bama. Therefore, null hypothesis one (Ho1) which states that there is no significant relationship between students’ choice and academic performance in Umar Ibn Ibrahim College Education, Science and Technology, Bama, was accepted and alternative hypothesis was rejected.

Ho2: There is no significant relationship between students’ gender and academic performance in Umar Ibn Ibrahim College of Education, Science and Technology, Bama.
H2: There is no significant relationship between students’ gender and academic performance in Umar Ibn Ibrahim College of Education, Science and Technology, Bama.

Table 2a: Result of Contingency Table on Relationship between Students’ Gender and Academic Performance in Umar Ibn Ibrahim College of Education, Science and Technology, Bama.  

<table>
<thead>
<tr>
<th></th>
<th>Distinction</th>
<th>Credit</th>
<th>Merit</th>
<th>Pass</th>
<th>Fail</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Male</strong></td>
<td>7 (6)</td>
<td>24 (22)</td>
<td>63 (58)</td>
<td>9 (8)</td>
<td>6 (6)</td>
<td>109 (100)</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>8 (8)</td>
<td>19 (18)</td>
<td>60 (57)</td>
<td>7 (7)</td>
<td>11</td>
<td>105 (100)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15 (7)</td>
<td>43 (20)</td>
<td>123 (58)</td>
<td>16 (7)</td>
<td>17 (8)</td>
<td>214 (100)</td>
</tr>
</tbody>
</table>

Note: Figures in parentheses are percentages of the row scores

Table 1a indicated that 58% of NCE III students will graduate with Merit, 20% of NCE III students will graduate with Credit, 8% of NCE III students may not graduate with their course mates due to low CGPA and spill over. However, 7% each of the NCE III students will graduate with Distinction and Pass. Total of 109 NCE III students were male while, 105 were female.

Table 2b: Result of Chi-square on Relationship between Students’ Gender and Academic Performance in Umar Ibn Ibrahim College of Education, Science and Technology, Bama.  

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
<th>Exact Sig. (2-sided)</th>
<th>Exact Sig.</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>2.37</td>
<td>4</td>
<td>.67</td>
<td>.68</td>
<td>.68</td>
<td>NS</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>2.39</td>
<td>4</td>
<td>.66</td>
<td>.67</td>
<td>.67</td>
<td></td>
</tr>
<tr>
<td>Fisher’s Exact Test</td>
<td>2.38</td>
<td></td>
<td>.67</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>.60</td>
<td>1</td>
<td>.44</td>
<td>.46</td>
<td>.24</td>
<td></td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>214</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Key: NS= Not Significant
Table 2b indicated that the Asymp. Sig. (2-sided) value is .67 is greater than .05, this implies that there was no significant relationship between students’ gender and academic performance in Umar Ibn Ibrahim College Education, Science and Technology, Bama. Therefore, null hypothesis one (Ho₁) which states that there is no significant relationship between students’ gender and academic performance in Umar Ibn Ibrahim College Education, Science and Technology, Bama was accepted and alternative hypothesis was rejected.

Ho₃: There is no significant relationship between schools and academic performance in Umar Ibn Ibrahim College of Education, Science and Technology, Bama.

H₃: There is no significant relationship between schools and academic performance in Umar Ibn Ibrahim College of Education, Science and Technology, Bama.

Table 3a: Result of Contingency Table on Relationship between Students’ Schools and Academic Performance in Umar Ibn Ibrahim College of Education, Science and Technology, Bama. n=214

<table>
<thead>
<tr>
<th>Academic Performance</th>
<th>Distinction</th>
<th>Credit</th>
<th>Merit</th>
<th>Pass</th>
<th>Fail</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>6 (14)</td>
<td>11 (26)</td>
<td>21 (49)</td>
<td>2 (5)</td>
<td>3 (7)</td>
<td>43 (100)</td>
</tr>
<tr>
<td>Vocational</td>
<td>3 (5)</td>
<td>13 (23)</td>
<td>27 (47)</td>
<td>10 (18)</td>
<td>4 (7)</td>
<td>57 (100)</td>
</tr>
<tr>
<td>Languages</td>
<td>1 (2)</td>
<td>7 (12)</td>
<td>40 (70)</td>
<td>3 (5)</td>
<td>6 (11)</td>
<td>57 (100)</td>
</tr>
<tr>
<td>Arts/Social Sciences</td>
<td>5 (7)</td>
<td>12 (21)</td>
<td>35 (61)</td>
<td>1 (2)</td>
<td>4 (7)</td>
<td>57 (100)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15 (7)</strong></td>
<td><strong>43 (20)</strong></td>
<td><strong>123 (58)</strong></td>
<td><strong>16 (7)</strong></td>
<td><strong>17 (8)</strong></td>
<td><strong>214 (100)</strong></td>
</tr>
</tbody>
</table>

Note: Figures in parentheses are percentages of the raw scores

Table 3a indicated that 58% of NCE III students will graduate with Merit, 20% of NCE III students will graduate with Credit, 8% of NCE III students may not graduate with their course mates due to low CGPA and spill over. However, 7% each of the NCE III students will graduate with Distinction and Pass. Total of 43 NCE III students were from School of Science,
however, 57 each were from Schools of Vocational, Languages, Arts/Social Sciences respectively.

Table 3b: Result of Chi-square on Relationship between Students’ Schools and Academic Performance in Umar Ibn Ibrahim College of Education, Science and Technology, Bama. n=214

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>DF</th>
<th>Asymp. Sig. (2-sided)</th>
<th>Exact Sig. (2-sided)</th>
<th>Exact Sig.</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>23.35</td>
<td>12</td>
<td>.025</td>
<td></td>
<td></td>
<td>S</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>22.93</td>
<td>12</td>
<td>.028</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fisher’s Exact Test</td>
<td>21.28</td>
<td></td>
<td>.04</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>.352</td>
<td>1</td>
<td>.55</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>214</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Key: S= Significant

Table 3b indicated that the Asymp. Sig. (2-sided) value is .025 is less than .05, this implies that there was significant relationship between students’ schools and academic performance in Umar Ibn Ibrahim College Education, Science and Technology, Bama. Therefore, null hypothesis one (Ho₁) which states that there is no significant relationship between students’ schools and academic performance in Umar Ibn Ibrahim College Education, Science and Technology, Bama, was rejected and alternative hypothesis was accepted.

Summary of Findings

1. The result revealed that there was no significant relationship between students’ choice and academic performance in Umar Ibn Ibrahim College Education, Science and Technology, Bama.
2. The result revealed that there is no significant relationship between students' gender and academic performance in Umar Ibn Ibrahim College Education, Science and Technology, Bama.
3. The results revealed that there was significant relationship between students’ schools and academic performance in Umar Ibn Ibrahim College Education, Science and Technology, Bama.

Discussion

Results of the study in relation to hypothesis one revealed that there was no significant relationship between students’ choice and academic performance in Umar Ibn Ibrahim College of Education, Science and Technology, Bama. This finding is in agreement with Duignan (2002) and Dejenie (2010) who found that students’ placements do not have impact on academic performance. This implies that students’ academic performance has nothing to do with their choices or course preference but could be influenced by other factors such as IQ, interest, etc. The result also revealed that there is no significant relationship between students’ gender and academic performance in Umar Ibn Ibrahim College Education, Science and Technology, Bama. This is in conformity with the findings of Ackerman, et al (2013) who found that students’ placement does not significantly affect academic performance based on gender. This is in disagreement with the findings of Dejenie (2010) who found that gender is significant predictor of academic performance. In this study, the results shown on table 2a is indicative of the fact that female students outperformed their male counterparts in academic performance. Eight percent of females had distinctions as against the male who had six percent.

The results revealed that there was significant relationship between students’ schools and academic performance in Umar Ibn Ibrahim College Education, Science and Technology, Bama. This study therefore concludes that since there was no significant relationship between students’ choice and academic performance and the same is true with gender, other factors could be responsible (for example, IQ, interest, motivation, etc. Hence, students should be rightly placed into courses or departments of their preferences as well as taking into considerations other factors. Based on the findings of this study, the researchers recommend that colleges and other tertiary institutions
should not only place students in their rightful courses and departments but as well consider other factors that lead to poor performance. There should also be a placement tests in tertiary institutions. Quota system should also be totally avoided in terms of placements. Therefore, counsellors and stakeholders should engage students in counselling in relation to choice of courses in Colleges and Universities. The students should be counselled properly to choose courses that they preferred and they can perform well in the chosen courses.

References


SETTING PARAMETERS FOR INFORMATION POLICY IN ACADEMIC LIBRARIES: THE NEED FOR CHANGE

*SAHABI, MUHAMMAD KABIR **SANGOSANYA ABOSEDE KALTUMI CLN ***JAAFAR SANI AND ****AAKIA NASIR KABARA
*University Library, Kaduna State University, Kaduna **National Library of Nigeria ***University Library, Kaduna State University, Kaduna ****University Library, Kano University of science and technology, wudil, Kano-Nigeria

ABSTRACT

This paper focuses on setting parameters for information policy in academic libraries: the need for change. The paper discusses how the library and information managers can set information policy parameters based on current realities. The main objective of this paper is to review and contribute to knowledge in library and information management. This is pursued by literature review of many scholars, researchers and professionals’ ideas on issues such as parameters, benchmarking, better results and best practices. Information policy serves as the guidelines for effective service provision that covers the issues of buildings, resources, services and users. The researcher review relevant literature to this study. Works of scholars, researchers and professionals in the field of library and

Introduction:

Information policy is the set of all public laws, regulations and policies that encourage, discourage, or regulate the creation, use, storage, access, and communication and dissemination of information (Braman, 2011). It thus encompasses any other decision-making practice with society-wide constitutive efforts that involve the flow of information and how it is processed (Browne, 1997). There are several fundamental issues that comprise information policy. Most prominent are public policy issues.
information management have been consulted to support the author’s perception of this subject of discourse.

**Keywords:** Parameters, Information, Policy, Libraries, Change.

Concerned with the use of information for democratization and commercialization of social life. These issues include, inter alia, digital environment, such as intellectual property, economic regulations, and freedom of expression, confidentiality, privacy of information, information security, access management, and regulating how the dissemination of public information occurs. Information policy has also been described as the set of rules, formal and informal, that directly restrict, encourage, or otherwise shape flows of information (Rocheleau, 2006). Information policy includes literacy, privatization and distribution of government information, freedom of information, access, protection of personal privacy and intellectual property rights.

Daniel (1999) also sees information policy as the set of rules, formal and informal, that directly restricts, encourage, or otherwise shape flows of information. According to her, information policy includes literacy, privatization and distribution of government information, freedom of information access, protection of personal privacy and intellectual property rights and information ownership - what are the rights, obligations and responsibilities of the creator, the provider, the intermediary and the user. It also includes information preservation – format, responsibility for maintenance and rights of access. Confidentiality and privacy of information also involves rights to control what information is known and who knows it, should the rights be abridged under certain circumstances.

In view of the significant roles information play in the modern society, some roles have been clearly defined for the governments of the day. Such roles and responsibilities for information include provision of information, produce and maintain information that meets specific information needs, protect the privacy of personal data, make decisions about which
information to disseminate and how to disseminate it effectively, regulate communication systems, support libraries and schools, classify information related to national security, clarify interrelationships among stakeholders in information sector, e.g., the extent to which information is a social good where society depends on members sharing a common base of information, a commodity - a property which can have economic value and can be owned, bought and sold, a capital investment leading to increased productivity and an instrument of government necessary for such functions, as the census, collecting taxes, catching and prosecuting criminals, protecting public health, distributing social benefits, issuing licenses.

Information policy deals with issues of public access which includes the degree of bibliographic control over types and formats, impact of pricing policies and user fees, impact of distribution based on dissemination mechanisms, equity of access related to ability to pay, priorities for information dissemination, role of depository libraries, GPO, NTIS, etc., confidentiality or privacy of information: the right of people in institution to control what information is known about them and who knows it, individual's "natural right" to privacy, corporation's right to protect proprietary information, intellectual property rights and freedom of speech. However the human and material resources in academic libraries are put in place at considerable expense for the overall purpose of effective service delivery to the academic communities. The modern academic libraries anticipate the expectations of its users and positively provide resources and services to fulfil them. Libraries in academic institutions are established to give intellectual supports to academic work just as other types of libraries are also established to fulfil the mission and objective of their parent organizations. Academic libraries are therefore tailored to achieve their principal objectives through multifarious services they render to the community of scholars and the society at large. Libraries are places where information services are rendered to users. Catering to the needs of the users, the overall welfare and conducive environments cannot be achieved without the blueprint of library operations consciously set as
parameters and systematically formulated as policy which will serve to guide both human and material resources through the day-to-day operations of the library (Nwaobi, 2000).

Parameters in this context are seen as standards, yardsticks, or benchmarks set as the best requirements acceptable in fulfilling some obligations or leading to best practices. Parameters are usually set in consideration of most valuable expectations without which an ideal situation will be lacking (Adeyoyin, 2009). For instance, for a library and information centre to be able to offer products and services that will measure up to the total quality standard, both in production and delivery, there is the need to set parameters for the production and delivery of such products and services. In an academic library, parameters must be adequately set in order to guide the library personnel in their efforts at providing effective and efficient library information services, delivered in an organised, orderly but relaxed atmosphere. For the purpose of clarity in this paper, some related terms that are closely used as synonyms to parameters are also highlighted based on several scholars’ perceptions.

Better results according to Maurer, Gammon and Pollock, (2013) refer to “common practices that led to success”. “A technique or methodology that, through experience and research, has reliably led to a desired or optimum result.” (McCutcheon, 2008). “Practices which are most appropriate under the circumstances, especially as considered acceptable or regulated in business; techniques or methodologies that, through experience and research, have reliably led to desired or optimum results.” (Kreitz, 2008). Liu, (2004) also sees it as “any procedure which, when properly applied, consistently yields superior results, and is therefore used as a reference point in evaluating the effectiveness of alternative methods of accomplishing the same task.” While Leon, DeWeese, Kochan, & Peterson-Lugo (2003) opines that better results “are highly effective or innovative operating procedures and philosophies that produce outstanding performance when implemented.

Benchmarking on the other hand is “a process of measuring your service’s processes and performance and systematically comparing them to the
performance of others in order to seek best practice” (Melo, Pires, & Taveira, 2008). According to Farrelly, Fisher & Kurmann (2006), “benchmarking ... criteria for turnaround time; fill-rate; unit cost; patron satisfaction”. Todaro (2002) sees “best practice benchmarking as the process of the “quest” of looking for, identifying, studying the best practices that produce superior performance in specific areas and then applying or transferring the best practice to the organization in need of change.”

"Best practices and guidelines outline a process, practice, or method that can improve effectiveness and efficiency in several situations” according to Shaw and Spink (2009) essentially the term implies success; that certain actions, attitudes and programs are the most efficient and effective way of doing business and that the same measures can be useful with successful outcomes in all similar organizations. (Postar, 2006). “A best practice is the best way of carrying out a function or process.” (Davis, 2009). Hurst-Wahl (2009) opines that “what has been determined to work well, in some circles they are called traditions.” “Best practices are simply the best ways to perform a specific business function or process, such as developing or marketing a product. They are performance standards that others seek to emulate.” (Leandri, 2005). Evidence-based is seen as “the quantitative and qualitative measures developed to derive a set of evidence-based best practices ” (Colburn & Haines, 2012).

Parameter means any of the established limits within which something must operate. Parameter according to Oxford Advanced Learner's Dictionary of Current English (2001) is ‘something that decides or limits the way in which something can be done.’ Conscious of the definitions, we attempt to shed more light on the need for change in the information policies of the academic libraries with a view to serving the academic communities better in the light of the current realities.

**Best Practice and Benchmarking**

It is generally agreed that the term “best practice” grew out of the manufacturing industry's interest in and implementation of benchmarking.
The process of benchmarking began in earnest in the 1970s and increased in popularity in the 1980s during which time companies became increasingly intent on discovering how they rated amongst their competitors as well as on determining why some companies were more successful than others in specific areas. Today, benchmarking is defined as, “the process of identifying the best practice in relation to products and processes, both within an industry and outside it, with the object of using this as a guide and reference point for improving the practice of one's own organization” (Law, 2009, “Benchmarking,” para. 1). “Best practice,” correspondingly, is defined as “a practice that has been shown to produce superior performance,” and the adoption of best practices is viewed as a mechanism for improving the performance of a process, business unit, product, service, or entire organization (Szwejczewski, 2011, “Best Practice”, para. 1).

Not surprisingly, the interest in benchmarking and best practices is no longer confined to the manufacturing sector and the term “best practices” has entered the vocabulary in a number of fields including library and information science. Yet, despite the frequency with which the term is used in library and information science literature, it is not obvious that there is a standard or even a widely-shared meaning of the term amongst the professionals who use it. Clearly, without an understanding in the profession of what is meant when we use the term, there is some question about how meaningful the body of “best practices” literature is and what insights may be gleaned from it.

Problems of definition aside, there remains the further problem of what constitutes solid evidence upon which to ground an assertion that a process or practice is a best practice. By what means do we determine that something is a best practice? Is “best practices” literature in library and information science based on a particular type of evidence or are its foundations as varied as definitions of the term itself? The question is not merely academic — in our current political context, which more than ever demands accountability and measurable outcomes, it is clear that we must focus our attention on establishing meaningful ways to evaluate our
performance and work towards greater consistency and clarity in our discourse.

While there is a considerable amount of literature on “best practices” in a number of disciplines and professions from the humanities to engineering, relatively few articles survey the literature to explore how the claim that something is a “best practice” is defined and determined across a specific discipline or profession. The study and practice of organizational change, notably, is one area in which surveys of the literature have been conducted to determine the basis for the claims of “best practice.”

Hallencreutz and Turner (2011), for example, explored the literature of organizational change to determine if consistent models and definitions had been used to declare a process or practice a best practice. They surveyed 160 articles from the Emerald database of management literature that contained some combination of the words organizational change and/or change management and best practice. The authors concluded that “many popular management practices labeled as best practices...are based on anecdotal evidence rather than empirical data”.

Importantly, this work builds on a previous study in which the authors determined that no coherent models or definitions of best practice in organizational change were to be found in the literature (Turner, Haley & Hallencreutz, 2009).

Reay, Berta and Kohn (2009) conducted a systemic review of the literature — that of evidence-based management (EBMgt) — and asked three questions: 1) is there a substantial literature concerning the concept of EBMgt?, 2) What is the quality of evidence (where it exists) for EBMgt?, and, 3) is there evidence that EBMgt improves organizational performance? These researchers reviewed 169 journal articles written in English which were current up to 2008 and which were available using electronic journal databases. Their study found that “a large number of articles are published on the topic, but most provide encouragement to adopt EBMgt based on opinion and anecdotal evidence”. They were also surprised to find that there was almost no evidence presented in the articles that EBMgt improves performance.
Simon (2011) conducted a literature review of best practices in corporate libraries in the United States. She found that “although there are many articles in the body of library literature focusing on the importance of incorporating benchmarking and best practices into practice, there is a distinct lack of case studies detailing actual benchmarking/best practices experiences and there are no articles proposing a set of generally accepted best practices for corporate libraries” (p. 139). Simon speculated that the reason for this lies in the work of early library theorists including Shera (1944), Wasserman (1958) and Lancaster and Joncich (1977) who argued that a set of standards could not be developed for special libraries because by their very nature they are not homogeneous and therefore not natural or easy candidates for standardization.

More studies exist across a variety of disciplines which question the concept of best practice in a more general way along with the lack of standardized models and definitions (for examples see Sanwal, 2008; Reay, Berta & Kohn, 2009; Wellstein & Kieser, 2011), and still others suggest models that could be used to evaluate and determine that something is a best practice (for examples see Bardach, 2003; Turner, Haley & Hallencrutz, 2009). While the full exploration of these works across the spectrum of academic and other disciplines is beyond the scope of this paper, what these studies make clear is that this paper is not the first to question these ideas and, of course, that further research is necessary in the field of library and information science to determine whether any of the suggested models and/or definitions would be applicable to our own services and processes.

The Need for Change in Library Policies

The library should be a welcoming space for everyone, especially the academic library where the younger minds are nurtured towards becoming the intellectual repository of sound education and matured minds. It is in recognition of these facts that the academic libraries in the developed nations of the world are fast changing some of the old policies that were
found to be too hard, harsh or mean to the users. Some of these traditional rules and regulations kept in the traditional libraries policies are now seen to be obsolete, outdated and out of reality considering the level of development that the world has experienced in terms of scientific discoveries and achievements and human psycho-social development. There is therefore the need for paradigm shift and some academic libraries in the developed nations of the world are fast embracing the change from the somewhat draconian rules to a more humane policies that respect the dignity of the users and show some level of trust and confidence that the users are also responsible and in most cases know what is right.

It is vital to note that these old draconian rules have done a lot of damages to the images and reputation of both libraries and their personnel. This arose from the fact that users, especially the younger generation, see the libraries then as corrective homes where strict disciplines were maintained and any sense of freedom was opposed by the officers who were also employed to work under the strict compliance to the rules of the director, manager or the head of that library. Several bad names and negative perceptions of the library users then were borne out of their unfavorable experiences emanating from the efforts of the library staff trying to maintain strict discipline and orders among the users. Hence, the wrong picture of librarians as book keepers who guide the books more jealously and does not even know when the love of protecting that book causes him or her to disrespect, injure or hurt the users of those books. These attitudes and behaviours emanating from the policy guides inadvertently send many users, especially the students away from the libraries. But formally speaking, these library personnel were simply doing the bid of their paymasters as stipulated in the library policies and guidelines.

For the purpose of this paper, some of the parameters that were set as benchmarks for achieving best practices in the libraries then shall be highlighted and reviewed under the context of the present realities that steer at both the library users, managers, policy makers and other stakeholders in the library today. Common to most of the academic
libraries were rules and regulations guiding the buildings, services, and other resources such as:

1. Refreshments of all kinds are not allowed in the library.
2. Silence must be maintained in and around the library.
3. The use of cell phone is prohibited in the library.
4. Briefcases, luggage, nylon bags, bags, umbrella, sticks, camera etc. must be deposited at the room outside the library at owner’s risk.

**Current Library Policy Realities**

**1. Food and drink**

Users do not need to starve when working in the library. Users are now welcome to bring snacks and drinks. They just must be careful to keep library materials and furniture clean.

**2. Quiet floors**

Most library areas are fine for conversations and group discussions. Users are allowed to chat and discuss with other users over the newspapers tables and assignment desks. However, there are reserved areas strictly meant for readers who prefer quietness.

**3. Use of cell phones**

Users are allowed to use their cell phones for conversations and discussions. They are however advised to use their inside voices. Users are encouraged to move away from where their discussions over the cell phone could disturb or cause any form of inconvenience to other users.

**4. Cloak room and lockers**

Users need to keep their stuff when coming to use the library. Users can use short-term lockers without keeping food or drinks. Materials are not to be left overnight inside the lockers as the lockers will be cleared periodically. Library management will not be responsible for any lost or damaged property stored in lockers.

**Others**

**Building access**

During public hours, the libraries and collections are open to everyone. Registered users are expected to come in with their Library Pass to gain
access to the library buildings. Visitors come in with official documents to use the library facilities.

**Access to services and resources**
The primary mission of a University library is to support the university community, so some services and resources are available only to the students, faculty, and staff members. Visitors are allowed access to library resources when they are officially referred by a cooperating library or academic institutions. Others are welcome to visit the library to get access to non-restricted resources, collections, services, and facilities.

**Donations and Gifts**
Donors are welcome with their donations. However, the University Library will appreciate donation of materials that are relevant to the core mandate of the university. Gifts that are relevant to the courses of study in the university are also appreciated.

**Display of materials**
University associations, groups, organizations, and departments are welcome to post flyers on designated bulletin boards at each library. Only one copy should be posted while no political or fundraising materials are allowed.

**Code of Conduct**
The library is a safe space where everyone can work free of disruptive, threatening, and illegal behavior. The University community is a community of scholars and students. One of the requirements of a scholarly community is to be free of disruptive, threatening and illegal behavior. The University Library has rules for the conduct of faculty, staff, students and invited guests while on campus, in part to provide an environment conducive to scholarly activity. This code of conduct is in place to help library staff assure the safety of all library users. All patrons using University Libraries facilities are subject to this code of conduct. This list is
not comprehensive and the library reserves the right to address perceived negative conduct as necessary. Violation of any portion of this code, or of any laws, shall subject the offending party to liability for loss or damage, summary suspension or permanent deprivation of the facilities and privileges of the library, or other such disciplinary action.

Discussions
Some of the issues raised about the academic library policies have to do with benchmarking and best practices in the university library. There is the need to set the new parameters for information policy in the academic libraries. Few among the obsolete policies that are still ravaging the academic libraries in some developing nations of the world, Nigeria inclusive were highlighted above. Meanwhile, the current library policies realities were also set immediately after the archaic ones. The reason for this is to allow the readers to see that some of the information policies of the academic libraries in the developed nations of the world have changed. Thereby, giving room for some innovations to take place within the library setting.

In the old library settings, refreshments of all kinds were not allowed in the library. The simple reason for this was to prevent the rodents from attacking the library materials, particularly the prints. The infusion of information and communication technology into the operations of the library and information centres has however changed the nomenclature of the library. Most modern academic libraries are now fully automated, using electronic information resources that are housed in the electronic equipment and facilities mostly computer-based. Advance in technology and modern architectural designs have also taken care of that menace. Hence, the paradigm shift that users does not need to starve when working in the library. They are now welcome to bring snacks and drinks. They just must be careful to keep library materials and furniture clean. However experiences have shown that there is need to change this aspect of our academic libraries information policies. Users of different categories,
particularly the students have been seen to smuggle different types of snacks and drinks to the library just to satisfy their hunger and quench their thirst. Some do it to prove their smartness and some as delinquent behaviour. The old rule has been noticed to have cause impediments to the convenient use of libraries by the users and is seen not to be compatible with the operations of the modern academic libraries.

Another policy that ravaged the academic libraries of old was the issue of maintaining silence in and around the library. Total abstinence from noise making and any activity that may cause inconvenience of any type was totally discouraged. Maintaining silence entirely implies that no conversation or discussion should occur between the library users. This policy has deprived the students from discussing among themselves even the topics that relates to their course of study within the library. This did not promote the existence of the library within the academic institutions and called for change. In the new information policy for academic libraries, most library areas are fine for conversations and group discussions. Users are allowed to chat and discuss with other users over the newspapers tables and assignment desks. However, there are reserved areas strictly meant for readers who prefer quietness.

When the global system of mobile telecommunication was newly introduced, in spite of its value as information communication technology, it became an albatross for the libraries and information centres. This was because of the culture of quietness that was synonymous to libraries and information centres where the users were not allowed to converse or discuss with other users. The use of cell phone was prohibited in the library. At first, the users were instructed to put off their phones before entering into the library, later, the users were told to put their phones in silence as they could pick the call and go out of the library to answer their calls. This has been the situation for many years in the academic libraries in Nigeria.

In the current information policy realities, no user should be stopped from using their cell phones. More so, when one of the core mandates of academic libraries is information provision. Stopping the users from giving
or receiving information over their phones runs contrary to the objectives of establishing the academic libraries. In the developed nations of the world, users are allowed to use their cell phones for conversations and discussions. They are however advised to use their inside voices. Users are encouraged to move away from where their discussions over the cell phone could disturb or cause any form of inconvenience to other users. In view of this, there is the need for academic libraries, especially in Nigeria to review their information policy on the use of cell phones.

Another important issue that requires the attention of information policy makers in the academic libraries is the issue of briefcases, luggage, nylon bags, bags, umbrella, sticks, camera etc. being deposited at the room outside the library at owner’s risk. As is the case with other organisations like banks, cars and the valuables kept inside are parked at owner’s risk. But in most cases, when such valuables are removed from the car and kept in lockers provided with lock and keys, the security personnel are usually detailed to monitor these valuables. In the current information policy realities, users need to keep their stuff when coming to use the library. Users can use short-term lockers without keeping food or drinks. Materials are not to be left overnight inside the lockers as the lockers will be cleared periodically. Library management will not be responsible for any lost or damaged property stored in lockers.

Conclusion
Increasingly libraries are required by their institutions and funding agencies not only to demonstrate return on investment but also to provide reliable statistics and other evidence-based data. At the same time, we should recognize the danger in assuming that there is some universal yardstick for libraries’ practice. For example, applied too rigidly given our complex and unique environments, a best practice might stifle critical problem solving and creativity and, ironically, bring about inferior results. It may reduce us to merely adopting a practice whose results are not replicable in our own institutions. This is not to suggest, however, that we
abandon our search for best practices. Instead, it is to approach with caution that which we conclude is “best”.

References


Blummer, B. & Kenton, J. (2012). Best practices for integrating e-books in academic libraries: A literature review from 2005 to


EDUCATION AND MANAGEMENT OF AUTISM: IMPLICATIONS FOR COUNSELLING

ARDO MAJI ALIYU
School Of Education, Department Of Psychology, Aminu Saleh College Of Education, Azare, Bauchi State.

ABSTRACT

Autism is a brain development disorder that affects a child’s social interaction, communication and behaviour. The symptoms manifest before the child is three years old. The causes and care of autism disorder are yet unknown. This paper posits that the symptoms and challenges of autism can be effectively managed by applying discrete trial teaching strategies, social stories or autistic individuals. The discourse was on what autism is, symptoms, likely causes and some strategies for managing individuals with autism in the home and school environments. The strategies discussed include Applied Behaviour Analysis (ABA), Discrete Trial Teaching (DTT), Social Stories, Treatment and Education of Autistic and Communication Handicapped Children (TEACCH) among others. Some of the implications highlighted included that counsellors must consider the significance of identifying the areas of need of the autistic.

Introduction:

The education and management of autistic children can be very challenging in the best of circumstances, because autism affects their social interaction, communication and behaviour. The symptoms vary widely among sufferers. Children with autism generally cannot understand other people’s thoughts and relationships and so they are not able to respond appropriately to their environment and form relationship with others. Presently, there is yet no cure for autism, early diagnosis and management provide opportunities for acquisition of knowledge and skills which foster independence and social...
pupils/students before designing programmes of intervention for them. Counsellors must be knowledgeable about the management strategies so that he/she can apply them to the autistic individuals’ challenges and areas of needs.

Keywords: Autism, Education, Management, Strategies, Counselling.

Responsibility of children with autism (Signma; Dijamco; Gratier & Rozga, 2004).

Globally, families and professionals have taken interest in the increasing number of children diagnosed with autism. The prevalence rate of the most recent estimates of autism spectrum disorder range from 1:2 per 1000 for autism and 6 per 1000 for autism spectrum disorder (Newschaffer, Croen & Daniels, 2007) with an average of 4 to 1 male to female ratio. In United States alone, one in every 150 births is diagnosed with autism disorder since there is no known cure yet, the symptoms can only be managed with early intervention and therapies. However, the purpose of this paper is to discuss some management techniques that would help parents, teachers, counsellors and others to assist autistic individuals in the home and school environments, improve maternal health, develop global partnership for development, eradicate extreme poverty and hunger in our society through transformation and assessment.

What is Education?
Education fosters acquisition of skills, knowledge which include not only academic learning, but also socialization, adaptive skills, language and communication. It assists a child to develop independence and ‘personal responsibility’ (Rumsey 2001). Education includes services that promote acquisition of skills and knowledge, offered by public and private schools. The society deliberately transmits its accumulated knowledge, skills and values from one generation to another through the process of education. Education can also be viewed as a process of becoming an educated person.
An educated person refers to a person that has access to optimal state of mind regardless to the situation he is in, that person is able to perceive accurately, think clearly and act effectively to achieve self-selected goals and aspirations (Baker, Koegel & Koegel 1999). As the world continues to globalize, attention continues to turn to the importance of education. Education provides not only knowledge but also promotes confidence and security in one’s ability to plan important life goals and attain them.

Educational goals for children with autism should address such areas a communication and language, social interaction, behaviour, self help skills and academic achievement. Educational intervention according to Eikeseth, (2008) have some effectiveness in enhancing the functioning of autistic children.

The placement of children with autism in general education setting has become a dominant service delivery issue for individuals with autism. A primary goal for educating students with autism spectrum disorder is normalizing their exposure and responses to environmental stimulation similar to their typically developing peers. General education has numerous benefits for student with autism, including instructional continuity, expanded curricular options, enhanced skills acquisition and generalization (Simpson and Myles, 1998).

Hunt and Gresetz (2001), opined that in general education settings, student with autism can achieve positive academic and learning outcomes, particularly as a result of curricular modification and adaptation acceptance, interaction and friendship. Finally, it is generally believed that education has greater benefits and significance for individuals with autism, which is currently the fastest growing developmental disorder globally (Autism Society of America, 2003).

What is Autism?
Autism is a childhood developmental disorder that was first identified by Leo Kanner in 1943. The disorder impairs the child’s social interaction, communication and behaviour. The sign and symptoms begins to manifest in the first three years of a child’s life. Autism literally means ‘selfism’,
autistic children live in their own world excluded from other people (Bootzin, Zajone and Hall, 1991). According to Odebumi (1989), Autism is a childhood disorder which can be defined “as a severe deviation in ego functioning which manifests itself in disordered thinking affecting speech, perception and individuality”.

Autism is one of the five Pervasive Developmental Disorders (PDD) (World Health Organization, 2006). The term pervasive developmental disorders refers to a group of conditions that involve delays in the development of basic skills notably, the ability to interact and communicate socially with others and to use imagination. PDD include autism, Asperger syndrome, Rett Syndrome, Childhood Disintegrative Disorder and Pervasive Developmental Disorder not otherwise specified (PDD-Nos). They are called developmental disorders because the conditions are identified around 3 years of age, which is a critical period of the development of a child. PDD conditions affect children’s understanding of their environment and the world at large. (American Psychiatric Association, 2000).

Autism is also a spectrum disorder which indicates that each person is affected differently at varying degrees of severity. Autism is sometimes grouped into three functioning levels: Low (LFA), medium (MFA) and high (HFA) functioning autism based on the IQ threshold of the autistic individuals or how much care and support they require daily (Baron-Cohen, 2006). Children with autism experience challenges at home and in school such as inability to interact and communicate socially, obsessive and compulsive behaviours, resistance to change and sensory sensitivities. It should not be generalized that all individuals with autism cannot live and function independently, some autistics may have problem with basic daily tasks while others can function like ‘normal’ peers.

**Signs and Symptoms of Autism**

Most parents of autistic children become aware of their children’s condition when the symptoms manifest in the first 3 years of their lives during the children's routine immunization. Children with autism typically
have difficulties with social interaction, communication and behaviour which are the core symptoms of the disorder.

**Social Interaction Impairment:** Autistic infants show less attention to social stimuli. They hardly smile and have less eye contact. At infancy, they do not like to be cuddled like other babies. They become stiff and rigid when carried. They seldom laugh or cry and parents sometimes describe them as “good babies” because they do not demand attention. As autistic children grow older, they have less eye contact and recoil from physical contact. They respond less to their own names. Between three to five years of age, children with autism are more attached and interested in inanimate objects. It is difficult for them to make friends and interact with people. They do not play interactive games and prefer to spend time alone rather than with others.

**Communication Impairment:** Children with autism who attempt to communicate use reverse pronouns. They betray their isolation by referring to themselves as “you” “he” or by their proper names (Kanner, 1943). They lack joint attention necessary for speech. For example, they look at a pointed hand instead of an object and cannot comment or share an experience pointing at objects (Myers & Johnson, 2007).

They have difficulty with developing symbols into language and with imaginative play. The communication problems of autistics vary depending on the individual’s intellectual and social development. Some may not be able to speak; others may have rich vocabularies and discuss things of interest. Majority of them have little or no problem with pronunciation despite this variation. Many of them have problems with word and sentence meaning, intonation and rhythm. Speech defects are as a result of mental retardation but autistics show signs of intellectual development and attempt some speech have much better prognosis than individuals who do not.

**Behaviour Problems:** Individuals with autism display many types of repetitive or restricted behaviour. The Repetitive Behaviour Scale-Revised (RBS-R) (Boldfish, Symons, Parker, & Lewis, 2000) categorized the various forms of repetitive behaviour of autistic as follows:
Autistics individuals display behaviour such as arranging things in a particularly manner or way (rigid).

They resist change and insist that items like furniture, toys should not be moved (Sameness) and refuse to be interrupted.

Autistics have limited interest in activity/task. For example, they can be preoccupied with a particular television programme (Restricted behaviour).

They want to perform daily activities same way (Ritualistic behaviour). For example, they do not want their dressing habit or style and menu changed.

They are aggressive to others or self e.g. they display movements that can injure others and themselves e.g. biting oneself and banging the head. (Boldfish, Symons, Parker, & Lewis, 2000).

Some autistic children have minor physical anomalies (Ozgen, Hop, Hox, Beemer and England, 2008). Many people with autism have symptoms similar to Attention Deficit Hyperactivity Disorder (ADHD). But this symptoms especially problems with social relationships, are more severe for people with autism. Autism encompasses a broad spectrum of symptoms, therefore, a single, brief evaluation cannot predict a child’s true abilities. A team of specialists should evaluate communication, language, motor skills, speech, success at school and thinking abilities. Early diagnosis will enable the autistic child to get treatment and services that will improve his or her social skills and language (social communication) challenges (Sigman, M., Dijamco A, Gratier M. & Rozga A. (2003).

Likely Causes of Autism

The cause(s) of autism not yet known, however, most researchers are of the view that it does not have a single cause. There is a consensus among geneticists’ researchers that genetic factors predominantly cause autism but the exact gene responsible for autism is not yet known. (Arndt, Stodgell & Rodier, 2005).
Environmental Factors

The cause of autism is also linked to environmental factors such as vaccines, infectious diseases, smoking, alcohol, pesticides, drugs, solvents, smoking, heavy metals diesel exhaust and certain foods. (Fombonne, 2002; Myers, Yee & Feldon 2007; Robert, English, Grelther, Wiadham, Samberg & SWolff, 2007). Lead poisoning and toxic metals have also been proposed to cause autism but evidence support this environmental exposures cause autism.

Pre-natal risk factors

Some birth defects are likely caused by environmental agent known as teratogens. The exposure of the embryo at the early stage of pregnancy to rubella infection in the mother, thalidomide misoprostol etc have been found to be associated with autism disorder. According to Szpir (2006), the cases are not common. Teratogens that are known to cause birth defects occur in the first eight weeks of conception, this may initiate or affect a child’s risk of autism. Since there is evidence that autism manifest in the first three years of a child’s development, it is associated with it. Thyroxine deficiency between 8-12 weeks of pregnancy has changed the fetal brain of a child and resulted in the risk of autism. Inadequate intake of iodine in the diet can also cause thyroxine deficiency. Although there is no scientific evidence, it is possible that most herbicides, tobacco smoking and food intake of flaxoid affect thyroid hormones and cause the risk of autism. Some parents became aware of the characteristics of autism disorder when they took their children for routine vaccination. There is no convincing scientific evidence supporting measles mumps-rubella vaccination to cause autism. This misconception has increased the outbreak of measles immunization. (Doja & Roberts, 2006 & Taylor, 2006).

It has been proposed that higher levels, of testosterone in the amniotic fluid of mother during pregnancy could result in challenging behaviours similar to those of autistic children such as lack of empathy, deficit in communication (Manson, 2008; Auyeung, Baron-Cohen Ashwin, Knickmeyer, Taylor & Hackett, 2009). These findings are controversial.
Reported studies have indicated that job loss, family discord are stressors that can affect expectant mothers and cause the risk of autism (Montes & Halterman, 2008). Prenatal stress was reported to be related to autism in retrospective and animal studies. The effect of parental stress on the development of the brain can cause symptoms similar to the symptoms of autism disorder (Kinney, Munir, Crowley & Milter, 2008). There is no convincing scientific evidence supporting the relationship between autism and exposure to parental ultra sound although, a Scottish study in 2007 found a small but statistically significant number of neurons during migration that failed to acquire their proper position. (Abramowicz, 2007). A maternal antibody theory hypothesized that Immunoglobin (IgG) in a mother’s blood can cross the placenta and enter the fetus brain and cause autism (Dalton, P., Deacon, R., Blamire et al. (2003). This is very common in mothers of children with regressive autism. The intake of folic acid by pregnant mother has also been linked to the cause of autism but this proposal has no scientific evidence of viral infection. The evidence is speculative because viral infections cannot cause autism (Libbey, Sweeten, McMahon & Fujinami, (2005).

The exposure of human beings to organic mercury through the consumption of fish, cosmetics vaccines after birth are also linked to autism (Austin, 2008). There is no evidence that mercury poisoning causes autism (Davidson, Myers & Weiss, 2004). Deficiency in vitamin D has been linked to cause autism, this is not yet proved but individuals are advised to avoid too much sun (Cannell, 2007).

Genetic Factors
Genetic factors may be significantly related to autism. According to Folsterin and Rosen-Sheidley (2001), about 10 – 15% of autism cases have an identifiable mendelian (single-gene) condition, chromosome abnormality, or other genetic syndrome. Zafeiriou, Ververi and Varglami (2007) share the view that Autism Spectrum Disorder (ASD) is associated with several genetic disorders. Studies have shown that autism could be inherited. Early studies of twins revealed that over 90% of either of them
will develop autism (Rogers & Vismara, 2008). Identical twins are much more likely than fraternal twins or siblings to have autism. Families with autism commonly have other neurological (nervous system) and chromosomal abnormalities problems. It is suggested that more than one gene or different genes may cause autism in different people. Genes may also interact with environmental factors to cause autism. The linkage of genes to autism is not conclusive, although, a substantial portion of autism may be heritable but it is not inherited or presented in the genome of parents. (Beaudet 2007). Genetic factors do not explain all the risks of autism disorder. A genetic predisposition and an early environmental factor are hypothesized to likely cause autism (Trottier, Brivastava & Walker, 1999). However, there is no conclusive evidence to back up these claims.

Management Strategies for Autism
Managing someone or something means any technique which can be used to control or manage a situation in order to produce a desired result. In this study, the essence of management strategies is to improve the quality and function of the lives of individuals with autism, to reduce stress of family members and the symptoms associated with autism studies have shown that early intervention and management may decrease the severity and challenging behaviours of autistic children (Rogers & Vismara, 2008). Some approaches have little evidence of efficacy, there is need to inform and train counsellors, educators and parents on strategies with empirical studies that are effective in managing autism because there is no known cure yet.

Planning the instructional programmes for children with autism is complex, programmes must be individualized and based on the unique need and abilities of each child. Children’s education programme could include a combination of instructional activities from the regular curriculum as well as activities based on goals and objectives that are unique to the individual and set out in an Individualized Education Plan (IEP).
Autistic pupils/students cannot be taught with a single method because each pupil/student displays symptoms that are individual but fit into the diagnosis of autism spectrum disorder. Individuals with autism often demonstrate relative strengths in concrete thinking, rote memory and understanding of visual spatial relationship but have difficulties with abstract thinking, social interaction, communication and attention. Pictographic and written cues can help them to learn, communicate and develop self control. One of the advantages of using visual aids is that pupils/students can use them for as long as they need to process the information. Visual aids and symbols range in complexity from simple and concrete to abstract. Visual supports can be used in a variety of ways in the classroom. However, to be successful, they must fit these children’s level of comprehension appropriately. For better understanding, visual supports can be used to organize the pupils activity daily. Mini-schedules, activities, checklists, calendar, etc. should be provided with directions or instructions, assist the pupils/students to understand the organization of the environment e.g. labeling of objects, containers etc. Teach autistic social skills pictorial representations of social stories depicting a social situation with the social cue, appropriate response should be developed for a specific situation for the individual.

Psychologists have risen to the challenge of autistic children by developing intervention therapies such as Applied Behaviour Analysis (ABA). Discrete Trial Teaching, Pivotal Response Therapy, Video modeling, Treatment and Education Autistic and Communication, Handicapped Children (TEACCH) and several others.

This paper will focus on some of the most well-known scientifically proven strategies which include Applied Behaviour Analysis (ABA), Discrete Trial Teaching, and Education Autistic, (DTT), Pivotal Response Picture Exchange Communication System. Behavioural therapies are based on some common concepts of how human beings learn behaviours. It is based on Skinner’s principles of operant conditioning. At the most basic level, it involves presenting a stimulus (request) to a child and then providing a consequence (reinforce or a ‘punisher’) based on the response of the child.
The specific approaches of behavioural therapies help people to change or acquire behaviour. The reinforcers and punishers for each child should be different and of interest to him or her (Lovaas, 1987).

**Applied Behavioural Analysis (ABA).**

Dr. Ivar Lovaas a renowned psychologist was the first to apply ABA to autism in 1987 at the University of California at Los Angeles. It is a structured teaching technique based on the principles of operant conditioning theory. ABA is a treatment therapy which studies behaviour and includes learning. Lovaas’ remarkable study involved 38 autistic children. He gave them one–on–one behavioural treatment for forty hours weekly, 47% of the children were able to complete normal first grade, the children’s educational and intellectual functioning improved (Lovaas, 1987). ABA creates socially significant change in the individual to a meaningful degree, it is specifically used to increase behaviours, teach new skills, maintain behaviours, and modify contextual variables in the environment. ABA is not limited the analysis of behaviour through a functional analysis of behaviour through of behavioural intervention plans. It also includes the development of skills through the use of task analysis (breaking down into small parts), Discrete Trial Training (DTT), and Pivotal Response Training. ABA has evidence to support its effectiveness for people with autism and other disabilities.

**Discrete Trial Training (DTT)**

Discrete Trial Training is based on Applied Behaviour Analysis principles. This teaching method involves breaking tasks into basic elements and teaching the child through repetition. An individualized programme is designed for each child so that the child’s specific strengths and weaknesses are appropriately addressed. In order to minimize the challenges of autism, it is recommended that management begins early in life and continues for an extended period of time. The goal of DTT programme is to teach the child all that is required of a typically developing child of the same age. The gap between the child’s chronological and mental
age will be narrowed. This strategy/method is designed to develop social interaction, self-help and cognitive skills. DTT technique can consist of 10-40 hours weekly of one-to-one. The instruction is often performed in the home and at school with therapist and/or trained personnel. The techniques include:
- breaking a skill into smaller parts;
- teaching one sub-skill at a time until mastered;
- providing concentrated teaching;
- providing and fading prompts as necessary; and
- using reinforcement procedures like verbal praise, smile, hug, tangible times and favourite food.

Discrete trial training develops social interaction, play and language skills over months and years of management with extreme patience, flexibility and consistency. The discrete trials do not have a specific length of time. Teaching is practiced until the skill is mastered. Data is collected, analysed and recorded as follows;
- how many times did the teacher and the counsellor give instruction before the child give the correct response?
- How long did it take the child to give the correct response?
- How many prompts did the teacher/counsellor give the child?
- How many rewards and types of reward were given to the child?
- How long was the time between the trials?

The data collected are analyzed and used to monitor and adjust what the child is learning so that the teaching method can be adjusted to the child/student’s record.

**Picture Exchange Communication System (PECS):**
It offers children a unique alternative communication system, it can be used in a variety of setting including the home, the classroom, and the community. The system is based on the principles of applied behaviour analysis. It is more beneficial than other types of argumentative communication. There is no need to train prerequisite skills such as
pointing or imitation because natural reinforcers are used. The goal of PECS is to teach children a form of communication that requires few prerequisite skills. Children provided with a functional form of communication, get their needs met, make choices engage with people and form a sense of control over their environment. The children are taught to give a picture of a preferred item to a communicative partner in exchange for the item. The initial communicative behaviour is requesting and the preferred items served as reinforcers for communication. The communication is motivating for the child because he/she is receiving reinforcement for his choice. Requesting is an extremely useful skill and may facilitate the development of other communicative intents. Physical prompts are faded quickly to ensure independent communication. The child is encouraged to verbalize the request once the behaviour requesting with pictures is firmly established [East Bay Agency for Children (EBAC, 2008)].

Pivotal Response Training (PRT): This intervention is also based on the principles of applied behaviour analysis. This technique is used to identify certain behaviours (‘pivotal’ behaviour) for treatment that will produce simultaneous changes in much other behaviour. Pivotal behaviours are believed to be central to wide areas of functioning. Positive changes in pivotal behaviours should have widespread effects on other behaviours. The two important pivotal behaviour addressed using PRT are motivation and responsiveness to multiple cues. Pivotal response training increases motivation in developing and acquiring new skills such as language acquisition, social interaction and play in individuals with autism (Koegel & Koegel, 2006).

Pivotal Response Training Techniques (PRTT): The question and instruction should be clear, uninterrupted and appropriate to the task. It should be interspersed with maintenance task, and chosen by the child. Multiple components should be included and the reinforcers should be contingent upon behaviour, administered following
any reasonable attempt to respond; and related to the desired behaviour in a direct way.

Pivotal response training include turn-taking, frequent task variation, allowing child choice, and natural consequences. This intervention is flexible and designed to be used in structured one-on-one teaching or a natural setting. This technique provides counsellors, therapists, parents, teachers and caregivers with a method of responding to the child with ASD, and also which provides teaching opportunities throughout the day. Integrating PRT into everyday living can facilitate generalization and the desired behaviour change. Pivotal response training can be applied in various institutions with peers, to increase play skills, and with parents.

**Treatment and Education of Autistic and Communication Handicapped Children (TEACCH):**
This technique was developed by Schopler and colleagues, Children with autism learn and integrate information differently from other children. TEACCH advocates believe that many non-compliant behaviours of children with autism are a result of their difficulty in understanding what is expected of them. TEACCH uses the children's strength in visual processing as a cornerstone of the intervention, (Mesibor, Shea & Schopler, 2005). TEACCH method places a heavy emphasis upon teaching through visual modes because most children with autism have difficulties with processing verbal information. Visual structure is provided at any levels, such as organizing areas of the classroom, providing a daily schedule using pictures or written words, visual instructions and visual organization signaling the beginning and the end of task or activities given to the children to perform. TEACCH in the contrast to ABA is based on the idea that the environment should be adapted to the child, it focuses on the child’s own skills, interest and needs, (Ozonoff & Cathcart, 1998).

**Social Stories (SS):**
It is an effective approach that helps the child to prepare for novel situations, many persons with autism have deficits in social cognition, the
ability to think in ways necessary for appropriate social interaction. This deficit is addressed using social stories in which individuals with autism “read” about difficult social situations. The idea is that the child can practice and learn about social events in a structured, safe format, before the events occurs. The purpose of using social stories is to help a person predict and understand what may occur in a social stories is to help a person predict and understand what may occur in a social situation, thereby increasing the person’s success in that situation and reducing behaviour problems, social behaviours are presented in the form of a story, this can be done with words of pictures, read by the individual or to the individual, or listened to via audiotape. Once the individual successfully and appropriately responds to the social situation in the story, the use of the story can be faded. Stories can be re-written to address variations in a situation and can be individualized to the specific needs of the individuals with autism (Gray, 1995). There is widespread acceptance of this technique because of the positive outcome which has developed and improved maternal health, reduced extreme poverty, hunger promote gender equality and empowerment in our society.

Implications for Counselling
The key to managing autism are educational interventions including behavioral strategies. This intervention addressed social interaction, communication, social skills, academic achievement and maladaptive behaviours. Research and programme developments in the area of educational intervention at present have focused largely on very young children with autism because of evidence that early intervention may result in substantially better outcomes (McEachin, Smith & Lovaas, 1993).

- The pupil/child with autism needs guidance and counselling specifically designed to meet his or her needs like the normal child. The nature of the needs of the child/pupil with autism determines the counselling relationship with the counsellor is not knowledgeable enough about the symptoms, challenges and strategies of intervention for the pupil with autism, the counsellor cannot effectively carry out
his/her functions of assisting and meeting the needs of the autistic pupil appropriately.

- Autistic pupils face challenges such as sensitivities to the senses (touch, smell, taste, sight, hearing). Social interaction and behaviour among others. The specific area of challenge needs to be identified and addressed by the counsellor. The school counsellor is in the best position to do this. Referral to a specialist may be made when the need arises. However, wrong or delayed referral may cause more damage will be difficult to correct in future.

- Counsellors should display genuine concern, love and empathy for pupils with autism in order to promote all round development and minimize their challenges in the teaching learning process.

- In planning task/instruction, counsellors and teachers need to consider the challenging behaviour and its function for that particular child. For example gaining attention or avoiding something. It may not be possible to eliminate all behaviour problems. Successful teaching strategies for supporting children with autism often focus on making environmental adaptations to decrease an appropriate behaviour, and or helping the child to learn a more appropriate behaviour that will serve the same function.

- The educational programme planned for the pupils/students should be based on the unique combination of strengths and needs of that individual.

- Motivators and reinforcers seem to work-well for children and adults with autism e.g. verbal praise, items and food that are of interest to them. Management strategies which include: social stories, Applied Behaviour Analysis and discrete trial teaching (DTT) techniques and others can be useful in improving autistic children’s behaviour and social interaction when taught by counsellors/experts who have good knowledge of these strategies.

**Conclusion**

Early intervention is the key to managing autism since there is no known cure yet. Counsellors should work with peers, teachers and parents towards ensuring proper support and early management that will promote
the growth and development of individuals with autism which can be accomplished through Individualized Education Programme (IEP).

**Recommendations**

The following recommendations would be found useful for improvement based on this presentation.

(1) Workshops and training programmes should be organized for counsellors, teachers and parents to avail them with current with management strategies that are effectiveness in managing autism disorder.

(2) Children and adults with autism respond more corporately when they feel valued, respected, encouraged and motivated.

(3) The presentation of learning materials, whether in the form of intervention techniques or new information and activities to individuals with autism should be clear concise and simple for easier understanding and generalization.

(4) Reinforcements are highly personalized, the rewards may be concrete and involve things (such as food, toys and verbal praise) that are of interest to autistics.

(5) Counsellors must be knowledgeable about the management strategies so that he/she can apply them to the autistic individuals’ challenge and areas of needs.

**References**


Education, children and youth with autism: Strategies for effective practice, 1-23 Austin TX Pro-Ed.


FEASIBILITY STUDY OF INTER-LIBRARY COOPERATION IN UNIVERSITY LIBRARIES: THE EXPERIENCE OF UNIVERSITY OF JOS LIBRARY.

ADUROGBOYE, OKIKI, JACOB, EMMANUEL ENEOJO
Library and Information Science Unit, Department of Social Science Education, Faculty of Education, University of Jos.

ABSTRACT
This Study was conducted to examine whether University of Jos Library engages in inter library cooperation and share resources with other Libraries. Three objectives guided the study. The research design adopted was survey method. The target population for the study was sixty-seven staff comprising academic, programmers and other para-professionals in the library. A sample size of forty-nine staff was selected for this study. The research instrument this study was self-administered questionnaire. Descriptive statistics of frequency counts and percentages were used for data analysis for this research. The findings revealed that there were existing facilities in University of Jos Library to support inter library cooperation. These existing facilities include the followings: computers, telephone, internet Connectivity, book Stocks, among others. It was concluded that University of Jos Library engaged in

## Introduction:
Library cooperation includes both the sharing of bibliographic data and the sharing library materials. It is a means by which libraries in developing countries can provide users access to information where resources are scarce. The process of building a bibliographic database can be started in a very simple one with two or more libraries exchanging disks of information that each has catalogued on monthly or annual basis. The database can gradually add the holdings of other libraries and eventually become the libraries in an institutions, region or country. If this bibliographic database
Inter Library Cooperation. Based on the findings of the study the following recommendations among others were made: Effort should be made by University of Jos Library to borrow resources from other libraries more often to provide more resources to their users and to ensure more satisfaction, among others.

Keywords: Feasiblity, Inter-Library, Cooperation, University, Libraries.
it can lead to better use of scarce resources. But when these questions are asked we should be ready with the firm answer that sharing poverty does not produce wealth”. In the light of the above statement academic libraries in Nigeria have not fully exploited resource sharing considering the problem of inadequate library collections. It would seem that any attempt to promote the sharing of resources among these libraries would be futile, since libraries not able to meet their own needs would not be able to meet the needs of others. Access to information is a fundamental right of all library patrons in Nigeria. Since no individual library has adequate resources to meet its patrons needs, libraries should participate in resource sharing services. It is pertinent to note that these services supplement and greatly expand local collections, remove geographic barriers. Successful resource sharing services in academic libraries depend on the ability to locate, identify and promptly deliver specific items to its patrons.

Library co-operation has been in existence for a long time and involves sharing resources through activities such as inter-library lending and document delivery, co-operative cataloguing, and the exchange of staff. The co-operation as the name itself suggests made the libraries to come together for co-operation. It is seen in the joint venture of libraries in satisfying the user needs of both the libraries. Co-ordination comes into being when more libraries come together for services to their users as common object. For example, Bostick (2001) traces the literature on library co-operation to the 1880s. Interlibrary lending/loan is one of the oldest and most common forms of co-operation, involving sending requests via traditional modes of communication like the postal service. With technological developments and the introduction of library systems, libraries have changed their mode of operation to maximize access to resources. The need for formal modes of partnership, such as library consortia, became more pressing as budgets shrank and the need for access to information grew. As such, a group of Libraries working together in cooperation for a common purpose of mutual benefit can be termed as a resource sharing system [Sangal, (1984) in Ejedafiru (2011)].
researcher defined resource sharing as "Sharing of library resources which is an aspect of inter library cooperation which means that one library uses the resources of other libraries and vice-versa".

The concept resource sharing among academic libraries in Nigeria has assumed unprecedented importance not just because the country is passing through period of austerity measures, but also because of the present era of information explosion. However, in the problem of information explosion, ever changing users’ needs, shrinking library budgets and currency devaluations can be overcome, to some extent, through resource sharing. Library professionals need to explore options to extend users’ access to information sources by forming partnerships with other local libraries having similar collections. These collaborative arrangements enable patrons to access resources otherwise out of their reach. This requires each participating institution to contribute in the network of their extended libraries’ family and not to operate in isolation.

University of Jos began as a campus of the University of Ibadan in November, 1971. Its first home was the present Township Campus of the University which is located along Murtala Mohammed way. Students admitted in January 1972, were pre-degree students. Degree courses in Arts were introduced in October 1973, and in Science and Education the following year. The same year the Bauchi Road Campus, which at present accommodates most of the faculties, the central administration, other academic units and parts of the library was acquired. At the beginning of 1977/78 Session, the university admitted its first set of postgraduate students in education, Geography and Zoology.

The University library has an impressive record of collaboration with other libraries and institutions locally and abroad including linkages with Nigerian Research Institutes, Universities in Africa, Europe and the Americas, as well as government institutions in Japan and international bodies such as The World Health Organization of the United Nations. The total stock in these Libraries is 169,404 volumes of books, 25,824 bound journals and 20,263 materials in Documents Section then, before the fire incident that occurred on the 8th October 2016 that burnt all the
collection. The library has recorded presently 187,503 books except for journals in the library.

**STATEMENT OF THE PROBLEM**

Libraries can no longer satisfy the needs of its clientele alone, therefore the only way evolved by academic libraries to improve their services to the library user, is by broadening the base of information availability through sharing of resources. Without Inter Library Cooperation the University of Jos Library and University Libraries in general will not adequately satisfy the information needs of its users all on its own, therefore Inter Library Cooperation is very vital because it helps each library to be buoyant with resources shared with other libraries.

According to Ejedafiru (2011), it is certain that effective resource sharing among academic libraries depends upon the strengths of individual libraries. One weak library cooperating with another weak library cannot promote effective resource sharing. We share our strengths, not our weaknesses. Driven by prevailing circumstances, sharing of resources is the only option left for academic libraries and librarians. The University of Jos Library cannot be left out of these numerous benefits associated with Inter-Library cooperation as it affords it the opportunity to borrow Library materials from other libraries in order to satisfy the needs of her client. The researchers therefore intend to undertake the feasibility study of Inter-Library Cooperation in University of Jos Library and also find out if they can effectively cooperate with other libraries without hindrances.

**OBJECTIVES OF THE STUDY**

The objectives of the study are to:

1. find out whether there are existing facilities in the University of Jos Library to support Inter Library Cooperation.
2. find out whether the University of Jos Library engages in Inter Library Cooperation.
3. ascertain the benefits of University of Jos Library’s Inter Library Cooperation Services.

RESEARCH QUESTIONS
The following Research Questions will guide the study:
1. Are there existing facilities in the University of Jos Library to support Inter Library Cooperation?
2. Does the University of Jos Library engage in Inter Library Cooperation?
3. What are the benefits of University of Jos Library’s Inter Library Cooperation Services?

METHODOLOGY
The study employed a descriptive survey design method to examine the feasibility study of inter-library cooperation in University libraries: The experience of University of Jos Library. The population of 67 staff comprising library academic and paraprofessionals, of which 49 samples were selected. The instrument for data collection was questionnaire. The questionnaire was brief and structured. Respondents were given time and opportunity to complete the questionnaire. 49 copies of the questionnaire were properly completed and returned. During analysis, frequencies were computed from the responses to the questions and converted to percentages as presented and analyzed below.

Table 1 Population and Sample Table

<table>
<thead>
<tr>
<th>S/No.</th>
<th>Library Staff</th>
<th>Population</th>
<th>Sample Selected</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Professional Librarians</td>
<td>29</td>
<td>24</td>
</tr>
<tr>
<td>2.</td>
<td>Senior Staff</td>
<td>38</td>
<td>32</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>67</td>
<td>56</td>
</tr>
</tbody>
</table>

Simple Random sampling was used to determine the members of the sample of the population because its gives member of the study population
equal opportunity to be selected. The random sampling technique was used so that the result obtained from the sampled size was generalized to the bigger entity. All members of the population have equal chance of being selected.

RESULTS AND ANALYSIS

Response Rate

The Response rate of 87.5% was recorded for this study. Out of the 56 questionnaires administered, 49 were filled, returned and found usable.

Table 2: Response Rate

<table>
<thead>
<tr>
<th>Number of Questionnaire Administered</th>
<th>Number of Questionnaires Retrieved</th>
<th>Percentage Retrieval</th>
</tr>
</thead>
<tbody>
<tr>
<td>56</td>
<td>49</td>
<td>87.5%</td>
</tr>
</tbody>
</table>


Table 2 above shows the response rate of the Study. Out of the 56 questionnaires administered, 49 representing 87.5% were filled, returned and found usable.

Respondents’ General Background Information

Table 3: Age of the Respondents

<table>
<thead>
<tr>
<th>S/No.</th>
<th>Item</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Below 20</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>2.</td>
<td>20 – 29</td>
<td>3</td>
<td>6.1</td>
</tr>
<tr>
<td>3.</td>
<td>30 – 29</td>
<td>14</td>
<td>28.6</td>
</tr>
<tr>
<td>4.</td>
<td>40 – 49</td>
<td>14</td>
<td>28.6</td>
</tr>
<tr>
<td>5.</td>
<td>50 and above</td>
<td>18</td>
<td>36.7</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>49</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 3 above shows the age of the respondents, none of the respondents was below 20, 3 (6.1%) were between the ages of 20-29, 14 (28.6%) were between the ages of 30-39, 14 (28.6%) were between the ages of 40-49 and while 18 (36.7%) of the respondents were aged 50 and above.

Table 4: Respondents’ Marital Status

<table>
<thead>
<tr>
<th>S/No.</th>
<th>Item</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Single</td>
<td>10</td>
<td>20.4</td>
</tr>
<tr>
<td>2.</td>
<td>Married</td>
<td>36</td>
<td>73.5</td>
</tr>
<tr>
<td>3.</td>
<td>Divorced</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>4.</td>
<td>Widowed</td>
<td>3</td>
<td>6.1</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>49</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>


Table 4 above shows the Marital Status of the Respondents, 10 (20.4%) were single, 36 (73.5%) were married, none of the respondents was divorced and 3 (6.1%) of the respondents were widowed.

Table 5: Respondents’ Highest Academic Qualifications

<table>
<thead>
<tr>
<th>S/No.</th>
<th>Item</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ph. D</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td>2.</td>
<td>M.L.I.S.</td>
<td>8</td>
<td>16.4</td>
</tr>
<tr>
<td>3.</td>
<td>B.L.I.S.</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td>4.</td>
<td>B.Sc.</td>
<td>17</td>
<td>34.7</td>
</tr>
<tr>
<td>5.</td>
<td>Dip. L.I.S.</td>
<td>17</td>
<td>34.7</td>
</tr>
<tr>
<td>6.</td>
<td>Others</td>
<td>5</td>
<td>10.2</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>49</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 5 above shows the highest academic qualification of the respondents, 1 (2.0%) of the respondents had Ph. D, 8 (16.4%) had M.L.I.S., 1 (2.0%) had B.L.I.S., 17 (34.7%) had B.Sc., 17 (34.7%) had Diploma in L.I.S. and 5 (10.2%) had other qualification.

Table 6: Respondents' Working Experience

<table>
<thead>
<tr>
<th>S/No.</th>
<th>Item</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>0 to 4 years</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>2.</td>
<td>5 to 10 years</td>
<td>18</td>
<td>36.7</td>
</tr>
<tr>
<td>3.</td>
<td>11 to 15 years</td>
<td>4</td>
<td>8.2</td>
</tr>
<tr>
<td>4.</td>
<td>16 to 20 years</td>
<td>11</td>
<td>22.4</td>
</tr>
<tr>
<td>5.</td>
<td>21 years and above</td>
<td>16</td>
<td>32.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>49</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>


Table 6 above shows the working experience of the respondents, none of the respondents had working experience of 0 to 4 years, 18 (36.7%) of them had working experience of 5 to 10 years, 4 (8.2%) of them had working experience of 11 to 15 years, 11 (22.4%) of them working experience of 16 to 20 years and 16 (32.7%) of the Respondents had working experience of 21 years and above.

Table 7: Respondents' Section/Unit

<table>
<thead>
<tr>
<th>S/No.</th>
<th>Item</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Serial</td>
<td>3</td>
<td>6.1</td>
</tr>
<tr>
<td>2.</td>
<td>Systems</td>
<td>7</td>
<td>14.3</td>
</tr>
<tr>
<td>3.</td>
<td>Orders</td>
<td>4</td>
<td>8.2</td>
</tr>
<tr>
<td>4.</td>
<td>Subject Libraries</td>
<td>10</td>
<td>20.4</td>
</tr>
<tr>
<td>5.</td>
<td>Bindery</td>
<td>7</td>
<td>14.3</td>
</tr>
<tr>
<td>6.</td>
<td>Circulation</td>
<td>4</td>
<td>8.2</td>
</tr>
<tr>
<td>7.</td>
<td>Cataloguing</td>
<td>6</td>
<td>12.2</td>
</tr>
</tbody>
</table>
Table 7 above shows the sections/unit of the Respondents, 3 (6.1%) of the respondents are from serial section, 7 (14.3%) of them are from systems unit, 4 (8.2%) of them were from others section, 10 (20.4%) of them are from subject libraries, 7 (14.3%) of the respondents were from bindery section, 4 (8.2%) of the respondents reported they were from circulation unit, 6 (12.2) of them were from cataloguing section, 2 (4.1%) of these were from booking finishing section, 2 (4.1%) of them were from documents and special collection, 1 (2.0%) of them is from medical Library, 2 (4.1%) of them are from law Library, 1 (2.0%) of them is from Porter section.

Table 8: Respondents’ Rank

<table>
<thead>
<tr>
<th>S/No.</th>
<th>Item</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Senior Librarian</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td>2.</td>
<td>Librarian 1</td>
<td>2</td>
<td>4.1</td>
</tr>
<tr>
<td>3.</td>
<td>Principal Library Officer</td>
<td>4</td>
<td>8.2</td>
</tr>
<tr>
<td>4.</td>
<td>Senior Library Officer</td>
<td>4</td>
<td>8.2</td>
</tr>
<tr>
<td>5.</td>
<td>Assistant Library Officer</td>
<td>6</td>
<td>12.2</td>
</tr>
<tr>
<td>6.</td>
<td>Assistant Librarian</td>
<td>4</td>
<td>8.2</td>
</tr>
<tr>
<td>7.</td>
<td>Library Officer</td>
<td>7</td>
<td>14.3</td>
</tr>
<tr>
<td>8.</td>
<td>Senior Library Assistant</td>
<td>9</td>
<td>18.3</td>
</tr>
<tr>
<td>9.</td>
<td>Library Assistant</td>
<td>7</td>
<td>14.3</td>
</tr>
<tr>
<td>10.</td>
<td>Chief Library Officer</td>
<td>2</td>
<td>4.1</td>
</tr>
<tr>
<td>11.</td>
<td>Bindery Officer</td>
<td>2</td>
<td>4.1</td>
</tr>
</tbody>
</table>
Table 8 above shows the Rank of the respondents, 1 (2.0%) of the respondents is a Senior Librarian, 2 (4.1%) of them are Librarian 1, 4 (8.2%) of them are Principal Library Officers, 4 (8.2%) of them are Senior Library Officers, 6 (12.2%) of them are Assistant Library Officers, 4 (8.2%) of them are Assistant Librarian, 7 (14.3%) of them are Library Officers, 9 (18.3%) of them are Senior Library Assistant, 7 (14.3%) of them are Library Assistants, 2 (4.1%) of them are Chief Library Officer, 2 (4.1%) of them are Bindery Officers and 1 (2.0%) of them is a Chief Porter.

**Research Question 1: Are there existing facilities in University of Jos Library to support Inter Library Cooperation?**

Table 9: Existing Facilities to support Inter Library Cooperation in University of Jos Library.

<table>
<thead>
<tr>
<th>S/No.</th>
<th>Item</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Yes</td>
<td>46</td>
<td>93.9</td>
</tr>
<tr>
<td>2.</td>
<td>No</td>
<td>2</td>
<td>4.1</td>
</tr>
<tr>
<td>3.</td>
<td>Not sure</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>49</td>
<td>100.0</td>
</tr>
</tbody>
</table>


Table 9 above shows the respondents' views on Existing Facilities to support Inter Library Cooperation in University of Jos Library, 46 (93.9%) of the respondents indicated Yes, 2 (4.1%) of the respondents indicated No and 1 (2.0%) of the respondents is Not sure that there are existing facilities in University of Jos Library to support Inter Library Cooperation.
The responses of respondents shows that there are existing facilities to support Inter Library Cooperation in University of Jos Library.

Table 10: Level of Availability of Facilities in University of Jos to support Inter Library Cooperation.
What is the level of availability of the following facilities in the University of Jos Library in other to support Inter Library Cooperation? (Indicate the options that are applicable)

<table>
<thead>
<tr>
<th>Facilities</th>
<th>Not Available</th>
<th>Available</th>
<th>Moderately Available</th>
<th>Undecided</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
</tr>
<tr>
<td>Computers</td>
<td>1</td>
<td>2.0</td>
<td>43</td>
<td>87.8</td>
<td>4</td>
</tr>
<tr>
<td>Telephone</td>
<td>17</td>
<td>34.7</td>
<td>20</td>
<td>40.8</td>
<td>7</td>
</tr>
<tr>
<td>Internet Connectivity</td>
<td>2</td>
<td>4.1</td>
<td>39</td>
<td>79.6</td>
<td>3</td>
</tr>
<tr>
<td>Book Stock</td>
<td>3</td>
<td>6.1</td>
<td>40</td>
<td>81.7</td>
<td>3</td>
</tr>
<tr>
<td>Photocopiers/Printers</td>
<td>1</td>
<td>2.0</td>
<td>41</td>
<td>83.7</td>
<td>4</td>
</tr>
<tr>
<td>Fax</td>
<td>24</td>
<td>49.0</td>
<td>8</td>
<td>16.3</td>
<td>5</td>
</tr>
<tr>
<td>Online Public Access</td>
<td>1</td>
<td>2.0</td>
<td>46</td>
<td>93.9</td>
<td>2</td>
</tr>
<tr>
<td>Catalogue (OPAC)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Union Catalogue</td>
<td>7</td>
<td>14.3</td>
<td>27</td>
<td>55.1</td>
<td>3</td>
</tr>
<tr>
<td>Document Delivery Service</td>
<td>4</td>
<td>8.2</td>
<td>28</td>
<td>57.1</td>
<td>5</td>
</tr>
</tbody>
</table>


Table 10 above shows the Level of Availability of Facilities in University of Jos Library to support Inter Library Cooperation, 1 (2.0%) of the respondents indicated that Computer are ‘Not Available’, 43 (87.8%) of them indicated ‘Available’, 4 (8.2%) of them indicated ‘Moderately Available’ and 1 (2.0%) of them indicated ‘Undecided’; 17 (34.7%) of the respondents indicated that telephone are ‘Not Available’, 20 (40.8%) of them indicated ‘Available’, 7 (14.3%) of them indicated ‘Moderately Available’ and 5 (10.2%) of them indicated ‘Undecided’; 2 (4.1%) of the Respondents indicated that Internet connectivity are ‘Not Available’, 39 (79.6%) of them indicated ‘Available’, 3 (6.1%) of them indicated ‘Moderately Available’ and 5 (10.2%) of them indicated ‘Undecided’; 3
(6.1%) of the Respondents indicated that Book Stock are ‘Not Available’, 40 (81.7%) of them indicated ‘Available’, 3 (6.1%) of them indicated ‘Moderately Available’ and 3 (6.1%) of them indicated ‘Undecided’; 1 (2.0%) of the Respondents indicated that Photocopiers/Printers are ‘Not Available’, 41 (83.7%) of them indicated ‘Available’, 4 (8.2%) of them indicated ‘Moderately Available’ and 3 (6.1%) of them indicated ‘Undecided’; 24 (49.0%) of the Respondents indicated that Fax are ‘Not Available’, 8 (16.3%) of them indicated ‘Available’, 5 (10.2%) of them indicated ‘Moderately Available’ and 12 (24.5%) of them indicated ‘Undecided’; 1 (2.0%) of the Respondents indicated that Online Public Access Catalogue (OPAC) are ‘Not Available’, 46 (93.9%) of them indicated ‘Available’, 2 (4.1%) of them indicated ‘Moderately Available’ and None of the respondents indicated ‘Undecided’; 7 (14.3%) of the Respondents indicated that Union Catalogue are ‘Not Available’, 27 (55.1%) of them indicated ‘Available’, 3 (6.1%) of them indicated ‘Moderately Available’ and 12 (24.5%) of them indicated ‘Undecided’ and 4 (8.2%) of the Respondents indicated that Document Delivery Services are ‘Not Available’, 28 (57.1%) of them indicated ‘Available’, 5 (10.2%) of them indicated ‘Moderately Available’ and 12 (24.5%) of them indicated ‘Undecided’.

The responses shows that Computers, Telephone, Internet Connectivity, Book Stocks, Photocopier/printer, Online Public Access Catalogue, Union Catalogue and Document Delivery Services are available in University of Jos Library to Support Inter Library Cooperation but not Fax.

4.3.2. Research Question 2: Engagement of Inter Library Cooperation by University of Jos Library.

Table 11: Engagement of Inter Library Cooperation by University of Jos Library.

<table>
<thead>
<tr>
<th>S/No.</th>
<th>Item</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Yes</td>
<td>33</td>
<td>67.4</td>
</tr>
<tr>
<td>2.</td>
<td>No</td>
<td>6</td>
<td>12.2</td>
</tr>
<tr>
<td>3.</td>
<td>Not sure</td>
<td>10</td>
<td>20.4</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>49</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 11 above shows the Engagement of Inter Library Cooperation by University of Jos Library, 33 (67.4%) of the respondents indicated Yes, 6 (12.2%) of them indicated No and 10 (20.4%) of the respondents are Not sure that the University of Jos Library engages in Inter Library Cooperation.
The result indicated that University of Jos Library engages in Inter Library Cooperation.

Table 12: State of Inter Library Cooperation in University of Jos Library.
What is the overall state of Inter Library Cooperation activities in your library?

<table>
<thead>
<tr>
<th>S/No.</th>
<th>Item</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Very Good</td>
<td>11</td>
<td>22.4</td>
</tr>
<tr>
<td>2.</td>
<td>Good</td>
<td>22</td>
<td>46.9</td>
</tr>
<tr>
<td>3.</td>
<td>Average</td>
<td>4</td>
<td>8.2</td>
</tr>
<tr>
<td>4.</td>
<td>Satisfactory</td>
<td>5</td>
<td>10.2</td>
</tr>
<tr>
<td>5.</td>
<td>Unsatisfactory</td>
<td>7</td>
<td>14.3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>49</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 12 above shows the State of Inter Library Cooperation in University of Jos Library, 11 (22.4%) of the respondents indicated that it is Very Good, 22 (46.9%) of them indicated that it is Good, 4 (8.2%) of them indicated that it is Average, 5 (10.2%) of them indicated Satisfactory and 7 (14.3%) of them indicated Unsatisfactory.
The result indicates that the state of Inter Library Cooperation is Good.

Table 13: Frequency of Resource Sharing in University of Jos Library.
How often do your Library Share Resources with other Libraries? And how often does your Library borrow Resources from other Libraries?
Table 13 above shows the Frequency of Resource Sharing in University of Jos Library, 11 (22.4%) of the respondents indicated that University of Jos Library share its resources with other Libraries Very often, 22 (44.9%) of them indicated Often, 12 (24.5%) of them indicated Rarely and 4 (8.2%) indicated Not at all. Moreover, 4 (10.2%) of the respondents indicated that University of Jos Library borrow resources from other Libraries Very often, 15 (30.6%) of them indicated Often, 23 (46.9%) of them indicated Rarely and 7 (12.2%) indicated Not at all.

The responses show that University of Jos Library Often share resources with other Libraries but rarely borrows resources from other Libraries.

Research Question 3: What are the Benefits of University of Jos Library’s Inter Library Cooperation Services?

Table 14: Benefits of University of Jos Library’s Inter Library Cooperation Services.

Does University of Jos Library Benefits from Inter Library Cooperation Services?

<table>
<thead>
<tr>
<th>S/No.</th>
<th>Item</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Yes</td>
<td>35</td>
<td>71.4</td>
</tr>
<tr>
<td>2.</td>
<td>No</td>
<td>2</td>
<td>4.1</td>
</tr>
<tr>
<td>3.</td>
<td>Not sure</td>
<td>12</td>
<td>24.5</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>49</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 14 above shows whether the University of Jos Library benefits from Inter Library Cooperation services, 35 (71%) of the respondents indicated Yes, 2 (4.1%) indicated No and 12 (24.5%) are Not sure whether the University of Jos Library benefits from Inter Library Cooperation services.

The responses show that the University of Jos Library benefits from Inter Library Cooperation.

Table 15: The Benefits of engaging in Inter Library Cooperation services by the University of Jos Library.

Please tick in the table below your Library’s benefits of engaging in Inter Library Cooperation services? (Please tick as many as applicable).

<table>
<thead>
<tr>
<th>S/No.</th>
<th>Item</th>
<th>Frequency</th>
<th>%</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Access to Electronic Databases</td>
<td>37</td>
<td>75.5</td>
<td>49</td>
<td>100.0</td>
</tr>
<tr>
<td>2.</td>
<td>Library interlending</td>
<td>26</td>
<td>53.1</td>
<td>49</td>
<td>100.0</td>
</tr>
<tr>
<td>3.</td>
<td>Shared cataloguing</td>
<td>28</td>
<td>57.1</td>
<td>49</td>
<td>100.0</td>
</tr>
<tr>
<td>4.</td>
<td>Cooperative collection development</td>
<td>26</td>
<td>53.1</td>
<td>49</td>
<td>100.0</td>
</tr>
<tr>
<td>5.</td>
<td>Linkage of library catalogue</td>
<td>20</td>
<td>40.8</td>
<td>49</td>
<td>100.0</td>
</tr>
<tr>
<td>6.</td>
<td>Staff training (e.g. workshops, seminars, short courses, etc.)</td>
<td>35</td>
<td>71.4</td>
<td>49</td>
<td>100.0</td>
</tr>
<tr>
<td>7.</td>
<td>Union Catalogue</td>
<td>22</td>
<td>44.9</td>
<td>49</td>
<td>100.0</td>
</tr>
<tr>
<td>8.</td>
<td>None of the above</td>
<td>4</td>
<td>8.2</td>
<td>49</td>
<td>100.0</td>
</tr>
<tr>
<td>9.</td>
<td>Others</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>


Table 15 above shows The Benefits of engaging in Inter Library Cooperation services by the University of Jos Library, 37 (75.5%) of the
Respondents indicated Access to Electronic Databases, 26 (53.1%) of the Respondents indicated Library interlending, 28 (57.1%) of the Respondents indicated Shared cataloguing, 26 (53.1%) of the Respondents indicated Cooperative collection development, 20 (40.8%) of the Respondents indicated Linkage of Library catalogue, 35 (71.4%) of the Respondents indicated Staff training, 22 (44.9%) of the Respondents indicated Union Catalogue, 4 (8.2%) of the Respondents indicated None of the Above.

The responses show some of the benefits derived from Inter Library Cooperation services by University of Jos Library which include: Access to Electronic Databases, Library inter-lending, Shared Cataloguing, Cooperative collection development, Staff training, Linkage of Library Catalogue and Union Catalogue.

**Discussion**

The Research Conducted a Feasibility study of Inter Library Cooperation: A case study of University of Jos Library. Three (3) Objectives were formulated to guide the study which are: To find out whether there are existing facilities in the University of Jos Library to support Inter Library Cooperation, To find out whether the University of Jos Library engages in Inter Library Cooperation, and to Ascertain the benefits of University of Jos Library’s Inter Library Cooperation services, To Identify types of Resources mostly shared in Inter Library Cooperation and Identify Challenges associated with Inter Library Cooperation arrangements.

The research indicated that there are Existing Facilities in University of Jos Library to support Inter Library Cooperation. The facilities include: Computers, Telephone, Internet Connectivity, Book Stocks, Photocopier/printer, Online Public Access Catalogue, Union Catalogue and Document Delivery Services but not Fax. This is in agreement with Oladapo (2006) who observed that in sharing of resources, the use of computers and telecommunications facilitate the exchange of information resources and Ogunsola (2004) who stated that the use of computers and internet
connectivity has made it possible the uploading of bibliographic records on the online public access catalogue (OPAC) to the internet for global access. The Study further revealed that the University of Jos Library engages in Inter Library Cooperation; the State of Inter Library Cooperation in University of Jos Library is good. The University of Jos Library often share resources with other Libraries and rarely borrow resources from other Libraries. This is in agreement Pathak & Deshpande (2004) who discussed the importance of consortia and their impact on society, especially in developing countries like India. Also, Sanni & Igbafe (2004) who highlighted individuals’ and groups’ efforts in the past aimed at fostering co-operation among some university libraries in Nigeria. An example of a group of university libraries comprising of the Ahmadu Bello University, Obafemi Awolowo University, University of Ibadan, University of Benin, University of Ilorin and the University of Nigeria, Nsukka was given. Also, the Research revealed that the University of Jos Library benefits from Inter Library Cooperation. The benefits of Inter-Library Cooperation in University of Jos Library includes: Access to Electronic Databases, Library inter-lending, Shared Cataloguing, Cooperative collection development, Staff training, Linkage of Library Catalogue and Union Catalogue. This was in agreement with Martey (2002) who identified beneficiaries and some benefits for sharing resources with other libraries and Friend (2001) in Ilo (2008) who asserts that in the new world of information the different beneficiaries have opportunities to work and succeed. The finding was also in agreement with Martey (2002) who identified some benefits for sharing resources which include: Enhancement service through access to more information services available in consortia member libraries, Cheaper and more effective services, Document delivery services, Selective Dissemination of Information and Current Awareness Services, Electronic Conferences, Increased Human Cooperation, and Skills Development for opportunities available through cooperative arrangements.

CONCLUSION
From the findings on the feasibility study of Inter Library Cooperation in University of Jos Library and based on the data collected and analyzed, it is concluded that Inter Library Cooperation is feasible in University of Jos Library. It was also observed that there were existing facilities in University of Jos Library to support Inter Library Cooperation. The facilities which include: Computers, Telephone, Internet Connectivity, Book Stocks, Photocopier/printer, Online Public Access Catalogue, Union Catalogue and Document Delivery Services but not Fax, The University of Jos Library engaged in Inter Library Cooperation; the State of Inter Library Cooperation in University of Jos Library was reported to be good. The University of Jos Library often shared resources with other Libraries and rarely borrowed resources from other Libraries, The University of Jos Library benefited from Inter Library Cooperation. The benefits of Inter-Library Cooperation in University of Jos Library includes: Access to Electronic Databases, Library inter-lending, Shared Cataloguing, Cooperative collection development, Staff training, Linkage of Library Catalogue and Union Catalogue.

RECOMMENDATIONS.
Based on the findings, the following recommendations were made:

1. Efforts should be made to provide fax which is the only facility for supporting Inter Library Cooperation currently not available in University of Jos Library.
2. The University of Jos Library should borrow resources from other Libraries more often. This will enable the Library to provide more resources to their clientele and ensure more user satisfaction.
3. More resources should also be provided for University of Jos Library in order for the Library to sustain its Inter Library Cooperation Services.

REFERENCES
Indexing section of the Nigerian Library Association, Simeon Adebo Library, Abeokuta, 29th October -3rd November.


LANGUAGE POLICY IN MULTILINGUAL SETTING: PROBLEMS AND PROSPECTS

CORDELIA ADANMA GOLDFACE,
Department of General Studies Education, Federal College of Education Zaria

ABSTRACT
This paper examines the language policy in Multilingual society like Nigeria, problems and Prospects. The study deals with bilingual education policy such as transitional, monoliterate and bi-literate etc. Nigeria is a multilingual country with over 500 different ethnic groups, is one of the country with the highest incidence of linguistic diversity in the world. The paper makes an attempt to resolve the majority minority dichotomy that exist along the line of language policy by allocating domains for different tiers of language that is found in the nation.

Keywords: Language policy, multilingualism, bilingualism

Introduction:
Language is a very powerful medium of communication, which enables us to express our feelings, thought, culture and social behavior. It is also primary to the organization of a society or a group. There is no doubt that we have multiplicity of languages among different ethnic groups in Nigeria with each group guarding its language jealously, yet there has not been a separate language policy, rather the bits and fragments in the National Policy on Education (1981) revised in (2001) as well as the Nation's Constitution (1991). This paper therefore, tries to examine the language policy in multilingual setting.
Nigeria is one of the countries with multitudinous languages. Each ethnic group has its own language together with its dialectal varieties. This singular factor i.e multiplicity of languages is a thing of great concern for Nigerians. Bamgbose (1991) has estimated about 400 local languages, yet no ethnic group is ready to abandon its language since all languages are seen as equal. Consequent upon our linguistic diversity is a problem of national unity and cultural integration of the citizens. The absence of linguistic unity in the country has therefore, led to the emphasis placed on the English language in the educational, political, administrative, social sectors as well as the enhancement of international intelligibility. In a multilingual situation like Nigeria, the establishment of a policy becomes imperative, more especially language policy. This is because such policy will serve as a guiding factor in language use and language teaching.

Language Policy in Multilingual Setting

Policy is defined in the Encyclopedia of Education in David (2011) as a statement that is intended to be a binding guide on the actions of those designated by the statement. Such a binding guide is enforceable by the society, which formulates it. The formulation as well as adoption is through a political process, which acknowledge the reality and legitimacy of conflicting interests and desires among its participants. A language policy therefore, is a binding language guide, which is meant to be enforced by the society that formulates it through a political process.

When we talk of language planning, we are referring to a set of deliberate activities systematically designed to organize and develop the language resources of the community in an ordered schedule of time. David (2011) describes planning as an activity whereby goals are established, means are selected, and outcomes predicted in a systematic and explicit manner. So both policy and planning go together. While one is a binding guide meant to be enforced and operated, the other gives room for projecting into the possibility of operating such guide" as to achieve the desired goals.

Problems and Prospects of Multilingual and the Current Situations in Nigeria

BERKELEY RESEARCH & PUBLICATIONS INTERNATIONAL
Bayero University, Kano, PMB 3011, Kano State, Nigeria. +234 (0) 802 881 6063,
Website: www.berkeleypublications.com
From the forgoing, it is clear that the language situation in Nigeria is so complex that it will be unrealistic to explain this complexity engaging-only one model of policy. The issue of having one language in Nigeria has been generating a murky one and has been generating controversial debates for so long. This is due to the fact that Nigeria is a fundamentally linguistically heterogeneous nation characterized by a wide spread of multilingualism (Yalwa, 2013).

Adekunle (1972) also classifies Nigerian languages in terms of provinces, states and local government. Adekunle’s work gave us a picture into the language situation of Nigeria when I operate under different provincial headquarters. Today, Nigeria is divided into thirty-six states. Had a federal capital territory, the language situation is no different from what it was in 1972, rather, it has become far more complex by the creation of more states and the clamor for new political identities by the minority groups. The approach proposed is a multilingual policy in which there is a language hierarchy from the local to the national. The language multilingual language policy will assign functions to languages in the order of the hierarchy described below:

1. National Lingual Franca
2. Regional Lingual Franca
3. State Lingual Franca
4. Local languages.

Based on what has been mentioned above, English has the functional capacity of a national language in Nigeria. The language, though a colonial heritage, has become a major symbol of the Nigerian nation since independence. It is the language that indexes Nigeria history as a political creation a non-native variety, English in Nigeria has become nativized like other varieties such as Singaporean, Indian, Jamaican and Ghanaian Englishes to mention a few. English is no longer a foreign language as Nigerians have indigenized it. Within the Nigerian lingua-scape, the variety of English spoken by the Igbos is different both in sound and in structure from the one spoken by a Hausa person or Yoruba person or any other ethnicity. Nigerians can now claim ownership to a variety of English that
has become natural to them, a variety that has been domesticated and as such, capable of expressing their socio-cultural world view. Secondly, in a multicultural context like Nigeria a language that could foster national identity and democratic cohesion is necessary. For practical reasons, English remains the preferred choice given its tribal neutrality; it is capable of unifying the nation's linguistic diversities as it has been pointed out earlier, Nigerians are ethnic conscious and so long as there is ethnic suspicion, it will be difficult if not impossible to elevate an indigenous language in status higher than the rest. This can create another civil war in the country. In addition, to the earlier points made, English should be privileged as the national language for economic reasons and international relations. English doubtlessly is a world language and has become the language of science and technology in the twenty first century. The language has left its aboriginal home of the Anglo-Saxons to become the world number one language as predicted by John Adams (the second president of the United States) when he boldly surmised that "English will be the most respectable language in the world and the most universally read and spoken in the next century, if not before the end of this one." It is destined "in the next and succeeding centuries to be more generally the language of the world than Latin was in the last age or French is in the present age" (Dyer 2012). With this reality of the present world, it seems unprofitable, at least, in the sense of international relations, for Nigeria to abandon English as a national language for any other language whether exogenous or indigenous.

The transition from English to an indigenous language is not impossible but will definitely take a lot of preparation and planning. An overnight shift from English to any other language as national language will be impractical and improbable as things stand. As a preparation to the ultimate goal of transition, it is suggested that the nation begins to allow the indigenous languages to function maximally in their local domains. These languages should be powered as language of business in the state house of assembly. The state media houses should be allowed to do their transmissions via the languages as is being done based on the geographical
location. Hausa is being aired in the north, Yoruba in the South stations as well as Igbo in Eastern region. Also these languages, Yoruba, Igbo and Hausa should not just be taught subjects in schools. They can become the medium of instruction in primary and secondary schools as region lingual franca.

To achieve this aim of mother tongue literacy, the government will have to be ready to provide the resources for corpus planning and language development. By using indigenous languages for all classroom purposes, the nation will be ready for a total break off from exogenous languages in other domains. On minority languages, the nation can harness them as tools for adult literacy. They can also be used as state or local government lingual franca. By using them as the language of administration at the grassroots level, the government can be more effective in the lives of the rural people and the aged who are usually the speakers of the minority languages. Regarding the Nigerian Pidgin, Nigerian government needs to develop a policy-driven attention to the language as a possible informal national lingual franca. Taking a cue from New Guinea as an example of a nation that adopted a Melanesian Pidgin as the nation's official language, a governmental intervention can expand its functionality and status through scholarly activities of codification.

**Transitional Bilingualism and Mono-literate, Bi-literate Bilingualism**

Transitional bilingual education program is a teaching model with two main focuses: first to ensure that students master educational content in their primary language, then to assist students in becoming fluent in the second language. The idea behind this method is that students who are first fluent in their native language are more capable of becoming fluent in a foreign language usually English. The skills they learn in their native language can be translated into the second language.

Within the transitional bilingual education classroom, there are two main methods of instruction dependent on the students' language proficiency: The early exit model involves mastering the students' primary language and then exiting out of that language and into full-time English instruction.
early on (often by first grade). In this model, pupils receive a majority of their lessons in the second language. However, reading instruction is often delivered in the students' primary or immediate language of the society, as reading is a requirement across the curriculum. As implemented by the Nigeria's national language policy which stated that the mother tongue or language of the immediate community be the medium of instruction at pre-primary and early primary levels, with English emerging as medium of instruction halfway through primary education. At the secondary level, English remains the medium of instruction, but each child must also learn one of three major Nigerian languages (Hausa, Igbo, and Yoruba). In universities, English is the language of instruction, with some teaching and research in other languages supported as English is learned.

Bilingualism is the ability to use two languages. However, defining bilingualism is problematic since individuals with varying bilingual characteristics may be classified as bilingual. Definitions of bilingualism range from a minimal proficiency in two languages, to an advanced level of proficiency which allows the speaker to function and appear as a native-like speaker of two languages. A person may describe themselves as bilingual but may mean only the ability to converse and communicate orally. Others may be proficient in reading in two or more. A person may be bilingual by virtue of having grown up learning and using two languages simultaneously (simultaneous bilingualism). Or they may become bilingual by learning a second language sometime after their first language. This is known as sequential bilingualism. To be bilingual means different things to different people. Bilingualism encompasses a range of proficiencies and contexts. A young child entering school may be called bilingual but it may be that she uses her first or home language for domestic and familial purposes and that English is her preferred language for communication outside the home. Or she may be largely monolingual in her first language only when she starts school. A child who has recently arrived in England from overseas may - have a good level of literacy in English but may be unable to converse or use spoken English in the classroom context. On the other hand, many pupils described as bilingual routinely use three
languages or more and thus 'plurilingual' would be a better description. In terms of competence, a bilingual may have very high levels of proficiency in both languages or may have only limited proficiency in one and be far more proficient in the other.

**Conclusion and Recommendations**

The linguistic diversity of Nigeria can profit the nation if a multilingual language policy in which all classes language are given due recognition is embarked upon. It is not the fact of ethnicity and linguistic diversity that constructs social problems in Nigeria; rather it is the politics. Therefore, ethnic diversity and multilingualism are themes that are inherent part of the nation since its creation. The proposal in this paper is for a language policy that is focused on linguistic equity for both exogenous and indigenous languages. This paper makes an attempt to resolve the majority-minority dichotomy that exists along linguistic line in the nation by allocating domains for different tiers of languages that is found in the nation. Without trying to be simplistic, the author recognizes that the four — tier language hierarchy proposed in this paper is by no means a sacrosanct order on how languages are meant to function in Nigeria. It is designed to be an alternative policy model that can be all-inclusive of Nigeria's multilingualism.

**References**


International Journal of Humanities and Social Science Vol. (.5 ). No. 9
Journal of Negro Education, Vol. (52), pp. 57-64 l
Latine.fr/ceisal.11.20.2010ria (1991)
EFFECT OF ORGANIZATIONAL CYNICISM ON JOB PERFORMANCE OF PUBLIC SECONDARY SCHOOL TEACHERS IN BAUCHI METROPOLIS

1ABDULLAHI ABUBAKAR SADIQ 2UMAR ABDULLAHI 3IKLIMAT AHMAD BURRA
1Department of Business Education ASCOE, Azare 2&3Department of Science Laboratory Technology, Federal Polytechnic, Bauchi

ABSTRACT
Educational institutions are one of the most important social institutions in a society. They carry an effective and directive position in a social setup. They are interdependent and grow effectively. Effectiveness lies in their perfect coordination in the direction of social expectations. The adequate organizational formation is inevitable for their effective delivery. The study adopted the cross-sectional survey method which is a form of the quasi-experimental research design. The study had a sample size of 214 employees drawn out from an accessible population of 499 bank employees in Port Harcourt using the Krejcie & Morgan (1970) table. The population of this study includes all staff of the four major service providers in Lagos State. The total number of employees of the four major players in Lagos State is 892. The current study employed probability method.

Introduction:
Educational institutions are one of the most important social institutions in a society. They carry an effective and directive position in a social setup. They are interdependent and grow effectively. Effectiveness lies in their perfect coordination in the direction of social expectations. The adequate organizational formation is inevitable for their effective delivery. The education institutions of Nigeria is comprised of primary, secondary and tertiary institutions and colleges. Secondary education has got a great value which demands to
acilitate the teachers with all possibilities in order to keep them satisfied with the status of their job (Ali, 2011). In line with this, public secondary schools are established to educate students to enable them contribute to the economic, political and social cultural well being of a country as well as discovering its talents. Consequently, the role of teachers is crucial in determining whether or not the desired educational results are achieved.

Teachers are therefore the bedrock for all human learning, and they are the hub around which individual citizens are made to realize their full potential to serve their nations (Adu, 2005). Teachers are people entrusted with the responsibility of educating children by grooming and helping them to discover their talents (Rahman, Nabi, Akhter, Saeed & Ajmal, 2011). To them, Teachers are educators or instructors saddled with the responsibility of educating children by grooming and helping them to discover their talents. This, therefore, implies that teachers represent one of the major human factors needed to propel any educational system. The success of student is to some extent determined by the qualities and competences of the teachers.

In Bauchi State, the 2014 West African Examination Council (WAEC) results revealed a less than 10% success (Yuguda, 2014). In 2015, a total of 20,534 candidates sat for the WAEC only 750 students representing 3.65% made 5 credits. Furthermore, the state was ranked 36th on the performance table. Consequently, the realization of objectives of these public secondary schools is becoming threatened. An important factor responsible for this can be attributed to the deteriorating performance of teachers of these schools and this is evident by the recent remark made by the state governor. The expressed his dismay on the declining commitment and performance of the teachers in the state (Abubakar, 2016). Teachers, according to Kothari (1970) are regarded as the most influential school-based factors that influence students’ Performances. Performance describes the achievement of specific tasks measured against
predetermined or identified standards of accuracy, completeness, cost and speed (Afshan, Sobia, kamran & Nasir 2012). Tehseen (2015) noted that the poor performance of teachers is a global phenomenon that cannot be ignored. This poor performance can lead to several problems for schools such as low students satisfaction from their schools, students turnover intentions, hiring cost of new staff, delay in delivery of education and poor quality of students that become useless for their societies.

Organizational cynicism (OC) has become a matter that is being faced by members of an organizations and institutions and needs attention. Cynicism is negative, undesirable phenomenon and is therefore a sensitive topic to managers and organizations. It is an individual negative feeling, such as commotion, discontent and pessimism about the staff and organization (Ozler et al., 2011). It is an attitude that involves unfriendliness from the organization due to a confidence that the organization lacks honesty and will always attempt to fool its employees (Nair & Kamalanabhan, 2010). According to Abraham, organizational cynicism occurs when employees lack confidence in organization and feels that organization cannot be relied upon. It arises when employees believe that their organization is lacking in honesty. This may especially result from the perception of which is expectations related to morality, justice and honesty are despoiled. Organizational cynicism takes place when employees think that their organization is lacking integrity. According to Johnson and O’Leary-Kelly (2003), OC is not simply the feelings that negative people bring into the organization, but that these attitudes are shaped by experiences in the work context.

Organizational cynicism has been theorized to have a number of negative consequences, such as decreased levels of performance, job satisfaction, and organizational commitment, and increased levels of intention to quit (Dean, Brandes, & Dharwadkar, 1998). Though a number of studies have linked organizational cynicism to various antecedents and outcomes, there is no study to the best of our knowledge, linking the three dimensions of organizational cynicism to the performance of teachers in Bauchi Metropolis. It is based on this that the present study was targeted at
investigating the relationship between organizational cynicism and the performance of public secondary school teachers in Bauchi metropolis. The findings of this study are expected to be helpful for the government and those at the helm of affairs of public secondary to consider the level of cynicism in their schools. The findings of this study will also be helpful for the various heads of schools in the metropolis to understand different attitudes of teachers. However, the findings of present study will be particularly beneficial for public secondary schools authorities to inhibit the harmful effect of cynicism by providing high level of support to their teachers and enhancing their performance, to improve the overall efficiency of their schools.

Literature Review and Hypotheses Development

Concept of Employee Performance

Individual performance is a major concept within work and organizational psychology (Sonnentag & Frese, 2002). During the past years, scholars have made progress in clarifying and extending the performance concept (Campbell, 1990). Furthermore, advances have been made in specifying major antecedents and factors associated with individual performance. With the changing trend that we are witnessing within organizations today, the performance concepts and performance criteria are undergoing changes as well (Ilgen & Pulakos, 1999).

Concept of Organizational Cynicism

In literature, researchers defined organizational cynicism as the negative belief that is developed by individuals about their organization. So as to provide a more extensive conceptualization about cynicism as an attitude, Dean et al., presented this phenomenon which comprises of three dimensions namely; affective, cognitive and behavioral dimensions. Much more specifically, they considered organizational cynicism as an attitude which contains three basic elements: a belief that this organization lacks honesty; a negative affect towards the organization; critical behavior directed towards the organization. Each of the three dimensions associated
with organizational cynicism will probably affect employee’s overall performance (Rehan, Iqbal, Fatima, & Nawab, 2017)

**Review of related empirical studies**

(Khan, Naseem and Masood (2016) assessed the effect of continuance commitment and organizational cynicism on employee job satisfaction. The study focused on determination of commitment and organizational cynicism impacts on satisfaction of employees. The data was collected through structured questionnaires. The results showed that organizational cynicism has negative association with employee job satisfaction and there is a significant relationship exists among employee job satisfaction and continuance commitment. Moreover, there is no significant relationship exists among continuance commitment and organizational cynicism.

Akhigbe and Gail (2017) examined the relationship between job burnout and organizational cynicism of employees in Nigerian Banks. The study adopted the cross-sectional survey method which is a form of the quasi-experimental research design. The study had a sample size of 214 employees drawn out from an accessible population of 499 bank employees in Port Harcourt using the Krejcie & Morgan (1970) table. The study findings reveal that there is a significant relationship between the two dimensions of job burnout used in this study and organizational cynicism.

Pelit (2014) investigated the effects of the hotel employees’ mobbing perceptions on organizational cynicism. In this respect, employees’ mobbing perceptions and attitudes related to organizational cynicism are evaluated separately, and then through putting forth the effect of mobbing on organizational cynicism on the sample of hotel business employees in Turkey. In the research, survey technique was utilized; data were collected using relevant mobbing and organizational cynicism scales. A total of 936 people selected through stage sampling method from employees of the five stars Hotel participated in the research. According to the results of the research, it was ascertained that the highest mobbing perception is in self-realization and attacks intended for communication formation dimension;
when their attitudes on organizational cynicism are considered in general, organizational cynicism with the highest average is behavioral cynicism. On the other hand, relations between employees’ mobbing perceptions and attitudes on organizational cynicism have been found significant in this research, also it is achieved that mobbing increases organizational cynicism. (Rehan et al., 2017) examined the relationship of organizational cynicism with employee’s performance. For this research the study population was employees of the teaching hospitals of Islamabad, Rawalpindi and Wah Cantt. Using purposive sampling technique a total of 280 questionnaires were distributed to get response of individuals. A total sample of 215 participated in the research and correlation and regression analysis were used. The overall results of the study revealed negative relationship of organizational cynicism with employee’s performance. Based on the results of previous studies, we have hypothesized that:

H$_1$: organizational cynicism (belief) has significant negative effect on the performance of public secondary school teachers in Bauchi metropolis

H$_2$: Organizational cynicism (affect) has significant negative effect on the performance of public secondary school teachers in Bauchi metropolis

H$_3$: Organizational cynicism (behavior) has significant negative effect on the performance of public secondary school teachers in Bauchi metropolis

Theoretical framework- Social Exchange Theory (SET)

Organizational cynicism (OC) concept is based and not depending on a single theory, when it is considered conceptually, are expectancy theory, attribution theory, attitude theory, social exchange theory, emotional events theory and social motivation theory.

The framework behind SET is that individuals make social decisions based on perceived costs and mutual benefits. The theory proposes that employees will be motivated to attach in their jobs when jobs are based on a fair and balanced system of exchange relationship. These relationships then grow over time into trusting, loyalty and common commitments (Cropanzo & Mitchell, 2005). According to Andrew and Sofian (2012), SET
theoretical foundation justifies the reasons why employees decide to commit more or less on their work, either positively or adversely, contingent upon the economic and socio-emotional resources received from their organization, or even decide to stay with their organization. The social relationship could be enhanced when both parties willing to provide valuable resources to another party (Aselage and Eisenberger, 2003). That is, employer seeks for loyalty and an employee seeks for beneficial treatment (Coyle-Shapiro and Shore, 2007).

Researcher considered this as most significant theory in organizational behavior. In 1976, Emerson documented some key facets of this theory. According to him, the subsequent generations of obligations and coordination between individual are the important facets of this theory. According to this theory, the interaction or coordination depends on social exchange and relationship develops among individual as result of this interaction or coordination. This theory also believed that there is positive relationship between individuals. It means if you do something good for someone, the other person will definitely respond to you in good way. Organizational cynicism is an attitude, characterized by frustration and negatively beliefs, resulting primarily from unmet expectations, which is capable of being directed towards an organization in general and/or more specific facets of the organizational environment (Brockway et al., 2002). It refers to the lack, among workers, of the feelings of righteousness, confidence, fairness and sincerity towards the organization where they work (Abraham, 2000).

Research methodology
Research design and sample size
The study is cross section and a survey research design is used for the purpose of this study because the researcher used a structure questionnaire which was administered to the participants. The use of questionnaires is advantageous because questionnaires are economical, speedy, there is no bias (as in interviews), and the possibility of anonymity
and privacy encourages candidates to be willing to respond on sensitive issues, and do so honestly.

The population of this study includes all staff of the four major service providers in Lagos State. The total number of employees of the four major players in Lagos State is 892. The current study employed probability method. Survey research allows investigators to estimate the extent to which a population has a particular attribute simply by obtaining data from only a small sample of the total population. Thus, the study utilized Dillman 2007 sample size formula. Dillman (2007) provides the following formula for estimating desired sample sizes:

\[ N_s = \frac{(N_p)(p)(1-p)}{(N_p-1)(B/C)^2 + (p)(1-p)} \]

Where:
- \( N_s \) = completed sample size needed (notation often used is \( n \))
- \( N_p \) = size of population (notation often used is \( N \))
- \( p \) = proportion expected to answer a certain way (50% or 0.5 is most conservative as recommended (Salant & Dillman, 1994))
- \( B \) = acceptable level of sampling error (0.05 = ±5%; 0.03 = ±3%)
- \( C \) = Z statistic associate with confidence interval (1.645 = 90% confidence level; 1.960 = 95% confidence level; 2.576 = 99% confidence level)

\[ N_s = \frac{(2443)(0.5)(0.5)}{(2443-1)(0.05/1.96)^2 + (0.5)(1-0.5)} \]

\[ = \frac{610.75}{2442 \times (0.026)^2 + 0.25} \]

\[ = \frac{610.75}{1.589 + 0.25} \]

\[ = \frac{610.75}{1.839} = 332 \]
The sample size obtained above is approximately equal to the sample from Krajcie and Morgan (1977) sample size table, with population of 2443 teachers and 5% level of confidence. However, it is possible for researchers to experience low response rate in survey studies. The present study will adhered to the Salkind’s view for adjusting sample size, which according to Bartlett, Kotrlik and Higgins (2001) is commonly used in survey research. Going by this view, a sample size could be increased by 40 percent to 50 percent in order to cover off the possibility of lost questionnaires and uncooperative subjects. Thus, the current study increased the sample size by 50 percent. From the computation above, 50% of the sample size is 166, this bring our total sample size to 498.

Methods and Instruments of data collection
The researcher employed structured close ended questionnaire divided into four sections. All scales used to measure the constructs of this study were adapted from previous studies. The scale used in this study was adapted from Koopman (2014) individual performance scale. It consists of 5 items measured in 5 point Likert scale. For Organizational cynicism dimensions, the study utilized the 18-item scale OC section based on Reichers and Wanous (1997). There were six items measuring belief, six items measuring affect, and six items measuring behavior. All scale met the minimum reliability criteria of 0.7.

Data analysis technique
The study utilized SmartPLS 2.0 in other to compute the two basic model of PLS path modeling and these includes measurement model and structural model. Some of the reasons for the use of PLS were its superiority over others in terms of flexible restriction in respect distribution and population of the study as noted by Haenlein and Kaplan (2004) and it has the possibility of providing a more reliable and accurate computations of mediating effect because its accounts for error that is
capable of reducing the possible relationship as well as the improvement of the validation of the theory (Henseler & Fassott, 2010).

Reference


Evaluation as a Tool for Quality Assurance in English Language Teaching Methodology

Anyifite Sylvester Dorcas
Department of General Studies Education, Federal College of Education, Zaria.

Abstract
The issue of quality assurance in education has become a matter of concern for stakeholder’s educational institutions and government in order to meet the expectation of society and to improve education service delivery. This paper examines the relevance of Evaluation as a key factor in ensuring in teaching English language. Quality resides with teachers and evaluation is part of quality assurance in teaching English Language.

Keywords: Evaluation, Quality, Assurance, Teaching, Methodology.

Introduction:
Education is the instrument for economic empowerment and development for sustainable economy. One of the goals of National Education is the acquisition of appropriate skills and the development of mental, physical and social abilities as equipment for the individuals to live and contribute to the development of the society (FRN, 2004) learning both formally and informally determines the individual's ability to contribute to National Development. It therefore follows that the quality of education received by the citizens determines the level of development of any nation.
towards improving all aspects of quality in their education (Ayeni, 2010). This is to ensure sustainable learning outcomes in schools. According to the Oxford Advanced Learners Dictionary (2000) quality assurance refers to managing the standard of product or services to make sure they are kept at high standard. This in education can be implied as the systematic management, monitoring, evaluation and procedures, adopted to measure the performance of students toward education objectives. It is within the convert of evaluation that all players in the education cycle receive feedback in form of result obtained formative or summative, evaluation (more than any other source) help the learners, teachers, parents, educational administrators, and the society to assess the quality of the procedures from the Nigerian educational system.

English language teachers are expected to provide quality for well rounded education to their learner at all level of education. The teaching method that a teacher adopts is one factor that may affect students achievement and facilitate high standard of learning outcomes.

The linguistic competence of a language learner depends on the quality of learning and teaching. The importance features of qualitative language instruction include formal evaluation of learning outcome, learner's assessment of success or failure, monitoring learner's accomplishment and the teacher learner feedback (Karollaukience, et al 2007).

There have been public outcry on the continuous decline in the standard of education which consequently lead to production of low quality output who are unable to contribute to societal development. Education stakeholders have blamed the quality assurance agents (teacher) for this. Evaluation as a tool for improving the standard of English language is not effectively utilized (Oduleke, 2008). In order to improve the quality of English language teaching and learning there is need for comprehensive evaluation of course content instructional materials, assessment of teaching process. Teachers need to be constantly assessing the effectiveness quality of various methods they employ in teaching English language. This could enable them to make modifications which could enhance their students' chances of achieving success.
Methodology
There is no doubt that method of teaching, the child's interest and emotional security influence a child's performance. Thus, the English Language teachers at every need to be aware of the different methods, techniques and approaches of language teaching in order to use an appropriate one that suits the learners need, ability, the topic and the context in learning/teaching. What linguists referred to as the "Swing of the pendulum" in the language teaching is the various processes that language teaching went through. It started by looking at language as a set of habits which needs practice and repetition. Another angle posit that language is ruled governed, thus rule learning is paramount, yet another point of view looks at language as a means of communication as such the communicative approach emerged.
For the purpose of this work however, the best method is that method which put the spotlight on the learner is perceived by the teacher.
The modern methods or instruction as opposed to traditional styles of instruction are the preferred options these days. A realistic approach is the one that accepts the classroom for what it actually is. It is within the complexity of a particular class a teacher selects the methodology that best suits his/her class. For instance, in teaching beginning reading at the lower basic class rather than using the general methods (Grammar Translation method, Audio lingual method, Direct method etc) a teacher is expected to look at specific methods of teaching beginning reading such as the phonic method, look at specific methods of teaching beginning reading such as the phonic method, look say/sight vocabulary, literacy awareness programme (LAP) story time orelectic approach etc. similarly, in lesson demanding for explanation or asking for information doing these in contexts with the functional National Approach is highly recommended.

Evaluation and Quality Assurance
Education is an art of imparting valuable knowledge of the society to future. It is also seen as a means of enabling individuals to attain a means of sustenance, live a ‘good life’ and eventually contribute positively to the
society. Giving such an important role to education means the need for effecting national development and enhancing rapid social change with the aid of huge sums of money invested in education annually. As a result of this huge investment in and functions assigned to education, there is the need to evaluate education with the view to ensuring its quality. Educational evaluation is thus seen as the systematic process of collecting, analyzing and interpreting information to determine the extent to which pupils are achieving instructional objectives (Yusuf, 2002). In this work, evaluation is taken as both quantitative descriptive description, (measurement) and qualitative description (non-measurement).

a. Quantitative description (measures): This refers to the percentage of students that scored a particular score in a test and information obtained is used systematically to determine the outcome.

b. Qualitative Description (non-measurement): In this case teachers have a set of criteria against which measurement only identifies amount of the test score, but its evaluation that lays the amount against which criteria in order to make value judgement about the observed amount.

**Defining Classifying Educational Objectives**

Educational/learning objectives are the objectives which a teacher or a whole educational system aims at when teaching or when goals are formulated.

The objectives of a teacher in a typical Nigerian class are to guide the teacher in:

a. Selecting relevant materials and methods of instruction;

b. Selecting appropriate evaluation process;

c. Selecting appropriate measurement instruments;

d. Monitoring pupils learning progress; and

e. Providing information for evaluation.

These are open to measurement and evaluation.
Educational Aim or Goal

These are at a level of higher abstraction than objective; it is also less specific and less subjected to measurement than objectives. The National Policy on Education states the National goals as:

The inculcation of national consciousness and national unity; The inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society; The training of the mind in the understanding of the world around; and The acquisition of appropriate skills and the development of mental, physical, and social abilities and competencies as equipment for the individual to live in and contribute to the development of the society (NPE, 1998:1-7).

The focus of this work is to look at evaluation from the perspective of quality assurance it will look at it from the curriculum as well as instructional points of view.

Curriculum Evaluation

Curriculum to Kerr (1968) means all learning which is planned and guided by the school whether it is carried out in groups or individually, inside or outside the school. In his operational definition Tyler (1946) opines that every curriculum must answer these four basic questions.

What educational purpose they should seek to attain these deals with question of objectives.

What educational experiences can be provided that are likely to attain these purpose (This answers questions on content).

How can these educational experiences determines to which extend has the stated objectives been achieved as well as provides information for the sake of facilitating decision making at various stages of curriculum development determining quality assurance in education. This may be formative or summative evaluation, that is the formed is a situation where results of instructional evaluation are used in taking and later is the evaluation concerned with total programme.
**Institution Evaluation**

This is done to ascertain whether learners have achieved a set of intended learning outcomes set out as objectives.

It main focus is on:

a. Comparing the achievement of learner in the various subjects matter.

b. Compare the achievement of students in with students of similar in other schools.

**The Role of Educational Evaluation in Quality Assurance**

i. Identifying and defining instructional objectives in terms of the desired learning outcomes. This will lead to clear determination of the expected learning outcome to be evaluated.

ii. Planning and directing learning experience in harmony with learners needs. This implies that the quality of the instructional material must be in tune with the learners needs and abilities.

iii. Evaluation of learning outcomes. This determines the extent to which instructional objectives at class and school level has been achieved.

In line with III above, a teacher is self evaluation is strong procedures used as a performance. This can be achieved using variety of procedures such as supervisory visit, videotaping. Teachers must think about the teaching methods, and seek perfection in their class activities.

Thus, the above forms of evaluation will serve as a yardstick for achievement once thoroughly implemented. This will guide:

a. Learners deserve benefits by clarifying the nature of the nature of the intended learning outcomes. Providing short-term goal to work towards providing information for overcoming learning difficulty, providing information for future success, providing feedback concerning learning progress

b. Parents will also benefits by being informed about their children/wards strengths and weakness academically.

c. Teachers (self evaluation) will help them to ascertain.
Whether the instructional material use are relevant.
Whether the instructional material use are adequate and effective.

Conclusion
As part of teacher evaluation, Abubakar (2008: 64) posits that the teacher should after every lesson asks himself these two questions:

a. How far has the objectives been attained?
b. Were learners engaging in the activities?

The popular British cliché on accountability in education which posits that; The student fail because the teacher fails to teach to his/her needs and understanding is apt here. This is so because it tallies with the National Policy on Education which in its various editions has maintained that: “No education system can rise above the quality of its teacher.”

These two pronouncements are a howling declaration that the success or failure of the education system rests wake up to more dedicated performance of their deities. Indeed students’ failure indicates teaching and teacher’s failure, while the standard and quality of education reflects the standard and quality of the teaching working force.

Reference
EFFECT OF BOKO HARAM INSURGENCY ON GIRL’S CHILD EDUCATION IN MAIDUGURI METROPOLITAN COUNCIL, BORNO STATE, NIGERIA

KHADIJAH EYITAYO AMINU
Department of Remedial Art, Ramat Polytechnic Maiduguri

ABSTRACT
This study examined the effect of Boko Haram Insurgency on girl child education in Maiduguri Metropolitan Council. Insurgency is one of the frequently used words in contemporary national and international discourse. It is arguably the most serious threat to global peace and stability. During the early 20th century, insurgency was mostly restricted to regional and national boundaries. Most of the terrorist acts in that era were based on revolutionary nationalism (that is, the use of political violence by the colonized group(s) as a tool for fighting against western colonial power). Girl’s education depends largely on encouragement from families in the society, provision of school instructional materials and safety of girls to school. Insurgent has become a threat to many families and girls in north eastern States. There are frequent cases of kidnapping and abduction of girls of school age in the region. The main objective of the study is to assess the effect of Boko Haram insurgency on girl’s child education in Maiduguri Metropolitan

Introduction:
Insurgency is one of the frequently used words in contemporary national and international discourse. It is arguably the most serious threat to global peace and stability. During the early 20th century, insurgency was mostly restricted to regional and national boundaries. Most of the terrorist acts in that era were based on revolutionary nationalism (that is, the use of political violence by the colonized group(s) as a tool for fighting against western colonial power).
Council, Borno State, Nigeria. Girl's education depend largely on encouragement from families in the society, provision of school instructional materials and safety of girls to school. Insurgent has become a threat to many families and girls in M.M.C. There are frequent cases of kidnaping and abduction of girls of school age in the region. The researchers tend to study the effect of this insurgency on girls education in north eastern states of Nigeria. The population of the study was three million two hundred and four thousand (3,000,204) respondents. The sample size of this study consists of three hundred and ninety eight (398) respondents selected from study population using Yamane (1967) formula. The study used multiple regression analysis to assess the effect of Boko Haram Insurgency on girl child education in study area. The findings of the study revealed that there is significant effect of Boko Haram on girl child education. Study concludes that, there is significant effect of Boko Haram insurgency on educational standards; there is positive significant effect of insurgency the availability of educational facilities; and parents are not eager to send their girl child to school during the period of Boko Haram insurgency. The study recommends that government should provide enough educational facilities, which will encourage parents to send their girl child to school, government should also provide security that will curtail the activities of insurgents in order to maintain educational facilities available on ground.

**Keywords:** Boko Haram Insurgency, Girl's Child Education, Maiduguri Metropolitan Council

The Irish republican army, the Zionist groups Hayannah Irgun and lehi, and Muslim brotherhood all used bombings and assassination to try to free their people from colonial control. However, terrorism gained unprecedented global attention in September 11, 2001, when Osama Bin Laden, the leader of the dreaded terrorist group Al Qaeda bombed the twin towers (world trade center) in New York, United States of America. In Africa and most especially in Nigeria, a vicious and violent terrorist group-Boko Haram has emerged to wage a bloody asymmetrical war on the country. Since the emergence of
Boko Haram insurgency (2001 till date) in the Northeast states (Borno and Yobe) of Nigeria where it is running on the obnoxious philosophy - western education is evil, the group has been confronted by the Nigeria authorities. The ensuing conflict has claimed closed to 5000 lives and destroyed private and public property worth billions of naira.

Statement of the problem
Girl's child education depend largely on encouragement from families in the society, provision of school instructional materials and safety of girls to school. Insurgent has become a threat to many families and girls in Maiduguri Metropolitan Council, Borno State, Nigeria. There are frequent cases of kidnaping and abduction of girls of school age in the region. The researchertend to study the effect of Boko Haram insurgency on girls child education in north eastern state of Nigeria. However, the recent insurgency in the North-east has displaced many people away from their homes, thus leading to high displaced persons Dimensional Poverty Index (2015).Financial problems were the biggest obstacle.

Objectives of the Study
The main objective of the study is to assess the effect of Boko Haram Insurgency on girl's child education in Maiduguri Metropolitan Council. The specific objectives of the study are to;

i. assess the effect of Boko Haram Insurgency on the availability of educational standards by the IDPs living in camps in Maiduguri Metropolitan Council;

ii. examine the effect of Boko Haram Insurgency on the adequacy of educational service facilities in the IDPs camps in Maiduguri; and

iii. identify whether or not parent are still eager to send their wards especially girl-child, to school following the devastated effect of Boko Haram Insurgency

Research Questions
The following research questions are formulated to help in achieving the objectives of the study;

i. What is the effect of Boko Haram Insurgency on availability of educational standard of IDPs living in camps in M.M.C?

ii. What is the effect of Boko Haram Insurgency on educational facilities of girl child in M.M.C; and

iii. What is the perception of parents toward sending their wards especially girl-child, following the devastated effect of Boko Haram Insurgency

Research Hypotheses
The following hypotheses were formulated to serve as a guide to study;

Ho₁: Boko Haram Insurgency does not significantly affect the availability of educational standard of M.M.C.

Ho₂: There is no significant effect of Boko Haram Insurgency on education facilities of girl child in MMC

Ho₃: Does the perception of parents toward sending their wards especially girl child, following the devastated effect of Boko Haram Insurgency in M.M.C

Significance of the Study
The purpose of this study is basically to examine the activities of the insurgent have a direct effect on girls’ education more especially in the north eastern states of Nigeria.

The study will provide relevant information that would help both government and non-governmental agencies in improving the educational condition of the people. It will help in the proper policy implementation in improving education status of the people. It will also help policy makers in coming up with the right policy to meet the immediate educational needs of the society. It will also contribute in filling the existing gap and add to the existing knowledge as well as literature on education services delivery, especially to girl child-education

To the academia, it will help them as a guiding or reference material in their research work and also in their further research from where the researcher
stops. It will also help students who are interested in research in the area of education services delivery.

**Literature Review**

**Concept of Terrorism**

The Arab Convention for the suppression of terrorism defines it as: “any act or threat of violence that occurs in the advancement of a criminal agenda and seeking to sow panic among people, causing fear by harming them, or placing their lives, liberty and security in danger, or seeking to cause damage to the environment or to public and public institutions and property”.

The UN Security Council (Resolution 1566) (2004) defines terrorism as: “criminal acts, including acts against civilians committed with the intent to cause death or serious bodily injury, or taking of hostages with the purpose to provoke a state of terror in the general public or in a group of persons or particular persons, intimidate a population or compel a government or an international organization to abstain from taking action against terror”.

U.S. Department of Defense Definition of Terrorism: terrorism refers to “the calculated use of unlawful violence or threat of unlawful violence to inculcate fear; intended to coerce or to intimidate governments or societies in the pursuit of goals that are generally political, religious, or ideological.”

U.S. Department of State defines terrorism as the “premeditated, politically motivated violence perpetrated against noncombatant targets by sub-national groups or clandestine state agents.” (Ray, 2007).

**Types of Terrorism**

1. Scholars, book makers, institutions and agencies have categorized or classified terrorism differently. It will be important for me to examine the categorization of terrorism to better analyze in which category our case study; Boko Haram falls. H.E Alapiki in his lecture entitled “The state and the culture of terrorism in Nigeria: Unveiling the Real Terrorist” (Alapiki, 2015), gives a classification which shows five different types as follows: nationalists, religious, state sponsored, left wing and right wing terrorism.
ii. Nationalist Terrorist: Nationalist terrorist have as main motive to “form their own national group, often by drawing attention to a fight or struggle for national liberation” (Rothenberger, & Müller (2015). Nationalist terrorism can sometimes be difficult to define since many groups involve in terrorism and brutality insist they are not terrorists but freedom fighters. This goes in line with Yasser Arafat late Chairman of the PLO (the Palestine Liberation Organization), in his speech before the United Nations in 1974 who said, “One man’s terrorist is another man’s freedom fighter”.

iii. Religious Terrorist: To Harry Kawilarang (2004), religious terrorists seek to use violence to further what they see as divinely commanded purposes, often targeting broad categories of foes in an attempt to bring about sleeping changes. Almost half of the twenty eight most active internationally terrorist groups were religiously motivated (Wilkinson, 2011)

iv. State-sponsored Terrorist: Bruce Hoffman in his book entitled “Inside Terrorism” (2006) looks at state-sponsored terrorist groups as “organizations deliberately used or supported by radical states as foreign policy tools. It is cost effective way of waging war covertly, through the use of surrogate warriors”. States like Iran, Syria, Lebanon, and Libya have been frequently accused of sponsoring foreign terrorist organizations.

v. Left-wing Terrorist: Left-wing terrorist groups seek to overthrow capitalist democracies and establish socialist or communist government in their place. Left-wing terrorist always struggle to minimize the use of violence to avoid hurting as they belief they are the “protectors” of the suffering masses.

vi. Right-wing Terrorist: Right-wing terrorism is terrorism motivated by a variety of far right ideologies and beliefs, including anti-communism, neo-fascism, neo-Nazism, racism, xenophobia and opposition to immigration. This type of terrorism has been sporadic, with little or no international cooperation.

Concept of Insurgency
Insurgency is one of the concepts that is frequently used in this research and it will be important to look at some of the definitions given by scholars and institutions. Its examination will help also be relevant to establish a link to Boko Haram and its violent activities in the north of Cameroon. From the definitions that are examined below, the lie between terrorism and insurgency is very insignificant. This justifies why the two concepts are used as synonyms in the thesis.

Insurgency has been defined by the US Counterinsurgency Guide as ‘the organized use of subversion and violence to seize, nullify, or challenge political control of a region.’ Insurgents seek to subvert or displace the government and completely or partially control the resources and population of a given territory. They do so through the use of force (including guerrilla warfare, terrorism and coercion/intimidation), propaganda, subversion and political mobilization (Initiative, I. C, 2009).

Insurgency can be defined as a strategy adopted by non-ruling groups within a state to obtain political objectives when they are unable to do so through conventional means. Insurgency is therefore the strategy of the weak and is usually characterized by protracted, asymmetric and psychological warfare, which mobilizes the population. The main objective according to Millen and Metz, of these insurgent groups is to discredit the existing government and gain popularity.

Gary Bernstein defines insurgency as “a protracted struggle by one or more armed groups that employs violence with the goal of overthrowing an existing political order. More simply, it is a campaign aimed at seizing political power (Bernsten, 2008). Thus insurgent groups are out to weaken the strength and legitimacy of governments, while strengthening their control and popularity in the area of their activities.

**Concept of Boko Haram Insurgency**

Boko Haram literally means Western Education is forbidden. It could have a wider meaning for instance; Boko Haram may also signify western fraud or similar interpretation. However, the fundamental ideology of Boko Haram is Western Education is forbidden and therefore, should not be allowed to prevail among nations, particularly Muslim dominated states.
At the beginning they attacked Churches and law enforcement agents. As they increased in number and apparent slow response from the government, they attach any institution in Nigeria irrespective of whom and where they are located. Similarly, Ogunrohta (2013), analyses Boko Haram Insurgency from the point of view of class struggle between the ruling class and the ruled. He further stated that, it is a global capitalist system which creates imbalance and inequality.

There are different opinion over the precise date and conditions under which the group that become known as Boko Haram was first established, but a senior Nigeria Military officer has suggested that the group has existed in some form or another since 1995 (Onucha, 2010), while others have written that it was founded in 2003. Adetiloye (2014), opined that the group attacked and destroy Churches, Mosque, Schools, Police Station and private and public owned facilities. Adetiloye concluded that Boko Haram is the most dangerous insurgents group in Nigeria. By their belief and activities, it suggest that they are among the global terrorist network. They kidnap, engage in suicide bombing e.t.c, supporting the claim that Boko Haram is a terrorist group. Ali (2012) suggested that the manifestation of terrorism include hijacking, suicide attack, self-suicide bombing.

**The Child Right to Education in Nigeria**

Education is described as the aggregate of all processes through which a child develops abilities, attitudes and other forms of behaviour that are of a positive value to the society. Indeed, it arguably remains one of the most important requirements in the development processes of any nation (Osunyikanmi, 2008). Education enables individuals to acquire appropriate knowledge, values and skills for personal development and contributes meaningfully to the development of society (Fafunwa, 1990).

important to note that the International Covenant on Economic, Social and Cultural Rights (ICESCR, 1966) and the Convention on the Rights of the Child (CRC, 1989) recognised and made comprehensive provisions for the rights of the child to education. States are required to make primary education compulsory, free and available to all. States are expected to encourage the development of different forms of secondary education; to offer financial assistance in case of need, as well as to take measures to encourage regular attendance at school and the reduction of dropout rates (Isokpan and Durojaye, 2016). The aim of child education in this regard is to ensure adequate preparation of the child for a responsible life in a free society.

Educational Challenges
Education The provision of education services is critical. Child labour rates increase when children stay out of school and the longer children are away from school, the less likely they will return. Children and young people deprived of education are more vulnerable to Boko Haram recruitment, which could in turn contribute to further regional destabilization and an even greater use of child fighters by Boko Haram. The interruption of educational services also increases the risk of sexual violence and forced marriages for girls. Limited information on the impact of the crisis on education is available from 2015. Less recent information, from 2014, can be found under the pre-existing conditions section. Much of the reported impact in 2014 is likely still relevant. In the 2014 Joint Humanitarian Needs Assessment, parents were found to prioritize basic needs such as shelter and food over education (Joint HNA, 11/07/2014).

Adamawa Literacy rate: 42%. Urban areas: 54% among men, 51% among women. Rural areas: 42% among men, 38% among women (NEDS, 2010).

Primary school attendance (Gross Attendance Ratio): Urban areas: 102% among men, 84% among women. Rural areas: Men 94% among men; 86% among women (NEDS, 2010). Never attended school: In 2010, 32% of children age 5-16 had never attended school. Reasons most frequently cited were labour needed, cost of schooling, distance to school, and school not considered important (NEDS, 2010).
Borno Literacy rate: 21%. Urban areas: 44% among men; 36% among women. Rural areas: 17% among men; 10% among women (NEDS, 2010).

Empirical Studies
Several empirical studies have been conducted on the impact of Insurgency in Borno State. For example, Tukur and Ahmed (2014) conducted a study on the effect of insurgency on economy in Borno State. The study was conducted in Maiduguri, Borno State of Nigeria. The sample size was 300 respondents from each Local Government Area. The data obtained was analysed using multiple regression analysis. The findings revealed that from 2009 to 2014, a total of 28,209 people were victim of religious induced death.

Similarly, Alao (2012) conducted a study on impact of Boko Haram Insurgency in Nigeria, the challenges and lessons. The study was carried out in Ondo State, Nigeria. The data obtained was analysed using simple regression analysis. The findings of the study revealed that the first Islamic fundamental sect in Nigeria to adopt violence as a weapon of operation.

Theoretical Framework
There are so many theories that can explain the study of this nature. Therefore, Structural violence theory and the system theory will be reviewed for the purpose of this study.

Structural Violence Theory
This theory was postulated by Gatung (1969), the theory stated that some violence are unavoidable but becomes inevitable due to deprivation of some basic human needs in the area of political, socio-economic and cultural structures because those suffering from this deprivation are linked with the variable s mention above.

The System Theory
The system theory is of several varieties, Bertalanffy (1968) and his colleagues in the field of biology developed the first perspective on system in this report, a system in this respect is seen as analogous to living organism that is maintained and sustained by its internal components. For instance, all the anatomical features that perform vital functions and developed in the organism such as the heart, brain, eyes and ears. These
organs must work in harmony. Therefore, this adopted the structural violence theory in view of its relevance to this study.

Research Methodology

The Study Area

The study was conducted in Maiduguri Metropolitan Council which lies between latitude 11° 46’N and 11° 54’N and longitude 13° 06’E and 13° 14’E which is surrounded by three (3) local government areas namely, Jere local government area, Konduga local government area and Mafa local government area.

Population of the Study

The study covered all the people living in Maiduguri Metropolitan Council. The total population of the study is three million two hundred and four thousand people (3,000,204)

Source of Data

Data for the study was sourced from the inhabitants of Maiduguri Metropolitan Council using a five point Likert scale questionnaire ranging from strongly agreed to strongly disagreed that will help in descriptive and quantitative analysis.

Sample Size and Sampling Techniques

The sample size of this study consist of three hundred and ninety eight (398) respondents selected from the study population using Yamane’s (1967) formula.

Yamane formula was given below:

\[ n = \frac{N}{1 + Ne^2} \]

Where:
- \( n \) = sample size
- \( N \) = population
- \( 1 \) = constant
- \( e \) = level of significance \((0.05)^2\)

Therefore:
Purposive sampling was used to select girl child that is affected by terrorism and does not have access to education

**Method of Data Collection**

Survey method was used to collect data from the parents of the girls selected within Maiduguri Metropolitan Council. A point five like scale questionnaire was used to gather responses from the parent of the girls ranging from strongly agreed (SA) to strongly disagreed (SD)

**Method of Data Analysis**

The study used descriptive and inferential statistical tool for data analysis. These include simple percentage and use of table presentation with aid of Statistical Package for the Social Science (SPSS) version. Multiple regression analysis was used to assess the effect of Boko Haram Insurgency on Girl Child Education in Maiduguri Metropolitan Council. Born State, Nigeria.

The regression model is expressed implicitly as:

\[
Y = B_0 + B_1 X_1 + B_2 X_2 + B_3 X_3 + e
\]

\[
Y = \text{Boko Haram Insurgency}
\]

\[
X_1 = \text{Educational Standard}
\]

\[
X_2 = \text{Educational Facilities}
\]

\[
X_3 = \text{Parent Eagernes}
\]

**Data Presentation**

This chapter dealt with presentation, analysis and interpretation of data. The data obtained from the respondents was presented using frequency distribution table. The researcher distributed three hundred and ninety eight (398) questionnaires to the respondents. Three hundred and eighty two questionnaires were retrieved, while sixteen questionnaires were missing, as such three hundred and eighty two (382) questionnaires were used for this analysis.
4.2 Analysis and Discussions

Table 4.1.1 What is the effect of Boko Haram Insurgency on Educational Standard of Girl Child in M.M.C.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Opinion</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>How has Boko Haram insurgency led to decrease in educational standard?</td>
<td>Low</td>
<td>28</td>
<td>8.8%</td>
</tr>
<tr>
<td></td>
<td>Moderate</td>
<td>77</td>
<td>24.2%</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>213</td>
<td>67.0%</td>
</tr>
<tr>
<td>How did Boko Haram insurgency affect teaching in schools?</td>
<td>Low</td>
<td>21</td>
<td>6.6%</td>
</tr>
<tr>
<td></td>
<td>Moderate</td>
<td>71</td>
<td>22.3%</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>226</td>
<td>71.1%</td>
</tr>
<tr>
<td>How has Boko Haram insurgency affected student performance?</td>
<td>Low</td>
<td>24</td>
<td>7.5%</td>
</tr>
<tr>
<td></td>
<td>Moderate</td>
<td>30</td>
<td>9.4%</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>264</td>
<td>83.0%</td>
</tr>
<tr>
<td>Has your students' performance increased during Boko Haram insurgency?</td>
<td>Low</td>
<td>201</td>
<td>63.2%</td>
</tr>
<tr>
<td></td>
<td>Moderate</td>
<td>105</td>
<td>33.0%</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>12</td>
<td>3.8%</td>
</tr>
<tr>
<td>How has Boko Haram insurgency affect teachers impart knowledge in school?</td>
<td>Yes</td>
<td>286</td>
<td>89.9%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>32</td>
<td>10.1%</td>
</tr>
</tbody>
</table>

Source: *Field Survey, 2018*

Table 4.1.1 indicates educational standard which sought to find out if Boko Haram insurgency affected educational standard of girl child in M.M.C. The result reveals that when asked how insurgency has led to a decrease in educational standards, 8.8% said low, 24.22% said moderate, while 67.0% said high. When asked how insurgency did affect teaching in schools, only 6.6% said low, 22.3% said moderate, while majority 71.1% said high.

On the issue of whether insurgency affected student performance, only 7.5% said it low, 9.4% said moderate, while majority 83.0% said it was high. Also when asked if student performance increased during insurgency, 63.2% of the total respondents said it is low, 33.0% said it is moderate, while only 3.8% said it is high.
Lastly, when asked how insurgency has affected teachers’ impartation of knowledge, 89.9% of the total respondents said yes, while only 10.1% said no.

Finally, as described by the table above the results have clearly shown that there was a negative effect of insurgency on educational standards.

**Table 4.1.2** what is the effect of Boko Haram Insurgency on educational facilities in the IDPs camps in MMC?

<table>
<thead>
<tr>
<th>Variables</th>
<th>Opinion</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does insurgency have any influence on educational facilities?</td>
<td>Yes</td>
<td>259</td>
<td>81.4%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>59</td>
<td>18.6%</td>
</tr>
<tr>
<td>How would you rate educational facilities during insurgency?</td>
<td>Low</td>
<td>28</td>
<td>8.8%</td>
</tr>
<tr>
<td></td>
<td>Moderate</td>
<td>36</td>
<td>11.3%</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>254</td>
<td>79.9%</td>
</tr>
<tr>
<td>How would you rate the provision of educational facilities by the government during insurgency?</td>
<td>Low</td>
<td>20</td>
<td>6.3%</td>
</tr>
<tr>
<td></td>
<td>Moderate</td>
<td>55</td>
<td>17.3%</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>243</td>
<td>76.4%</td>
</tr>
<tr>
<td>What is the standard of educational facilities during insurgency?</td>
<td>Low</td>
<td>223</td>
<td>70.1%</td>
</tr>
<tr>
<td></td>
<td>Moderate</td>
<td>85</td>
<td>26.7%</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>10</td>
<td>3.2%</td>
</tr>
</tbody>
</table>

**Source:** Field Survey, 2018

Table 4.1.2 shows effect of Boko Haram insurgency on educational facilities, the result analyses four variables responsible for answering table 4.1.2. From the table, 259(81.4%) said yes insurgency has a great influence on educational facilities while only 59(18.6%) said no.

When asked how would you rate educational facilities during insurgency period, only 28(8.8%) of the total respondents said low, 36(11.3%) said moderate, while 254(79.9%) said high. The result also shows that that respondents rated government provision of educational facilities during insurgency period as follows; 243(76.4%) said the provision is low, 55(17.3%) said moderate, while only 6.3% said high.

When asked to what is the standard of educational facilities during Boko Haram insurgency changed or 223(70.1%) said low, 85(26.7%) said moderate, while only 10(3.1%) of respondents disagree to this assertion.
Conclusively, from the result of these analyses, it can be concluded that insurgency have negatively influence the provision of educational facilities. Table 4.1.3 What is the Perception of Parent toward Sending their Wards especially Girl-Child, to School Following the Impact of Insurgency

<table>
<thead>
<tr>
<th>Variables</th>
<th>Perio</th>
<th>Response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Enrolme</td>
<td>Attendan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>nt Very</td>
<td>ce High</td>
</tr>
<tr>
<td>How will you rate the activities of insurgent on girl child education</td>
<td>Before</td>
<td>238</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(75.1%)</td>
<td>(19.9%)</td>
</tr>
<tr>
<td></td>
<td>During</td>
<td>44</td>
<td>57%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(13.9%)</td>
<td>(18.0%)</td>
</tr>
</tbody>
</table>

Source: Field Survey, 2018

Table 4.1.3 describes the activities of Boko Haram insurgents affect girl child education. The result shows that before insurgency, only 0.3% not attending school before as against 64.1% during insurgency. While 13.9% during Boko Haram insurgency against 75.1% before Boko Haram insurgency got enrolled in schools. This result implies that there is a significant difference in school enrolment and attendance before and during Boko Haram insurgency.

4.2 Testing of Hypothesis

Ho1: Boko Haram Insurgency does not significantly affect the educational standard of girl child of MMC.

Table 4.2.1: Model Summary

Source | SS  | df | MS  | Number obs = 382
Table 4.2.1 is a multiple regression analysis of $X_1$ and $X_2$ against $Y$. The table shows $X_1 = .1992144$ which is 19.9% and $X_2 = .0417269$ as the variables representing the fit of the model. And there $R^2 = 0.6293$ which is 62.93% which indicates that the variable has effect in predicting the linearity of the model. A $P$-value of 0.006, and 0.0406 which is less than $P < 0.05$ significant. This result suggest that all the two variables, educational standard, and educational facilities have significant effect on girl child education in Maiduguri Metropolitan Council.

Ho$_2$: There is no significant effect of Boko Haram Insurgency on educational facilities of girl child of MMC.

Table 4.2.2: Model Summary

| Source  | SS    | df | MS     | Number obs = 382 |
|-----------------+-----------------+----------+---------|
| Model | 3665.2692       | 3 2121.44502 | prob> F = 0.0000 |
| Residual | 256.890804 | 382.6994744456 | R-squared = 0.7245 |
| Total | 3768  3999.38297016 | Root MSE = .86872 |

| Y1 |  Coef. Std. Err.  t   P>|t|   [95% Conf. Interval] |
|-----------------+-----------------+---------|
| X1 | .1996771 .0176145  13.72  0.007 .1704786 .2979579 |
Source: Field Survey, 2018
Table 4.2.2 is a multiple regression analysis of $X_1$ and $X_2$ against $Y$. The table shows $X_1 = .1996771$ which is $20\% \; X_2 = .0683290$ which is $68\%$ as the variables representing the fit of the model. And there $R^2 = 0.9160$ which is $92\%$ which indicates that the variable has effect in predicting the variable. Does the perception of parents towards sending their wards especially girl child following the devastated effect of Boko Haram Insurgency. Linearity of the model $p$-value of 0.007, and 0.0442 which is less than $P < 0.05$ significant. This result shows that all the two variables, educational standard, and educational facilities have significant effect on girl child education in Maiduguri Metropolitan Council.

H0: Does the perception of parents towards sending their wards especially girl child following the devastated effect of Boko Haram Insurgency.

Table 4.2.3: Model Summary

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>Number obs = 382</th>
</tr>
</thead>
<tbody>
<tr>
<td>f (3. 3379)</td>
<td>= 1770.19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Model</td>
<td>3655.2560</td>
<td>3</td>
<td>1111.42307</td>
<td>prob&gt; F = 0.0000</td>
</tr>
<tr>
<td>Residual</td>
<td>268.740904</td>
<td>384</td>
<td>699.494490</td>
<td>R-squared = 0.7596</td>
</tr>
<tr>
<td>Total</td>
<td>3588</td>
<td>3969.39267070</td>
<td>Root MSE = .8687</td>
<td></td>
</tr>
</tbody>
</table>

Y1 | Coef. Std. Err. | t | P>|t| | [95% Conf. Interval] |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$X_1$</td>
<td>.1986190</td>
<td>.0156258</td>
<td>13.98</td>
<td>0.005</td>
</tr>
<tr>
<td>$X_2$</td>
<td>.055270</td>
<td>.0178590</td>
<td>2.64</td>
<td>0.0460</td>
</tr>
</tbody>
</table>

Source: Field Survey, 2018
Table 4.2.3 is a multiple regression analysis of $X_1$ and $X_2$ and against $Y$. The table shows $X_1 = .1986190$ which is $20\% \; X_2 = .055270$ which is $55\%$ as the variables representing the fit of the model. And there $R^2 = 0.9542$ which is $95.5\%$ which indicates that the variable has significant effect in predicting
the linearity of the model P-value of 0.005, and 0.0460 which is less than P< 0.05 level of significant. This result indicates that all the two variables, educational standard, and educational facilities have significant effect on girl child education in Maiduguri Metropolitan Council.

Summary of findings
This study examined the Effect of Boko Haram Insurgency on Girl Child Education in Maiduguri Metropolitan council. Therefore it has been observed that the environment within which schools operate is turbulent due to insecurity. Boko Haram Insurgency is seen as major threats to people of Maiduguri Metropolitan Council and has negative effect on girl child education and has therefore affected educational standard, educational facilities, and parent perception toward sending their girl child to school as a result of Boko Haram insurgency in the study area.

It was found from the study that there is negative significant effect of insurgency on educational standard, educational facilities, and parent eagerness to enroll their girl child to school in the study area.

Based on the analysis of the results obtained in this study, the following decision were made;

i. There is a negative significant effect of Boko Haram Insurgency on educational standards of girl child in the study area.

ii. Based on the findings of the study Boko Haram insurgency negatively affected educational facilities, which lead enrolment of girl child to school in Maiduguri Metropolitan Council.

iii. Based on the findings of the study, parents were not able to send their girl child to school because of kidnapping or abduction of their wards.

Conclusions
From the findings it was concludes that, there is significant effect of Boko Haram insurgency on educational standards; there is positive significant effect of insurgency the availability of educational facilities; and parents are not eager to send their girl child to school during the period of Boko
Haram insurgency. These variables are therefore observed to be very important when it comes to girl child education.

**Recommendations**

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

i. Government should provide enough educational facilities, which will encourage parents to send their girl child to school.

ii. Government should provide security that will curtail the activities of insurgents in order to maintain educational facilities available on ground.

iii. Government should encourage teachers by giving them good incentives in order to improve educational standard.

**References**

Abdullahi, W. (2004), "Beyond the Yobe Taliban War. The comet", Lagos April 29


Ajodo-Adebanjoko A. (2012) Impacts of Corruption on the Nigerian Economy, Department of Political Science, Federal University, Lafia


Bertalanffy, E. (1968). The system theory.


Innocent, U. O. (2012) politics, governance and security: reflections on the Nigerian state paper presented @ 7th annual security conference of institute of security Nigeria, university of Lagos auditorium


