

Factors Influencing Choice of Career as Expressed by Secondary School Students in Ilorin Metropolis, Kwara State

¹Aminat Adeola ODEBODE
odebode.aa@unilorin.edu.ng

²David Obafemi ADEBAYO
yomieva@yahoo.com

³Oyeyemi Jumoke JEKAYINFA
yemijek@yahoo.com

&

⁴Aminat Ozohu ABURIME
aburime.a@unilorin.edu.ng

^{1&2}Department of Counsellor Education, University of Ilorin, Nigeria

^{3&4}Department of Arts Education, University of Ilorin, Nigeria

Abstract

This study investigates the factors influencing career choices of secondary school students in Ilorin metropolis. It also examined the influence of gender, class level, religion and father's educational status on the respondents' expression. It employed a descriptive survey method. A total of 200 secondary school students in Ilorin metropolis were selected through simple random sampling technique. The participants responded to a researcher-designed questionnaire entitled 'Factors Influencing Career Choice Questionnaire' (FICCCQ). The validity of the instrument was done by a team of 5 experts from the Department of Counsellor Education, University of Ilorin. The reliability of the instrument was established using test re-test reliability method which yielded a correlation coefficient of 0.61. The data collected were analyzed using both descriptive and inferential statistics. For the demographic data, percentage was employed while t-test statistical tool was employed to test the four hypotheses at 5% level of significance. Results showed that the factors influencing career choice of secondary school students in Ilorin metropolis are ease of access to job opportunity ($X=3.50$), job remuneration ($X=3.48$), career guidance from school counsellor ($X=3.45$), societal values on jobs ($X=3.44$) family line of work ($X=3.25$), their performance in school subjects ($X=3.20$) and intellectual capability that they possess ($X=2.50$) among other factors. Similarly, there was significant difference in the factors influencing career choice of secondary

school students in Ilorin metropolis based on gender ($p=0.01$), class level($p=0.02$), religion ($p=0.00$), and father's educational status ($p=0.01$). It was thus recommended that students should liaise with school counsellors to fully explore the factors influencing their career choices. Counsellors should ensure that students are given orientation as they move from one class to another. This is to ensure that all students, irrespective of gender and religion are abreast of the factors influencing career choice.

Keywords: Career, Career choice, Secondary school, Students, Ilorin metropolis

Introduction

Career decision making has become a difficult task for secondary school students in this modern world. This is as a result of technological advancement which has paved ways for individuals to get better-off with little skills and expertise they might possess; hence, exhaustive career research should be conducted to resolve the puzzle of career choice among secondary school students. According to Agarwala (2008), a career is a pattern of work experiences spanning the entire life of a person and which is generally seen with regard to a number of phases or stages reflecting the transition from one stage of life to the next. Bassey, Bassey and Omono (2012) defined it as a profession that someone has been trained for and intends to do for his or her lifetime. A career does not only refer to one's position but also involves the titles earned, jobs held and work accomplished over a lengthy period of time; hence, it is the total pattern of one's activities held in a lifetime.

Okobiah and Okorodudu (2004) described career as a pattern of decisions, transactions and adjustments that affects people's roles in work, education, family, community development and leisure. Career is important in human's life because it defines the personality of an individual. Therefore, choosing an appropriate career is significant in the life of individuals as it helps to determine their future. McQuerrey (2015) stated that choosing a career path can help one to set professional goals and develop a strategy for getting to where they are aiming. When students have an idea of the career path they want to pursue, they will be able to make the best decisions about their training and education. In literature, different factors influencing career choice have been reported. Asante (2010) highlighted income, job opportunities, personal

interest, and the school guidance department, while Taylor and Buku (2006) identified students' intellectual ability, aptitudes, influence of schooling, family, personality, self-concept, sex difference, values, prestige, remuneration, risk factors, security, satisfaction, needs and interest among the factor influencing career choice. According to Kerka (2000), career choice is influenced by multiple factors including personality, interests, self-concept, cultural identity, globalization, socialization, role model, social support and available resources such as information and financial facility. This follows that each individual undertaking the process is influenced by several factors.

Hewitt (2010) opined that factors influencing career choice can be intrinsic or extrinsic or both. Many people might be influenced by careers that their parents favour, others follow the careers that their educational choices have chosen for them, some choose to follow their passion regardless of how much or little it will make them while others choose the careers that give high income. Students perception of being suitable for particular jobs also has been found to be influenced by a number of factors including ethnic background, year in school, level of achievement, choice of science subjects, attitudes and differences in job characteristics (McQuaid & Bond, 2003).

For many people with spiritual or religious commitment, faith plays a critical role in their choice of career. Stebleton (2007) indicated that the students had an external locus of control and believe that there are numerous external factors which influence their career choices. These external factors include; political and economic considerations, previous work experience and the influence of key individuals in a person's life. Taylor, Harris and Taylor (2004) reported that external influences that help to shape an individual's career choice are also influenced by significant others through social support from peers. In a study by Natalie (2006), young adults through interaction with the context of family, school and community learn about and explore careers which ultimately lead to their career choice. One consistent finding in research suggested that adolescents' own aspirations are influenced by their parent's aspirations or expectations. Parental support and encouragement are important factors that have been found to influence career choice. Children may

choose what their parents desire simply to please the latter (Taylor, Harris & Taylor, 2004).

Choices that people make relating to their career can be categorized to be influenced by two factors: psychological and social. Social factors are part of an individual's social bond, their parents, family, history and other characteristics of their environment. Psychological factors can be an individual's perception, cognitive and effective intentions, beliefs, ideas, personality and assessments related to forthcoming business environment (Ozen, 2011). The results of a quantitative study conducted by Awujo (2007) among rural young adults and adolescents indicated that influence exerted by an individual's family, society, state of economy, their interpretation of better job and financial constraints were major reasons that can impact their career selection. Edward and Quinter's (2012) investigation disclosed that an individual's proclivity towards a particular field or subject, its predilection for a particular job and match between his personality and selected professions is an important factor contributing to career path.

Significant relationship has been found between personality and career choice of students. Ferry (2006) submitted that in the process of making career choices, personality plays a significant role; productivity, fulfillment and motivation are directly related to the individual. Lack of it can be most dangerous because of dissatisfaction and ends up in to the stress career failure. Kerka (2000) claimed that piece of information utilized by individuals and financial resources at their disposal significantly interfere in the career selection.

Shumba and Naong (2012) stressed that limited finances available to students will affect them negatively in their profession selection. Their desires to become specialist in renowned fields like engineering, doctorate among others would be restricted by the availability of finances to them. Shumba and Naong argued that in some cases even the children who belong to low status families end up entering in high status professions despite their high cost. This could be because their parents want them to enjoy those aspects of life that they have missed out due to their insufficient wealth. Duffy and Dik (2009) found that opportunities opened to an individual can contribute significantly in one's choice of desirable career. Poverty and income constraints hinder their way of

career success so these opportunities in various forms help them in shaping their career path. It is against this background that this study investigated on the factors influencing career choice of students in Ilorin metropolis, Kwara State.

Statement of the Problem

Many adolescents in Nigerian secondary schools find making career choices very difficult because of the many available careers, the staggering array of jobs, the continual changes in the economy and job market, the great potential for making mistakes, and the misery that is likely to happen when people get into the wrong work. It appears that students lack the skills and knowledge to realistically plan for their future in the world of work; which is primarily the goal of education.

Mismatch of career and its influential factors among in-school adolescents may lead to problems in the nation. When students choose career without proper guidance from an experienced persons or career counsellors who can, with their expertise, guide the students towards appropriate career that can help them accomplish in life, the future of the students might be jeopardized because they will not be satisfied with their job and invariably, will be contributing less to the development of the nation, at the expense of their innate potentials. It is not farfetched in many societies in Nigeria, where an individual would be performing below expectations in a particular job but become vibrant in another profession. The low level of development in Nigeria might be evidenced to the mismatch between students' abilities, attitude, aptitude, personality, education and career choice, which has made a lot of Nigerian graduates half-baked; thereby, making sustainable development that the nation is yearning for a mirage. In view of this, the researchers deemed it fit to examine the factors influencing career choice of students in Ilorin metropolis, Kwara State.

Research Question

This question was raised based on the problem of this study:

- I. What are the factors influencing career choice of secondary school students in Ilorin metropolis?

Hypotheses

In line with the purpose of the study, the following null hypotheses were formulated and tested in the study:

1. There is no significant difference in the factors influencing career choice of secondary school students in Ilorin metropolis based on gender.
2. There is no significant difference in the factors influencing career choice of secondary school students in Ilorin metropolis based on class level.
3. There is no significant difference in the factors influencing career choice of secondary school students in Ilorin metropolis based on religion.
4. There is no significant difference in the factors influencing career choice of secondary school students in Ilorin metropolis based on father's educational status.

Research Design

The research design adopted for this study was descriptive research survey. The population for this study comprised all secondary school students in Ilorin metropolis. For the purpose of this study, 200 respondents were selected using random sampling technique. Simple random sampling technique was used to select 10 secondary schools in Ilorin metropolis. Simple random sampling technique was again used to select 20 students from each of the selected secondary schools. This made a total of 200 secondary school students that participated in the study.

A researcher-developed questionnaire entitled "Factors Influencing Career Choice Questionnaire (CMTQ)" was used to collect data for this study. The questionnaire consists of three sections; A and B. Section A, focuses on the demographic data of respondents, section B consists of 20 items that focused on factors influencing career choice of students. The Four Point Likert-Type rating scale format was used to score each item on the questionnaire. The rating scale format is as follows: Strongly Agree (SA) = 4 points; Agree (A) = 3 points; Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point. The instrument was validated by

experts in the Department of Counsellor Education, University of Ilorin. The reliability of the instrument for this study was determined using test re-test method. The researchers administered the instrument on 30 students who were not part of the study in an interval of three weeks. The two set of scores were obtained and correlated using Pearson Product Moment Correlation Co-efficient (r) statistics. The value obtained was 0.61 at 0.05 level of significance which rated the instrument reliable for the study. Section A which consisted three items on demographic data was scored using frequency and percentage. Sections B which contained items on factors influencing career choice was scored using the following modality: the score on the instrument ranges from 4 to 1. The average score any respondents can obtain is $4+3+2+1 = 10/4 = 2.50$. This follows that mean scores from 2.50 and above indicated the significant factors influencing career choice, while mean scores below 2.50 were regarded as insignificant factors influencing career choice.

The researchers personally administered the questionnaire on the selected respondents with the help of three research assistants who were trained on the process of administration. The permission of the constituted authorities was sought through writing and personal contact. Also, the cooperation of the students was sought by explaining to them the purpose of the study and assuring them of confidentiality. This gave the researchers the privilege of creating rapport with the respondents; thereby, facilitating prompt and candid response to the questionnaire. The section A of the instrument which deals with demographic data of the respondents was analyzed using frequency and percentage. All the hypotheses were tested using t-test at 0.05 alpha level.

Results

Research Question 1: What are the factors influencing career choice of secondary school students in Ilorin Metropolis?

Table 1: Mean and Rank Order of Factors Influencing Career Choice of Secondary School Students in Ilorin Metropolis

Item No.	I will choose my career based on the following factors:	Mean	Rank
6.	Easy access to job opportunity	3.50	1 st
1.	Job remuneration	3.48	2 nd
18.	Career guidance from school counsellor	3.45	3 rd
20.	Societal valued job	3.44	4 th
7.	Job satisfaction	3.40	5 th
9.	Personal interest	3.39	6 th
10.	Personal aspiration	3.36	7 th
12.	Personality characteristics	3.35	8 th
11.	Job attached to a specific sex in the society	3.34	9 th
2.	Job security	3.30	10 th
3.	Influence of significant person	3.28	11 th
5.	Family line of work	3.25	12 th
4.	My performance in subjects in school	3.20	13 th
8.	Teacher's influence	3.10	14 th
13.	Peer influence	3.00	15 th
16.	Prestige of the job	2.58	16 th
14.	Parental influence	2.57	17 th
15.	Religious belief	2.53	18 th
17.	Knowledge of a career path	2.52	19 th
19.	Intellectual capability	2.50	20 th

Survey 2017

Table 1 shows the means and ranks of the factors influencing career choice of secondary school students in Ilorin Metropolis. Item 6 which stated, 'Easy access to job opportunity' with mean score 3.50 ranked 1st. Item 1 which stated, 'Job remuneration' with mean score 3.48, ranked 2nd. Item 18 which stated, 'Career guidance from school counsellor' ranked 3rd with mean score 3.45. Item 20 which stated 'Societal valued job' ranked 4th with mean score 3.44. Item 19 stated, 'intellectual capability that I possess' ranked 20th with mean score 2.50.

Since the cut-off point for taking decision on the factors influencing career choice of secondary school students in Ilorin Metropolis is 2.5 and all the 20 items have mean scores above the cut-off; it can then be concluded that the factors influencing career choice of secondary school

students in Ilorin Metropolis are easy access to job opportunity, job remuneration career guidance from school counsellor, societal valued job, intellectual capability that they possess, Family line of work and their performance in school subjects, among other factors.

Hypothesis One: There is no significant difference in the factors influencing career choice of secondary school students in Ilorin Metropolis based on gender.

Table 2: Mean, Standard Deviation and t-value Showing Factors Influencing Career Choice of Secondary School Students in Ilorin Metropolis Based on Gender

Gender	N	Mean	SD	df	Cal. t	Crit. t	p
Male	96	56.20	7.19	198	2.94*	1.96	0.00
Female	114	51.01	7.51				

*p<0.05

Table 2 shows that the calculated t-value of 2.94 is greater than the critical t-value of 1.96. This means there is significant difference in the factors influencing career choice of secondary school students in Ilorin Metropolis based on gender thus, the hypothesis is rejected.

Hypothesis Two: There is no significant difference in the factors influencing career choice of secondary school students in Ilorin Metropolis based on class level.

Table 3: Mean, Standard Deviation and t-value Showing Factors Influencing Career Choice of Secondary School Students in Ilorin Metropolis Based on Class Level

Class	N	Mean	SD	df	Cal. t	Crit. t	p
JSS	110	54.11	8.34	198	1.81*	1.96	0.02
SSS	90	51.91	9.56				

*p<0.05

Table 3 shows that the calculated t-value of 1.81 is greater than the critical t-value of 1.96. This means there is significant difference in the factors influencing career choice of secondary school students in Ilorin Metropolis based on class level thus, the hypothesis is rejected.

Hypothesis Three: There is no significant difference in the factors influencing career choice of secondary school students in Ilorin Metropolis based on religion.

Table 4: Mean, Standard Deviation and t-value Showing Factors Influencing Career Choice of Secondary School Students in Ilorin Metropolis Based on Religion.

Religion	N	Mean	SD	df	Cal. t-value	Crit. t	p
Christian	88	64.09	9.49	198	2.20*	1.96	0.00
Muslim	112	60.00	8.71				

*p<0.05

Table 4 shows that the calculated t-value of 2.20 is greater than the critical t-value of 1.96. This means there is significant difference in the factors influencing career choice of secondary school students in Ilorin Metropolis based on religion thus, the hypothesis is rejected.

Hypothesis Four: There is no significant difference in the factors influencing career choice of secondary school students in Ilorin Metropolis based on father's educational status.

Table 5: Mean, Standard Deviation and t-value Showing Factors Influencing Career Choice of Secondary School Students in Ilorin Metropolis Based on Father's Educational Status

Status	N	Mean	SD	df	Cal. t	Crit. t	p
Literate	121	58.76	8.57	198	2.84*	1.96	0.01
Not Literate	79	52.06	7.44				

*p<0.05

Table 5 shows that the calculated t-value of 2.84 is greater than the critical t-value of 1.96. This means there is significant difference in the factors influencing career choice of secondary school students in Ilorin Metropolis based on father's educational status thus, the hypothesis is rejected.

Discussion

The findings of this study revealed that the factors influencing career choice of secondary school students in Ilorin metropolis are easy access to job opportunity, job remuneration career guidance from school counsellor, societal valued job, intellectual capability that they possess Family line of work and their performance in school subjects among other factors. The findings of the study tallies with that of Zhang (2007) and Salami (2003) who found that factors influencing career choice are salary, employment availability, parental influences, guidance in school among others. The reason for this finding could be that Individuals must choose a career which is influenced by certain factors either intrinsic or extrinsic.

Hypothesis One which stated that there is no significant difference in the factors influencing career choice of secondary school students in Ilorin Metropolis based on based on gender was rejected. This implies that there was significant difference in the factors influencing career choice of secondary school students in Ilorin Metropolis based on based on gender. This also means that male and female secondary school students differed in the factors influencing career choice. This finding tallies with that of Kaneez and Medha (2018) whose findings showed a significant difference in the factors influencing career choice among secondary school students in Kenya based on gender. This could be that in the Nigerian society, male and female differ in the kinds of career they choose.

Hypothesis Two which stated that there is no significant difference in the factors influencing career choice of secondary school students in Ilorin Metropolis based on class level was rejected. This means that there was significant difference in the factors influencing career choice of secondary school students in Ilorin Metropolis based on class level. This also means that secondary school students who are in JSS and SSS class

levels differed in their expression of factors influencing career choice. This finding corroborates that of Omotere (2011) whose findings also showed significant difference in the factors influencing career choice based on class levels. This finding could be that students who are in SSS class have developed to a better stage of knowing which factors could affect their career choice than students in JSS class level.

Result from hypothesis 3 showed that there was significant difference in the factors influencing career choice of secondary school students in Ilorin Metropolis based on religion factors. This also implies that Christian respondents and Muslim respondents differed in their expression of factors influencing career choice. This finding tally with that of Stebleton (2007) which revealed that religion could influence the factors influencing career choice among secondary school students. This finding could be that in the Christian religious institutions, adolescents and youths are exposed to different training and skill acquisition in which career decision making is not an exception.

Hypothesis Four which stated that there is no significant difference in the factors influencing career choice of secondary school students in Ilorin Metropolis based on father's educational status. This implies that there was significant difference in the factors influencing career choice of secondary school students in Ilorin Metropolis based on father's educational status. This implies also that respondents whose fathers are literate differ from those whose fathers are not literate. This finding supports that of Ukaegbu (2014) that shows that parent's socio-demographic factors affect the factors influencing career choice of secondary school students. This could be that fathers influences the knowledge of their children therefore, respondents with literate fathers would be more knowledgeable than those respondents whose fathers are not literate.

Conclusion

It is concluded in this study that the factors influencing career choice of secondary school students in Ilorin metropolis are ease of access to job opportunity, job remuneration career guidance from school counsellor, societal valued job, intellectual capability that they possess, Family line of

work and their performance in school subjects among other factors. Similarly, there was significant difference in the factors influencing career choice of secondary school students in Ilorin Metropolis based on gender, class level, religion and father's educational background.

Implications of the Findings for Counselling Practices

The finding of this study has the following implications for counsellors:

- Counsellors could on continuous basis orientate secondary school students on the factors responsible for career choice with special emphasis on the importance on each of the factors.
- Counsellors should operate an open door policy for all students, particularly secondary school students at the lower class level so that they can also have ample knowledge of the factors influencing career choice.
- Counselling centres should be established in secondary schools so that students can be well guided on the factors influencing career choices and how to make career choices.
- Counsellors could from time to time invite professionals to give career talks to students of secondary schools right from the JSS class and for those students whose fathers are not literate.

Recommendations

From the findings of this study, the following recommendations are made:

- i. Students should liaise with school counsellors to adequately explore the factors influencing their career choices. This will help them to be well situated in choosing the right career.
- ii. School administrators should as a point of duty incorporate career talks in the school time-table, so that all students will be taught these factors and their influence in making career choices.
- iii. Parents should be aware that certain factors influence the choice of career of their children however; they should not force their children to choose a career without considering their knowledge, interest, gender among other factors.
- iv. Counsellors should ensure that students are given orientation as they move from one class to another. This is to ensure that all

students, irrespective of gender and religion are abreast of the factors influencing career choice.

References

- Agarwala, T. (2008). Factors influencing career choice of management students in India. *Career Development International*, 13(4), 362-376.
- Asante D. (2010). *Determinants of career Preference and decision making of Technical Education Students*. Unpublished M.Phil. Theses, University of Education, Winneba.
- Awujo, C.G. (2007). Child rearing patterns and career choice among secondary school students. Empirical evidence from Rivers State of Nigeria. *Journal of sustainable development in Africa*, 9(2), 17-29.
- Bassey, A.O., Bassey, U.A. & Omono, C.E. (2012). An empirical analysis of the influence of religion on religion on career choice and success among Creek Town People, Nigeria. *Journal of Arts and Contemporary Society*, 4, 2-12.
- Duffy, R.D. & Dik, B.J. (2009). Beyond the self: external influences in the career development process. *Career Development Quarterly*, 8(1), 29-43.
- Edwards, K., & Quinter, M. (2012). Factors influencing students career choices among secondary school students in Kisumu Municipality, Kenya. *Journal of Emerging Trends in Educational Research and Policy Studies*, 2(2), 81-87.
- Ferry, M. (2006). Factors influencing career choices of adolescents and young adults in rural Pennsylvania. *Journal of Extension*, 44(3), 12-24.
- Hewitt, J. (2010). Factors influencing career choice. Retrieved 16th June, 2018 from <http://www.ehow.com> on 15/02/2020.
- Kaneez, B.S., & Medha, K. (2018). Factors Influencing Grade 10 Students' Career Choice in Mauritius. *International Journal of Academic Research in Progressive Education and Development*, 7(2), 30-44.
- Kerka, S. (2000). *Career choice, gender, race and class*. Eric clearing house on adult career and vocational education Columbus. ED 421641.
- McQuaid, R. & Bond, S. (2003). *Gender stereotyping of career choice*. Retrieved from <http://www.careers-scotland.org.uk> 23.02.2010.
- McQuerrey, L. (2015). *The importance of choosing a career path*. Retrieved 6th October, 2015 from work.chron.com/importance-choosing-career-path-11645.html.

- Natalie, M.F. (2006). Factors influencing career choice of adolescents and young adults in rural Penn Sylvania. *Journal of Extension*, 44 (3).
- Okobiah, O.C. & Okorodudu. R.I. (2004). *Issues, concepts, theories and techniques of guidance and counseling*. Benin City: Ethiopie Publishing.
- Omotere T. (2011). The influence of environmental factors on choice of career among secondary school students' in Nigeria. Retrieved on 23/8/2018 from [www.stores.lulu.com/Ego Booster Books](http://www.stores.lulu.com/Ego_Booster_Books).
- Özen, Y. (2011). Kİşisel Sorumluluk Bağlamında Kariyer Seçimini Etkileyen Sosyal Psikolojik Faktörler. *Eğitim ve İnsani Bilimler Dergisi*, 2(3), 81-96.
- Salami, S.O. (2003). Influence of culture, family and individual differences on choice of gender-dominated occupations among female students in tertiary institutions. *Gender and Behaviour*, 4(2), 814-833.
- Shumba, A. & Naong, M. (2012). Factors influencing students' career choice and aspirations in South Africa. *Journal of Social Science*, 33(2), 169-178.
- Stebbleton, M.J. (2007). Career counseling with African immigrant colleges: theoretical approaches and implications for practice. *Career Development Quarterly*, 55(4), 290-312.
- Taylor A.I. & Buku, D.K. (2006). *Basics in Guidance and Counselling*, (2nd Edition). Winneba: Department of Psychology and Education.
- Taylor, J., Harris, M. & Taylor, S. (2004). Parents have their say about their college aged children's career decisions. *National Association of Colleges and Employers Journal*, 64(3).
- Ukaegbu, A.A. (2014). *Parent's socio-demographic factors as determinants of career choice conflict among senior secondary school students in Abuja (FCT)*. A published M. ED. Project, Department of Educational Foundations, Faculty of Education, University of Nigeria, Nsukka.
- Wattles, D.W. (2009). *The science of getting rich*. Retrieved from the science of gettingrich.net/ on 2nd July 2013.
- Zhang, W. (2007). Why is: Understanding undergraduate students' intentions to choose an Information Systems major'. *Journal of Information Systems Education*, 18(4), 447-458.

Determinants of Premarital Sex among In-School Adolescents in Ibadan South West Local Government Area of Oyo State, Nigeria

¹Taiwo Adebake OLA
taiwosolake@gmail.com

&

²Kehinde Oladele LATEEF
destinykor@yahoo.com

¹Department of Physical and Health Education
Lead City University, Ibadan, Nigeria

²Department of Human Kinetics and Health Education
University of Ibadan, Ibadan, Nigeria

Abstract

Globally, the persistent occurrence of premarital sex among adolescents has become a public health problem. As such, the phenomenon has constituted burdens to various countries, particularly in sub-Saharan Africa. In order to solve the problems that are associated with premarital sex, empirical studies focused more on both in and out of school adolescents; with little concentration on adolescents from single sex schools. This study therefore, examined Determinants of Premarital Sex among In-School Adolescents in Ibadan South-West Local Government Area of Oyo State, Nigeria. The study adopted descriptive survey design. The respondents were selected from two single sex schools in Ibadan South-West Local Government Area of Oyo State. Purposive and simple random sampling techniques were adopted in selecting 100 students from each of the schools; with a total of 200 students. The sampled respondents were 100 males and 100 females. Determinants of Premarital Sex ($r=0.73$) and Premarital Sex ($r=0.72$) scales were used for data collection. Four hypotheses were tested at 0.05 alpha level. Data were analysed using percentages and frequency counts as well as inferential statistics of linear regression and t-test. The findings of the study revealed that, there was a significant contribution of each of the tested independent variables to premarital sex. Parenting style ($\hat{\alpha}=0.57$), peer influence ($\hat{\alpha}=0.62$) and parental economic status ($\hat{\alpha}=0.61$) independently and significantly determined premarital sex; while there was a significant difference in pre-marital sex between male and female in-school adolescents ($t=2.871$, $df=198$, $p=0.005$). It was concluded in this study that, parenting style, peer

influence and parental economic status independently determined premarital sex among in-school adolescents in Ibadan South-West Local Government Area of Oyo State, Nigeria. It was recommended among others that, adolescents should be enlightened periodically on the health implications of premarital sex.

Keywords: Premarital sex, In-school adolescents, Ibadan

Introduction

Globally, the persistent occurrence of premarital sex among adolescents has become a public health problem. As such, the phenomenon has constituted burdens to various countries, particularly in sub-Saharan Africa. Laurence (2007) established that, a significant number of in school youths had started intercourse very early and involved with high risk sexual practices. It was further revealed that multiple partner, unprotected sex and sex with commercial sex workers are the high risk sexual practices being engaged with by such youths. Similarly, Teferra, Erena and Kebede (2015) documented high and increasing premarital sexual activities among adolescents. The same study further revealed that, younger people face social, peer and cultural pressure to engage in premarital sex.

In Nigeria, Adeoye, Ola and Aliu (2012) opined that youths who are undergraduates engage in premarital sexual activities. It was further affirmed that gender and family background play a vital role in the engagement of premarital sexual activities by young people. Alo and Akinde (2010) revealed that premarital sex is a highly normative behaviour in South-West, Nigeria; in which all the respondents sampled in the study had sexual intercourse before getting married.

Premarital sex is described as sexual activity that is usually practiced between two persons prior to marriage. Premarital sex is considered as a serious moral issue and taboo in many cultures. Culturally, Nigerians approached sexual behaviour with great respect and certain prohibitions were placed on premarital sexual activities. Strengthening the earlier assertion, Eze (2014) submitted that strict moral principles determined code of conduct; and that there were established moral codes which guided individual members as regards sound behaviour. In the recent past however; Western societies like Europe and America underwent a

radical change in their attitude towards sex. As a result of this sexual revolution, sex became glorified and commercialised worldwide. All types of negative behaviours such as naughty, homosexuality and premarital sex are prevalent. Even, legalized pornographic magazines, novels and a large number of books have been published.

Onyemelukwe (1993) submitted that in the contemporary time, Nigerian youths have joined in the sex revolution of Europe and America. It was stressed further that, the youth exposure to sexual stimuli in magazine, television and movies have treated a liberated attitude and values that encourages open discussion on sexuality which was once regarded as a taboo. The exposure further gives rise to a liberal and permissive opinion of the youth towards sex. Consequently, a significant number of adolescents are involved in sexual activities at an early age which exposes them to the risk of unintended pregnancy, early marriage, abortion and STIs/HIV/AIDS.

The period of adolescence is a stage which serves as a threshold for biological, physical, psychological and social developments which are accompanied by either positive or negative behaviour depending on the environment where the child is brought up (Tomas, Asfew and Anteneh; 2015). Young people face social, peer and cultural pressures to engage in premarital sex. In addition, the influence of gender is considered as a strong factor that is associated with premarital sex; in which male are more likely to initiate sexual intercourse and have more permissive in perceptions about sex than female. Moreover, it was established that poverty or economic depravity is strongly linked to premarital sexual activity among young people; especially girls (Wepukhulu, Mauyo, Poipoi, Achoka, Kafu, and Walaba, 2012; Zuox, Lou, Gao, Cheng, Niu and Zabin (2012); Ojo, 2014; De meyer, Jaruseviciene, Zaborskis, Decat, Vega Coedova, Temmerman, Degomme and Michie, 2014).

Generally, risky sexual partners, unprotected sexual intercourse and multiple sexual partners; all of which may result into serious ill health and other social as well as economic problems. It is important therefore, to stem the tide of premarital sex and its associated health consequences among adolescents and youths in general. Hence, this study examined Determinants of Premarital Sex among In-School Adolescents in Ibadan South-West Local Government Area of Oyo State, Nigeria.

Statement of the Problem

Sex outside marriage, is traditionally regarded as forbidden and a taboo in the traditional African society. In Nigeria, certain prohibitions are placed on premarital sexual activities. Strict moral principles determined code of conduct, while there are established moral codes that guided individual member as regards sound behaviour. In time past, it was a feature for both the bride and groom to be ignorant about sexual act until their marriage night.

Conversely, the sexual revolution in the Western societies like Europe and America has significantly influenced adolescents in Nigeria, Oyo State and Ibadan in particular. Consequently, it has made many adolescents to be vulnerable to the risk of teenage pregnancy and sexually transmitted diseases. In order solve the problems that are associated with premarital sex, previous studies focused on both in and out of school adolescents, with little concentration on adolescents from single sex schools. This study therefore, examined Determinants of Premarital Sex among In-School Adolescents in Ibadan South West Local Government Area of Oyo State, Nigeria.

Hypotheses

The following hypotheses were tested in the study:

1. Parenting style is not a significant determinant of premarital sex among in-school adolescents in Ibadan South-West Local Government Area of Oyo State.
2. Peer influence is not a significant determinant of premarital sex among in-school adolescents in Ibadan South-West Local Government Area of Oyo State.
3. Parental economic status is not a significant determinant of premarital sex among in-school adolescents in Ibadan South-West Local Government Area of Oyo State.
4. There is no significant difference in premarital sex between male and female in-school adolescents in Ibadan South-West Local Government Area of Oyo State.

Methodology

Descriptive survey design was used for the study. This design is considered appropriate due to its merit to describe the existing phenomenon, examine the study, analyse the data and interpret results in line with the variables being tested.

The population comprised Senior Secondary School students (in-school adolescents) from single sex schools in Ibadan South West Local Government Area of Oyo State. Purposive and simple random sampling techniques were used in the study. The respondents were selected from two single sex schools in the earlier mentioned Local Government Area. The selected schools were Government College, Apata, Ibadan and Queens School, Apata, Ibadan. Government College is a single sex school for boys, while Queen School is for girls only.

Purposive sampling technique was used to select two single sex schools from Ibadan South-West Local Government Area. Purposive sampling technique was also used to consider the selection of one hundred (100) respondents each across Senior Secondary School I (SS I), Senior Secondary School II (SS II) and Senior Secondary School III (SS III). Simple random sampling technique was used to give each of the respondents in the chosen schools an equal and independent chance of being included in the study.

A self developed and validated questionnaire tagged; Determinants of Premarital Sex Questionnaire (DPSQ) was used as instrument for data collection. The questionnaire was divided into three sections, namely, A, B and C. Section A was used to elicit information on socio-demographic characteristics of the respondents, section B consists of Determinants of Premarital Sex Scale (DPSS), while Section C which was used to elicit information on premarital sex, was tagged Premarital Sex Scale (PSS).

The socio-demographic characteristics of the respondents covered in section A include; age, sex and class of the respondents. Section B was used to elicit information on dependent variable of parenting style, peer influence and parental economic status. The responses in sections B and C were constructed in a 4-point modified Likert format of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

The questionnaire was validated through expert review, which really helped to remove ambiguities and item construction problems. The data generated through pre-testing of the instrument were then subjected to factor analysis. A cronbach alpha method was used to test the internal consistency of Determinants of Premarital Sex and Premarital Sex Scales; which yielded reliability values of 0.73 and 0.72 respectively. In totality, twenty two (22) items that met with 0.50 as criterion for retention of items were retained in the questionnaire. A cronbach alpha method was also used to test the internal consistency of the whole two scales, which yielded a reliability of 0.74.

Results

Hypothesis 1: Parenting style is not a significant determinant of premarital sex among in-school adolescents in Ibadan South-West Local Government Area of Oyo State.

Table 1: Regression Analysis on Parenting Style as a Determinant of Premarital Sex

Variable	Unstandardized coefficients		standardized coefficients	T	Sig.
	B	Std. Error	Beta (β)		
(Constant)	1.826	.590		3.095	.002
Parenting style	1.059	.110	.565	9.642	.000

$P < 0.05$

As revealed in Table 1, the standardized coefficient ($\hat{\alpha}$) of 0.565 shows that there was a correlation between parenting style and premarital sex. In the same vein, the obtained p value of 0.000 on parenting style was tested significant at 0.05 alpha level ($\hat{\alpha} = 0.565$; Sig. value = 0.000; $p < 0.05$). This implies that parenting style was a significant determinant of premarital sex among in-school adolescents in Ibadan South-West Local Government Area of Oyo State. The null hypothesis was therefore, rejected. The outcome of this study is in line with the finding of Abu and Akerele (2006), that parenting style such as giving a lot of freedom to children, spending time with them and giving deserved punishment hold

sway to sexual behaviour of adolescents. It was further established in the same study that, a care free parenting style has negative effect on adolescents.

Hypothesis 2: Peer influence is not a significant determinant of premarital sex among in-school adolescents in Ibadan South-West Local Government Area of Oyo State.

Table 2: Regression Analysis on Peer Influence as a Determinant of Premarital Sex

Variable	Unstandardized coefficients		standardized coefficients	T	Sig.
	B	Std. Error	Beta (β)		
(Constant)	1.652	.530		3.117	.002
Peer influence	1.045	.094	.621	11.149	.000

$P < 0.05$

As indicated in Table 2, the standardized coefficient ($\hat{\alpha}$) of 0.621 shows that there was a correlation between peer influence and premarital sex. In the same vein, the obtained p value of 0.000 on peer influence was tested significant at 0.05 alpha level ($\hat{\alpha} = 0.621$; Sig. value = 0.000; $p < 0.05$). This implies that peer influence was a significant determinant of premarital sex among in-school adolescents in Ibadan South-West Local Government Area of Oyo State. The null hypothesis was therefore, rejected. The outcome of the present study supported the finding of Jaccard, Blandton and Dodge (2005) that negative peer influence may increase risky taking behaviour such as engaging in premarital sex.

Hypothesis 3: Parental economic status is not a significant determinant of premarital sex among in-school adolescents in Ibadan South-West Local Government Area of Oyo State.

Table 3: Regression Analysis on Parental Economic Status as a Determinant Premarital Sex

Variable	Unstandardized coefficients		standardized coefficients	T	Sig.
	B	Std. Error	Beta (β)		
(Constant)	2.458	.477		5.153	.000
Parental economic status	1.012	.094	.609	10.797	.000

$P < 0.05$

As shown in Table 3, the standardized coefficient ($\hat{\alpha}$) of 0.609 shows that there was a correlation between parental economic status and premarital sex. In the same vein, the obtained p value of 0.000 on parental economic status was tested significant at 0.05 alpha level ($\hat{\alpha} = 0.609$; Sig. value = 0.000; $p < 0.05$). This implies that parental economic status was a significant determinant of premarital sex among in-school adolescents in Ibadan South-West Local Government Area of Oyo State. The null hypothesis was therefore, rejected. The outcome of this study is in line with the finding of Wepukhulu et al (2012) that, economic depravity was strongly linked to premarital sexual activity among young people; especially girls in Bungoma County, Kenya.

Hypothesis 4: There is no significant difference in premarital sex between male and female in-school adolescents in Ibadan South-West Local Government Area of Oyo State.

Table 4: t-test Analysis on Difference in Premarital Sex between Male and Female in-school Adolescents

Sex	N	Mean	Std. Dev.	Df	Cal-t.	Crit-t.	P. value	Remark
Male	100	6.4700	2.56808					
Female	100	7.8500	4.06357	198	2.871	1.96	.005	Sig.

$P < 0.05$

Table 4 shows that there was a significant difference in pre-marital sex between male and female in-school adolescents (cal-t=.612, crit-t=1.96, df=198, $p<.05$). Hence, the null hypothesis was rejected. This implies that there was a significant variation in pre-marital sex between male and female in-school adolescents in Ibadan South-West Local Government Area of Oyo State. It was further shown that female had higher mean value ($\bar{x} = 7.8500$) than their male ($=6.4700$) counterparts. This shows that, the female in-school adolescents had the tendency to engage in premarital sex than their male counterparts. The outcome of this study is in congruence with the finding of Wepukhulu et al. (2012), that girls were sexually more experienced than boys of the same age and academic level. It was further stressed that experience might possibly be due to the fact that girls seem to initiate sexual activity much earlier than boys and are probably approached by experienced older males.

Conclusions

It was concluded that parenting style, peer influence and parental economic status independently and significantly determines premarital sex. It was also concluded that pre-marital sex significantly varies between male and female in-school adolescents in Ibadan South-West Local Government Area of Oyo State.

Recommendations

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

- i. Parents and guardians should ensure that their children (adolescents) and wards respectively; are morally guided through the adoption of habit promoting parenting styles.
- ii. The guidance counsellors in conjunction with the school authorities should ensure that the students are enlighten periodically on the health implications of premarital sex.
- iii. Parents and guidance should ensure that basic needs of their children (adolescents) and wards respectively are properly taken care of. This is to ensure that such adolescents are not lure into sexual activities because of economic reasons.

References

- Abu, P.B. and Akerele, E.O. (2006). Parental Influence on Adolescents Sexual Behaviour in Ibadan-North Local Government Area of Oyo State. *International Journal of African and African American Studies* Vol. V, Number 1.
- Adeoye, A.O. Ola, O. and Aliu, B. (2012). Prevalence of premarital sex and factors influencing it among students in a private tertiary institution in Nigeria. *International Journal of Psychology and Counselling* Vol. 4(1), pp. 6-9.
- Alo. O.A. and Akinde, I.S. (2010). Premarital sexual activities in an Urban Society of South-West Nigeria. *ea journal* vol. 2, number 1.
- De Meyer, S., Jeruseviciene, L., Zaborskis, A., Decat, P., Vega, B., Coedova, K., Temmerman, M., Degomme, O. and Michie, I.K. (2014). 'A cross-sectional study on attitude towards gender equality, sexual behaviour, positive sexual experiences and communication about sex among sexually active adolescents in Bolivia and Ecuador'. *Global Health Action*, citation; *Global Health Action* 2014; 7.2408a-<http://dx.doi.org/10.3402/gha/7.2408a>
- Eze, I.R. (2014). Adolescents Attitude Towards Premarital Sex. *Mediterranean Journal of Medical Sciences*. MCSER Publishing, Rome-Italy. Vol. 5, No 10.
- Jaccard J, Blanton H, and Dodge T (2005). Peer influence on risk behavior: An analyses of the effects of a close friend. *Developmental psychology* 41(1), 135-147.
- Laurence B.(2007). Trends in Premarital Sex in the United States, 1954-2003. *Public Health Rep.* 2007 Jan-Feb;122(1) 73-78
- Ojo A.A (2014). Age and Gender Differences in Premarital Sexual Attitudes of Young People in South-West Nigeria. *Gender and Behaviour*. Vol. 12, No. 2.
- Onyemelukwe I.M. (1993). Premarital Sexual Practices among the Youth and the Hindrance to their Adjustment. *CADSON Series 1*. Pp 29-37.
- Teffer, T.B., Erena, A.N. and Kebede (2015). Prevalence of premarital sexual practice and associated factors among undergraduate health science students of Madawalabu University, Bale Goba, South-East Ethiopia: institution based cross sectional study. *The Pan African Medical Journal* 2015;20:209

- Tomas, B.T, Asfew, N. and Anteneh K (2015). Prevalence of Premarital Sexual Practice and Associated Factors among Undergraduate Health Science of Madawalabus Universit, Bale Goba, South East Ethiopia Institution. *Based cross sectional study. Pan Afri Med j.* 2015,20;209.
- Wepukhulu, R.N., Mauyo, L.W., Poipoi, M.W., Achoka, J.S.K., Kafu, P. and Walaba, A.A. (2012). Influence of Socio-Economic Status on Attitudes towards Premarital Sex (PMS) Among Secondary School Students in Western Kenya: Case Study of Bungoma County, Kenya. *Journal of Emerging Trends in Economics and Management Sciences (JETEMS)* 3(4):298-301.
- Zuox, Lou C, Gao E, Cheng Y, Niu H and Zabin L.S. (2012). *Gender Differences in Adolescent Premarital Sexual Permissiveness in Three Asian Cities: Effects of Gender Role.* doi:10.1016/j.jadohealth. 2011.12.001/

Effect of Study Skills Counselling on Self-Efficacy and Academic Achievement of Secondary School Students in Ibadan-North, Oyo State, Nigeria

Olabisi Titilayo Precious KILLIAN

holabisikillian@gmail.com

+234 909 647 5109

Department of Guidance and Counselling
Faculty of Arts & Social Sciences Education
Lead City University, Ibadan, Nigeria

Abstract

This study investigated the effect of study skills counselling on self-efficacy and academic achievement of some selected public secondary school students in Ibadan-North. The pretest-posttest, control group experimental design was used. Multistage, stratified simple random sampling technique was used to select 150 participants from two public senior secondary schools among other public secondary schools within Ibadan North Local Government Area of Oyo state. Seventy five (75) Participants were assigned to a treatment group of study skill counselling (SSC) and likewise seventy five (75) in the control group. Participants in the experimental group were exposed to eight weeks of study skill counselling, while the control group received non therapeutic attention. Three instruments titled Study Habit Inventory (SHI) ($\alpha=0.83$). Self-Efficacy Scale ($\alpha=0.82$). Academic Achievement Test on English Language (AATEL) consisting 50 multiple choice questions extracted from senior secondary school certificate past questions with ($\alpha=0.79$) were used. Two hypotheses were tested at 0.05 level of significance. Data were analysed using analysis of covariance (ANCOVA). Treatment had a main significant effect ($F_{1,147} = 2.355, p < 0.05, \eta^2 = 0.016$) on improving academic achievement of senior secondary students exposed to SSC. There was also significant main effect of treatment ($F_{1,147} = 6.802, p < 0.05, \eta^2 = 0.044$) in enhancing self-efficacy of the students in the experimental group over the control group. The findings show that Study Skills Counselling (SSC) strategy significantly affects students' academic performance. Also, school psychologists training in human learning and memory assessment of individual differences should greatly facilitate their work in improving students study skills in the following areas: assessment based consultation, students' academic behaviour management, plan implementation, examination anxiety reduction strategies counselling and the provision of

in-service training for teachers and parents. Study skill counselling therefore should be included in curriculum planning across all educational levels so that study skills counselling and training are implemented as an academic programme for improvement on learners study habits for excellent academic performance.

Keywords: Study skill counselling, Self-efficacy, Academic achievement, Secondary school students

Introduction

Globally, academic performance plays an important role in every student's life (Richardson, Michelle, Abraham, & Bond, 2012). Academic performance as measured by the GPA (grade point average) for university undergraduates or by standardized assessments designed for selection purpose such as the SAT (Scholastic Assessment Test) WASCE (West Africa School Certificate Examination) these examinations determine whether a student will have the opportunity to continue his or her education at a university level or other higher institutions of learning. Therefore, academic performance defines whether one can take part in higher education, and based on the educational degrees one attains, influences one's vocational career after education. Excellent academic achievement at any level of scholastic pursuit in life is paramount to good success including that of senior secondary school students on the verge of transiting to tertiary institutions. High academic self-efficacy also enhances the confidence of every student. However, some learners are fraught with low academic achievement and therefore would perform abysmally low. A growing number of educational psychologists, researchers, academics, school administrators, public commentators, policy makers and concerned parents have concluded that academic performance in public secondary schools fall short of the desired standard (Richardson, Michelle, Abraham, & Bond, 2012; Ogundele, Gbenga, Olanipekun, Shola, & Aina, 2014)

Table 1: Percentage of students who passed with 5 credits including English and math

Year	% of students who passed with 5 credit including Math and English
2006	22
2007	20
2008	26
2009	26
2010	23
2011	30
2012	38.81
2013	36.5
2014	31.28

Sources: *The Sun News, 2011 and Vanguard, 2014*

Table 1 above shows the percentages of students who had five credits and above in WAEC including English language and Mathematics from 2006 to 2014, this results indicated that students' performance on the average were below 50% which was not too good.

According to Adesulu in vanguard news (2014) 38.81%, 36.57% and 31.28% had six credits including English and Mathematic in WAEC in year 2012, 2013 and 2014 respectively in Nigeria. This has been a major concern for government and the society. It is then obvious from the foregoing that one of the major problems facing the educational system in Nigeria is the abysmal failure of students in public examinations, particularly at the secondary level of education. It is disheartening to read about cases of mass failure in the performance of public secondary school students in the newspapers, especially at the school leaving certificate level. Poor academic performances are enormous and psychologically debilitating. Today, we see affected students develop the mindset that they can no longer make good academic success again, as a result of poor academic performance. In the contemporary educational world, as well as in the orthodox world, education laid emphasis on cause effect in teaching and learning situation. The relationship between study skill counselling and good study habit is symbolic, in that not only do study skill counselling promotes learning, this could also lead to a

much more result orientated academic achievement. According to Crow and Crow (2007), the chief purposes of study are: to acquire knowledge and habits which will be useful in meeting new situations, interpreting ideas, making judgments creating new ideas and to perfect skills. motivation study skills training and emotional variables play crucial role in academic success, this assertion amplifies the importance of study skill counselling to learning; since the acquisition of study skills will not only enhance study academic achievement, its successful implementation also has profound impact the students' academic self-efficacy. Husain (2000) stresses that lack of effective or positive (good) study habits is a critical study problem among students at all levels. Grace (2013) also maintains that the process of learning is still a little mysterious but studies do show that the most effective process is to train the students on acquisition in study skills techniques; for Ashish (2013) opines that if students must ensure academic success throughout the entire year, it is important to discontinue bad study habits and establish good ones. Adeniyi (2011) maintains that good study habits help students to study independently at home and aspire for higher educational career. The formation of good study habits in secondary school level further serves as the basis for students' performance in external examinations such as West African Examinations Council (WAEC), National Examinations Council (NECO) and Joint Admissions and Matriculation Board (JAMB). In the view of Agba (2013), unserious students do study anyhow without specific techniques, and he submits that such students are most likely to perform below average. Excellent academic achievement of children is often the expectation of parents (Osiki, 2001). Adeyemo (2006) believes that the effective study skills start before student even steps into the classroom. Home and school settings are the precise places to set a head start on how to develop good study skills from the very foundation of formal learning. Parents, school teachers, school counselors etc. are saddled with the task and the habit, when inculcated goes a long way to affect or influence the overall outcome of the student's academic achievement and his self-efficacy. Active study habit is a deliberate effort aimed at acquiring new knowledge either through reading of textbooks or by following a course of instruction designed to enrich one's practical

exposure in a given situation. Study is a self-directed education which compels determination, commitment and consistency of purpose. Lock, (1975) defines study as the application of mental faculties to the acquisition of knowledge. Study involves the use of one's mind and the application of mental effort. In the same vain, Akinboye (1980) conceives study as a determined, purposeful behaviour patterns, geared towards previewing, questioning and reviewing in an attempt to master an assignment. Audu (2004) states that study skills can be viewed as specific abilities developed by the learner for the purpose of mastering the study materials as well with a view to making the study effective and result-oriented, study, is an undertaking which requires the application of relevant skills in the devotion of one's time and thought on learning tasks for the purpose of acquiring new knowledge from such tasks. For the study to be result-oriented, relevant skills must be applied, therefore, learners must imbibe progressive sustainable book learning activities and culture (i.e., study skills counselling) in order to study effectively. A good study habit is synonymous to good academic achievement i.e. success in academic. Any student that cultivates good study habits has no fear of what his learning outcome will be. Acquisition of good study skill can bring success and satisfaction during the school years, and they may bring the same in the working world. Studying is deliberate and purposeful learning is pursued autonomously (Akinboye, 1980). In her own submission, Audu (2004) emphasizes that it is important to consider the ability to self-organise and self-evaluate as well as use specific strategies; likewise she maintains that students should be taught various tactics and methods to monitor academic success. They insist that the most important consideration in improving study skills is to incorporate fundamental principles of effective learning into studying and that study skills can be taught to learners of all ages. Komarraju, Karau & Schmeck (2009) explain that learning requires the ability to focus on important information, the new information to previously learned materials, space and repeat trials, involve multiple materials available for incorporating these principles. Increasing focus on important information can be accomplished by, taking notes, concept mapping, constructs pre-reading or modifying reading strategies. Connecting new information to

previously learned material can be accomplished by linking mnemonics, spacing and repeating or trials can be accomplished with the SQ3R method in note taking. Methods to incorporate corrective feedback include, collaborative learning, reviewing corrected homework and tests, interactive video disk instructions, continuous rehearsing and the writing process. Students should not be expected to use all these methods for every subject, as that would be needlessly time consuming. (Audu, 2004) said the school psychologist's role is to help determine which learning principles are being neglected and to help teachers and students select the most helpful strategies from a menu of methods. This, they said, is based on the fact that, an appropriate strategies will vary according to the students styles of learning and personal habits, the subject matter and the teacher's teaching approaches and pedagogic instructional styles. According to Rana and Kausar (2011), in Evans and Julius (2015) many students fail not because they lack ability but because they do not have adequate study skills. Students who have difficulty in college frequently do not have adequate study habits that affect their academic achievement. Moreover, a study by Mendezabal (2013) found that students usually do not devote sufficient time to their studies and seldom have proper study habits. The study shows that the participants do not have favourable study habits and attitudes. Among the noted unfavorable study habits were inefficient time management, lack of planning and concentration in their studies, poor skills in reading, ineffective test taking techniques, and failure to inform their teachers of their difficulties with school work and ask for their help. Katelyn (2013) therefore, identifies fourteen positive or good study habits which students can employ in order to improve their academic performance. They are: attending all classes, reviewing your notes daily, reading material prior to it being covered in class, study daily, have at least one conference with the professor, develop and learn a word list for the course, read materials to improve your background in the course (other than text), attend help session, attend learning resource lab when available, develop a list of possible questions, ask questions in class, study an old exam (when available), avoid a last minute cram session, and sleep at least 8 hours the night before exams commence.

Counselling is a constructive profession and practice useful in helping anybody regardless of age: useful for different people of all races and different walks of life. Families, marriages, government institutions like secondary schools, colleges, universities, and non-governmental establishments have utilized the benefits of counselling services and therapies for self-growth, self-restructuring and self-development. Counselling as a practice combines many forms of services to humanity globally including school counselling educational, vocational, psychosocial and personal information that are preventative, curative, restructuring and generative in nature (Killian, 2018). Study Skill Counselling (SSC) is focused on redirecting students' study skills practices with a view to improve learners' academic development across the varying scholastic levels. For successful study habit/practices to be inculcated in the learners, it is not limited to cognitive domain alone, but includes affective and psychomotor consideration as well: Does the student understand that he or she has some control over his or her academic achievement? Student whose locus of control is primarily external will need to be led through successful experiences to help them understand that the effort they expend relates to the outcome they experience, and that their success in school is not simply an effect of innate ability or luck, but that adequate and progressive study practices are required as well. Is lack of motivation a concern? Is the purpose of learning the material understood? To increase motivation and the ability to comprehend the purpose of the material, including why the teacher assigned the material and how the assignment relates to students' learning goals. Understanding the purpose of material also includes understanding the author's intentions and reading actively to answer questions. Similarly, students often need help bridging the information they are learning in related subjects such as English, Mathematics, Science and Social Studies to their lives. Group discussions, individual counselling and discussions led by older students can be helpful in this regard.

Social cognitive theory is the overarching theoretical framework of the self-efficacy construct. Within this perspective, Bandura (1986) defined self-efficacy as one's self-judgment of personal capabilities to initiate and successfully perform specific tasks at designated levels,

expends greater effort and perseveres in the face of adversity. Self-efficacy is hypothesized to influence choice of activities, effort expenditure, perseverance, and task accomplishments. Bandura (1986) also suggests that self-efficacy helps understand the relationship between people's cognitive processes and behavioural changes. Self-efficacy influences students in much the same way that mastery orientation does. It affects the students in the extent that they are compelled to engage and persists on task at hand and on what they have studied. Pajare (1996) said that for example, students with high self-efficacy are much likely to choose challenging tasks and to persist in learning these tasks, than those who have low self-efficacy. According to the American heritage dictionary, the word 'self' means the total essence, or particular being of one person, the individual, the qualities of one's person distinguishing him from another, while the word efficacy means the power or capacity to produce the desired effect, ability to achieve results effectively. Self-efficacy then, is a sense that one is competent and it has to do with seeing oneself as competent and effective students with high degree of self-efficacy also seem to be more persistent and dependable. They are less anxious of the academic tasks ahead of them. On the other hand, those who have poor sense of self-efficacy do not believe that they can accomplish certain academic tasks or responsibilities. They often avoid situations where they are threatened and will shy away from most academic tasks that they believe they cannot do well. This can become a serious problem when a student determines that "I cannot do the task", "I will not try to do the task", and "I will never be able to do the task" in the real sense, this type of student has no confidence. A student would enhance his self-efficacy when he tries to do that which he feared or believed he cannot accomplish. For example, a test or examination before a secondary school student. High self-efficacy belief makes life a bit easier and one's endeavours more achievable, people with high self-efficacy belief are more likely to: Set higher goals and pursue to accomplish them, accept and manage more difficult challenges; Feel generally good about themselves and nurture good self-esteem; Commit more effort towards accomplishing their set goals/objectives. While on the other hand, students with low self-efficacy beliefs are prone to lack

of confidence in their own abilities. This will manifest itself in a variety of ways in their daily lives. They may try to hide it but it is always there and will control their lives in many ways, it may cause them to: limit their dreams, aspirations and goals because they do not believe they can do more; turn or shy away from difficult challenges; Focus on the potential for failure rather than hope for success; examine their weaknesses rather than exploit their area of strength.

On self-efficacy and academic achievement researchers have been successful in proving that self-efficacy beliefs are positively related to and influences academic achievement and that these beliefs mediate the effect of skills previous experiences and mental ability or other beliefs on subsequent achievement. Over the years there have been several studies that address academic self-efficacy as a determinant of success of high school to university transitions (Chemers, Hu, and Garcia, 2001, Choi, 2005; Hampton & Mason, 2003). Schunk, (1991, 1981) and his colleagues effectively demonstrated the causal influence of self-efficacy on students' academic achievement. He increased students self-efficacy beliefs by providing them with instructional strategies designed to enhance their competence, strategies such as modeling strategy training, goal setting, and providing reward attributed feedback, programme feedback. The increase in self-efficacy also resulted in improved performance. In several studies, Schunk (1997, 1998) assessed student's self-efficacy for learning novel tasks prior to instruction and then related that self-efficacy to subsequent achievement and motivation during instruction. Other findings showed that efficacy beliefs influence effects of possessed skills on subsequent achievement by influencing effort, persistence and perseverance. Using a metal-analysis model, Devine and Philips, (2001) submitted in a different studies that ability and belief are seen to be significantly correlated with self-efficacy as having high sounding influence upon studies and achievement performance using low grade English language students. Although he cautioned that educators should not be so quick as to assume that students achieving high grades are not susceptible to problems. Thus, self-efficacy also enhances student's memory performance by enhancing persistence. Students who believe they have the means for performing successfully

are apt to feel efficacious about doing so. As they work on task and apply the strategy, they note their progress, which strengthens their self-efficacy. Having students verbalize the strategy as they apply it, especially in the early stages of learning, also raises self-efficacy; because verbalization directs students' attention to important task features, assists strategy, encoding and retention and helps them work systematically.

Study skills and self-efficacy control beliefs have been shown to influence memory performance (Pintrich and De Groot, 1990). This concerns a person's perception of their ability to influence their own memory. To Lachman (1991), negative belief about memory performance may lead to challenges and reduced effort dependence on others decreased motive and depression. Self-efficacy also correlates with indexes of self-regulations especially the use of effective learning strategies. Self-efficacy, self-regulation and cognitive strategy use are positively inter-correlated and predict achievement (Pintrich and De Groot, 1990). Student with self-efficacy for successful problem solving display greater performance monitoring and persist longer than students with lower self-efficacy.

A comprehensive eleven-week programme for teaching study skills, modify behaviour and improving test-taking strategies was found to significantly reduce test anxiety and increase academic performance (Beidel, Turner and Taylor – Ferraveira, 1999). Similarly, in a meta-analysis of research studies on study skill training, Hattie, Biggs and Purdie (1996) found that instruction in study skills reduces anxiety. Computer-assisted instruction materials have been developed by a number of textbook authors, and these can be extremely useful to increase comprehension. Computer assisted instruction uses a computer programme, often on a CD-ROM in "interactive Video Disc instruction" to guide and individualize instruction. These strategies have been found to greatly increase knowledge of algebra (Kime and Clark, 1998) and biology (Jones, 1993). Similar results have been found with students at the community college level where study skills instruction resulted in approximately 20% more of the students passing math courses (Seon and King, 1997). Naveh-Benjamin, McKeachie and Lin (1987) found evidence for two types of

test-anxious student, those with poor study habits, who have problems in encoding organizing and retrieving the information learned, and those with good study habits who have a major problem only in retrieving the information learned during examination. The latter did fairly well in non-threatening situations, presumably because of a sufficient knowledge of the subject matter.

Statement of the Problem

Academic failure has been on the increase at the public secondary school level. Mostly, secondary school leavers' academic self-efficacy had been negatively and seriously affected. Most of them have the mindset, that they may never attain academic success at a sitting for the West African external examinations such as West African Examinations Council (WAEC), National Examinations Council (NECO) and Joint Admissions and Matriculation Board (JAMB). Hence, the research was conceived with a view to manage problems militating against learners study skills practices and their academic self-efficacy.

Hypotheses

Two null hypotheses were stated and tested in this study at 5% level of significance.

1. There will be no significant main effect of treatment (SSC) in the academic achievement of the students exposed to study skills counselling and the control group.
2. There will be no significant main effects in the academic self-efficacy of students treated with study skills counselling and the control group.

Methodology

The study adopted a pre-test-post-test, control group quasi experimental design. The psychological treatment used in this study is Study Skill Counselling (SSC). The participants for this study comprised 150 public senior secondary school in SS I male and female students selected through multistage, stratified, and simple random sampling technique from two public senior secondary schools from Ibadan North Local Government Area. The students were assigned to a treatment group of study skill

counselling (SSC) and the control group. Each group consists of seventy-five (75) students. Their ages range between 14-17 years with a mean of 15 years and a standard deviation of 3.4. Students in the experimental group were exposed to eight weeks of (SSC) while the control received non therapeutic attention. Three instruments used include: Study Habit Inventory (SHI) Bakare (1977), Self-Efficacy Scale (SES) (Morgan and Jinks, 1999) and Academic Achievement Test on English Language (AATEL) culled from past WAEC multiple choice questions.

Three instruments titled Study Habit Inventory (SHI) ($\alpha=0.83$). Study skills of students were measured by study habit inventory (SHI). The scale is made up of 45 items on different aspects of study habits which were a five point scale ranging from Most like me (5); Like me (4); (3); Habit like mine (2); and Not like me (1) Where the respondents are to indicate their degree of agreement with each item by ticking. Self-Efficacy Scale ($\alpha=0.82$) Academic self-efficacy of students was measured by student self-efficacy scale (SSES). The instrument has 15 items. Responses were in Likert format ranging from: Strongly Agree (SA) = 5 and Strongly Disagree (SD) = 1.

Academic Achievement Test on English Language (AATEL) consisting 50 multiple choice questions extracted from senior secondary school certificate past questions with $\alpha=0.79$. The correct response attracted a score of 2. There was no score earned for a wrong response to any of the items. The instrument has a minimum and maximum obtainable score of 0 and 100 respectively.

Two hypotheses were tested at 0.05 level of significance. Data were analysed using analysis of covariance (ANCOVA).

The researcher obtained approval from the school authority of each school. The instruments were administered at the pre-test and post-test to the students i.e. the control group and the experimental group without any previous training to the experimental group at the pre-test. The exercise was carried out within eight (8) weeks of the school academic term.

SSC Session 1: General orientation and administration of instrument to obtain a pre-test scores.

SSC Session 2: You determine your learning outcome/self-regulation and time-table (block of time).

SSC Session 3: Goal Setting and objectives, Adherence/stick-to-it-ness: Physical Readiness and Mental Preparation (Reading time, reviewing recent information, repeat, rest, eat well, sleep well.)

SSC Session 4: Learning styles and self-understanding (eat well, rest, relax, sleep, and follow your schedule of few hours a day).

SSC Session 5: Prep to day-to-day study habit; Techniques of studying (Review new information daily, note-taking, test yourself).

SSC Session 6: SQ3R and other study strategies memory techniques, mnemonics chunking, rehearsal, elaboration, test-retest your comprehension.

SSC Session 7: Adherence/stick-to-it-ness/Revision.

SSC Session 8: Administration of instrument to obtain Post-test scores data collected on this study were analysed using the analysis of covariance (ANCOVA). It was carried out at 0.05 level of probability.

Results

H₀1: There will be no significant main effect of treatment in enhancing academic achievement of in-school adolescents exposed to study skills counselling (SSC) and the control group.

To test this hypothesis, Analysis of Covariance (ANCOVA) was adopted to analyse the post-test scores of the participants on academic achievement using the pre-test scores as covariate to ascertain if the post experimental differences are statistically significant. The summary of the analysis is presented in Table 2.

Table 2: Summary of Analysis of Covariance (ANCOVA) Post-Test Academic Achievement Enhancement of Senior Secondary School Students Exposed to Study Skills Counselling (SSC) and the Control Group

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected						
Model	896.084 ^a	2	448.042	4.140	.018	.053
Intercept	2243.036	1	2243.036	20.728	.000	.124
Pretest	350.240	1	350.240	3.237	.074	.022
Trt	254.863	1	254.863	2.355	.047	.016
Error	15907.010	147	108.211			
Total	329072.000	150				
Corrected Total		148	16803.093	149		

a. R Squared = .053 (Adjusted R Squared = .040)

The results from Table 2 showed that there is significant main effect of treatments in enhancement of academic achievement of the participants ($F_{1, 147} = 2.355$, $p < 0.05$, $\eta^2 = 0.016$). This means there is significant difference in the mean scores of the academic achievement enhancement of the in-school adolescents exposed to Study Skills Counselling (SSC) when compared with the control group. Hence, hypothesis one is not accepted. It was therefore concluded that there was significant main effect of treatments in enhancing of academic achievement of in-school adolescents. This implies that Study Skills Counselling (SSC) is effective in enhancing academic achievement of in-school adolescents. The participants in SSC (Mean = 68.96) enhanced the academic achievement significantly better than those in the control group (Mean = 36.22).

Ho2: There will be no significant main effect of treatments in enhancing self-efficacy of in-school adolescents treated with study skills counselling (SSC) and the control group.

To test this hypothesis, Analysis of Covariance (ANCOVA) was adopted to analyse the post-test scores of the participants on their level of self-efficacy using the pre-test scores as covariate to ascertain if the post experimental differences are statistically significant. The summary of the analysis is presented in Table 3.

Table 3: Summary of Analysis of Covariance (ANCOVA) Post-Test Self-Efficacy Enhancement of Senior Secondary School Students

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected						
Model	1355.949 ^a	2	677.974	6.452	.002	.081
Intercept	1935.208	1	1935.208	18.416	.000	.111
Pretest	673.282	1	673.282	6.407	.012	.042
Trtgroup	714.728	1	714.728	6.802	.010	.044
Error	15447.144	147	105.083			
Total	329072.000	150				
Corrected Total		16803.093	149			

The results from Table 3 showed that there is significant main effect of treatments in enhancement of self-efficacy of the participants ($F_{1, 147} = 6.802$, $p < 0.05$, $\zeta^2 = 0.044$). This means there is significant difference in the mean scores of the self-efficacy enhancement of the in-school adolescents that exposed to Study Skills Counselling (SSC) when compared with control group. Hence, hypothesis two is not accepted. It was therefore concluded that there is significant main effect of treatments in enhancing self-efficacy of in-school adolescents. This implied that SSC is effective in enhancing self-efficacy of in-school adolescents. The participants in SSC (Mean = 56.29) enhanced the self-efficacy significantly better than those in the control group (Mean = 39.16).

Discussion

The study investigated the effect of study skills counselling on self-efficacy and academic achievement of secondary school students.

The first hypothesis stated that there will be no significant effect of treatment on the academic achievement of students exposed to study skills counselling and the control group. The result obtained indicates that significant difference exists between the two groups. ($F_{1, 147} = 2.355$, $p < 0.05$, $\zeta^2 = 0.016$). The participants in SSC (Mean = 68.96) enhanced the academic achievement significantly better than those in the control group (Mean = 36.22).

Hence, there was significant effect in the academic achievement of students exposed to study skills counselling (SSC) experimental group than the control group. The performance of the treated group was much better compared with those students that were not exposed to the counselling sessions.

This result correlates with Beidel, Tunner, and Taylor – Ferrara (1999) findings; a comprehensive eleven week program for teaching study skills was found to significantly reduce test – anxiety and increase academic performance. Similarly, the findings of Seon and King (1997) from their study of students from community college level, where study skills instruction resulted in approximately 90% in which most of the students passed math courses support the present findings on this study. This implies that, exposing students to study skills training is very important, as this has been discovered to lead to better academic performance, Hattie, Biggs and Purdie (1996) emphasize that performance positively correlates with reading and math achievement, self-monitoring and strategic help seeking which are all vital skills in study skills counselling.

In addition, the reports by (Higgins and Boone, 1994), Kime and Clerk, 1998; Lalise and Olso, 1994, and Jones, 1993) that study skills strategies have been found to greatly increase knowledge of social studies and this lend a good credence to the present findings which all buttressed the importance of study skills training in promoting good academic achievement in the educational filed. This pre supposes that exposing students at any level in schools or in whatever setting to these various study skills will yield positive result. Hence, the hypothesis was rejected based on the fact that there was indeed significant difference between the academic achievement of students treated with study skills training i.e. (experimental group) and those that are not treated i.e. control group.

The second hypothesis states that there will be no significant effect in the academic self-efficacy of students treated with study skills counselling (SSC) and the control group.

The result obtained on this hypothesis indicates that a significant effect exists between the two groups ($F_{1, 147} = 6.802, p < 0.05, \eta^2 = 0.044$). The participants in SSC (Mean = 56.29) enhanced the self-efficacy significantly better than those in the control group (Mean = 39.16).

Study skills counselling has predictive effect on the academic self-efficacy. This means that students who were exposed to study skills counselling displayed high academic self-efficacy than the control group. This corresponds with the result obtained by Zarit, Cole and Guilder (1981) who compared a memory training group and control group on memory training complaints and memory performance. Memory training group improved on current events but they reported that the control group decreased, but the memory training eventually increased in recall. The result is also in accordance with (Bouffard-Bouchard, Parent and Lavicee, 1991) that students exposed to self-efficacy for successful problem solving, display greater performance monitoring and persist longer than students with lower self-efficacy.

This result shows that there was interactive effect of treatment on the academic achievement and self-efficacy of the public secondary school students. Hence, the null hypotheses were rejected based on the outcomes of the result which shows that there were significant effect of treatments on the academic achievement and improved self-efficacy of the treated group, i.e. experimental group compared to those that were not treated, i.e. control group.

Conclusion

Based on the findings at this study, it is hereby concluded that: treatment study skill counselling (SSC) had significant effect on the academic achievement of participants exposed to study skills counselling and the control group and that significant main effect also exist in the academic self-efficacy of the experimental and the control group.

Furthermore, self-understanding, individual learning styles, time management, reading and note taking with exam were the study skills counselling strategies that predict academic achievement and academic self-efficacy of the respondents. Hence, study skills counselling should be enhanced in all our secondary schools. This is because study skills counselling will go a long way to improve the students' academic achievement.

Recommendations

- i. Study skills counselling strategy significantly affect students functioning and can be taught at all ages and levels of ability.
- ii. Study skill counselling is a recommended intervention to improve learner's study habit at all levels of scholastic pursuit especially at the senior secondary school level.
- iii. Study skills should be implemented in counselling presentation programmes or pre-referral stages, thus preventing the need for unnecessary extensive assessment.
- iv. School psychologists training in human learning and memory assessment of individual difference should greatly facilitate their work in improving students study skills in the following areas: assessment based consultation, students' academic behaviour management, plan implementation, examination anxiety reduction strategies counselling and the provision of in-service training to teachers and parents.
- v. School psychologists can effectively influence both teacher and curriculum so that study skills counselling/training are implemented across curriculum lines.
- vi. Effective remediation requires that the school psychologist, students, teachers and parents work together closely to determine appropriate procedures, designate responsibilities and design techniques to encourage study skills generalization.
- vii. The school psychologists work is to help determine which learning principles are being neglected and to help teachers and students select the most helpful strategies from a menu of available methods.
- viii. Students should be taught holistic methods of academic readiness: mental preparations as well as psych-physical preparations; as all these are paramount successful academic achievement.

References

- Adeniyi, V. (2011). *Studying to pass: Implication for students*. Lagos: Macmillan.
- Adeyemo, D.A. 2006. parental involvement, interest in schooling environment as predictors of academic self-efficacy among fresh secondary school students in Oyo State, Nigeria. *Electronic Journal of research in Educational psychology*, 5 (1) 163 –180.

- Adesulu, D. 2014, mass failure as WAEC releases May/June Exam results. the Vanguard news. Retrieved from Wwww.vanguardngr.com. 2014. cited in Ogundele, Gbenga A., Olanipekun, Shola, S., Aina, J. K. 2014, Causes of Poor Performance in West African School Certificate Examination (WASCE) in Nigeria
- Agba, R. 2013. Why Students must develop study habits. Calabar: Rixmas publishing company.
- Akinboye, J.O. 1980, How to study and pass important Examinations: A psychological approach. Ibadan: Maritime Primers.
- Ashish, R. 2013, Study habits for students: bad ones to avoid, good ones to achieve success. www.education.wisc .Education/news/events.
- Audu, O.T.P. 2004, Effect of study skill training on self-efficacy and academic achievement of secondary school students. A Thesis submitted to the Department of Guidance and Counselling, University of Ibadan: Ibadan.
- Bakare, A. 1977, Student Study habit Inventory. (SHI) Manual Psycho-educational Research Production, Ibadan: University press.
- Bandura, A. 1986, Social foundation of thought and action: A social cognitive theory, Englewood Cliffs, N.J. Prentice Hall.
- Bandura, A. 1997, Self-efficacy; The Exercise of Control. New York; Freeman.
- Beidel, D.C. Turner, S.M. & Taylor – Ferrareira, J.C. 1999, Teaching study skill and test-taking strategies to elementary school student. *Behavioural modification*. 23. 630-646.
- Bouffard-Bouchard, T. Parent, S. & Parivees, S. (1991). Influences of self-efficacy on self-regulation and performance among junior and senior high school students. *International Journal of Behavioural Development*, 14, 153-164.
- Crow, D. & Crow, A. 2007, Educational psychology. Delhi: Subject publications.
- Chemers, M.M. Hu, L. Garcia, B. F.2001, Academic self-efficacy and first year college student performance and adjustment. *Journal of Educational psychology*, 93 (1) 55.
- Devine, D. J. & Philips, J.L. 2001, Do smarter team do better? A metal-analysis of cognitive ability and team performance. *Small Group Research*, 32,507-532

- Evans, A.S. & Julius K. M. 2015, Study of the relationship between study habits and academic achievement of students: A case of Spicer Higher Secondary School, India.
- Grace, F. 2013, Would group study improve your grades? Retrieved from www.about.com.
- Hattie, J. Biggs, J. & Purdie, N. 1996, Effects of learning skills intervention on Student learning skill intervention on student learning; A meta-analysis. *Review of Educational Research*, 60, 9-136.
- Husain A. 2000, Developing Study Habits. Wikipedia, the free encyclopedia.
- Jones, A.P. 1998, Note-taking and reviewing matrix notes; effects on learning achievement and instructional time with interactive video disc instruction. *International Journal of Instructional Media*, 20, 11-19.
- Katelyn, F. 2013, College study habits news. Retrieved from www.studymode.com/essays. December 2016, cited in Ebele, U. F. & Olofu, P.A. 2017, Study habit and its impact on secondary school students' academic performance in biology in the federal capital territory, Abuja.
- Killian, O.T.P. 2018. Counselling and role modelling for Nigerian adolescents in the 21st Century: Implications for effective parenting a chapter in University of Ibadan Guidance and Counselling Departmental Book of Reading. (Forthcoming) Submitted May 2, 2018. Accepted November 26, 2018
- Kime, Z.A & Clark, J. 1998, expirations in College Algebra. New York: John Wiley.
- Komarraju, M. Karau, S.J. & Schmeck, R. R. 2009, Role of the big five personality traits in predicting college students' academic motivation and achievement. *Learning and Individual Differences*, 19, 47-52.
- Lachman, M.E. 1991, Perceived control over memory aging. *Development Journal of Social Issues*, 47, (4) 159-175.
- Morgan, V. & Jinks, J. 1999, Children's perceived academic self-efficacy: An inventory scale. *The Clearing House*, 72, 4,224-230
- Naveh-Benjamin, M. McKeachie, W.J. Lin, Y. G.& Holinger, D. P. 1987, Two types of test anxious: Support for an information processing model . *Journal of Educational Psychology*, 79(2), 131.

- Osiki, J.O. 2001, Effects of remedial training programme on the management of learning acquisition defectiveness and poor study habits problems of selected subjects in a community grammar school. *Nigerian Journal of Applied Psychology*, 6 (2) 107 –115.
- Ogundele, G.A. Olanipekun, Shola, S. & Aina, J.K. 2014, Causes of poor performance in West African school certificate examination (WASCE) in Nigeria.
- Pajare F. 1996, Self-efficacy beliefs in academic settings. *Review of Educational Research*, 66,(4) 543-578.
- Pintrich, P.R & De Groot, E.V. 1990, Motivational and self-regulated learning components of classroom academic performance. *Journal of Educational psychology*, 82,(1) 33-40.
- Poor Results in May/June Exam; the Sun news. Retrieved from www.sunnewsonline.com/, 2011, cited in Ogundele, G.A., Olanipekun, Shola, S. & Aina, J.K. 2014, causes of poor performance in West African school certificate examination (WASCE) in Nigeria
- Rana, S. A. & Kausar, R. 2011, Comparison of study habits and academic performance of Pakistani British and White British Students. *Pakistan J. Social and Clinical Psychol.* 9: (1-2) 21-26
- Richardson, Michelle, Abraham, C. & Bond, R. 2012, Psychological correlates of university students' academic performance: A systematic review and meta-analysis. *Psychological Bulletin* 138:353–387.
- Seon, Y. & King, R. 1997, Study skills can make a major difference. Paper presented at the 23rd annual conference of the American Mathematical Association of Two year Colleges in Atlanta, G.A. AMATYC impact,improving mathematical prowess and college teaching.
- Schunk, D.H. 1981, Modelling and attributional effects on Children's achievement: A self-efficacy analysis. *Journal of Educational Psychology*, 73,(1) 93-105.
- Schunk, D.H. (1991), Socialization and the development of self-regulated learning. The role of attributions. Paper presented at the annual meeting of the American Educational Research Association, Boston.

- Schunk, D.H. and Swartz, C.W. 1993, Goals and progress feedback: Effects on self-efficacy and writing achievement. *Contemporary Educational psychology*, 18, 337-354.
- Schunk, D.H. 1998, self-efficacy and educational instruction in Maddux, J.E. (ed.) *Self-efficacy, adaptation and adjustment: Theory research and application* 281-303. New York: Premium press.
- Schunk, D.H. 1997, Self-efficacy and education and instruction in Maddux, J.E. (ed.) *Self-efficacy, adaptation and adjustment: Theory research and application* 281-303. New York: Premium Press.
- Mendezabal, M.J.N. 2013, Study habits and attitudes: The road to academic success. *International Journal of Applied Research and Studies* 2(4) doi:10.7392/Education.70081928
- Zarit, S.H. Cole, K.N. and Gilder, R.L. 1981, Memory training strategies, memory in the aged. *The Gerontologist*, 21: 158-165.

Influence of Reward and Punishment on Academic Performance of Secondary School History Students in Ilorin Metropolis, Kwara State

¹Jimoh Adeniyi ALABI
alabiadeniyi3@gmail.com
+2348137455721

&

²Abubakar SAIDU
saidu.a@unilorin.edu.ng
+2348060278363

^{1&2}Department of Arts Education
University of Ilorin, Ilorin, Nigeria

Abstract

In order to avoid creation of anxiety that causes loss of concentration, fear, distortion and poor learning attitude from the students, teachers need to use commensurable punishment that can bring about a desirable behaviour as well as the reward that will encourage students to acquire skills and knowledge for their own development, not for mere marks. Thus, this study aimed at examining the influence of reward and punishment on academic performance of History students in Senior Secondary School in Ilorin metropolis of Kwara State. Simple random sampling technique was adopted to select 27 History teachers and 90 History students from the nine (9) selected Senior Secondary Schools in Ilorin metropolis as a sample for this study. The instrument administered to collect data and information are questionnaire and profoma, using Pearson product moment correlation statistics at 0.05 level of significance to test the three hypotheses generated in the study. The findings revealed that there was a significant relationship between teachers' frequent use of reward, punishment and academic performance of History students' in Ilorin metropolis. Based on the findings, it is recommended that teachers should cultivate the habit of using reinforcement techniques that would encourage learners to put in extra efforts toward learning. Also, they need to understand that punishing students cannot determine an excellent academic performance. Therefore, there is need for the teachers to minimize the use of punishment so that students can perform better in schools.

Keywords: Reward, Punishment, History Students, Academic Performance

Introduction

Reward and punishment have always been associated with each other in education, though, the latter plays a greater role. Recently, there has been a lot of concern in the Nigerian education system, regarding the use of reward and punishment as a means of enhancing academic performance of students in schools (Umoren, 2010). Educationists, parents and teachers have expressed their views in newspapers, journals and so on, about these issues. Many parents and teachers feel the need for educational authority to define its limitation so as not to overstep their bounds (Effiong, 2007). Reward is one of the learning techniques that are always used in many environments including school. The biggest mistake any parent or teacher can make is to delay the reward for an appropriate behaviour. It will be most effective if it immediately follows the behaviour so that the desirable behaviour is validated (Paterson and Callion 2008). Reward is employed by teachers in encouraging and improved academic performance from students because rewarding student comes in different forms, which include, appraisal, gifting of items, and applauding in appreciation of academic performance. According to Krembeltz and Krembeltz (2012), to reinforce a child's behaviour and increase the odds of repeating that behaviour, one should create a reward so that the behaviour becomes associated with a desirable outcome.

Bukoye and Abdulkadir (2008) asserted that reward is a pleasant stimulus that increases the frequencies of behaviour. Some psychologists considered the terms reward and positive reinforcement synonymous which brings about a new piece of desired behaviour. Positive reinforcement increases the possibility of such responses or behaviour to be repeated. Positive reinforcers increase the probability that a response or good behaviour will be repeated when they are applied. Food and water usually serve as positive reinforcers. The use of reward and incentives in education settings has generated considerable controversy (Cameroon, Pierce and Bark, 2005). On the submission of Pirasteh (2003), if a teacher fails to recognise individual differences in students, he or she is likely to reduce the effectiveness of the incentives. Rewards work in a short term, students will perform for the prizes. However, the result is not really motivation but compliance. Rewards are not a solution, but tricks to bring out a desired behaviour, and as

such, they cover the problem rather than resolve it (Krembeltz and Krembeltz, 2012).

Punishment, on the other hand is an aversive stimulus that occurs after some specific responses and it is intended to suppress that response. Punishment is employed whenever a certain unacceptable behaviour is exhibited by students. These include, beating, abusing, flogging, and other corporal punishments employed by teachers to curb bad academic performance (Ime, 2008). According to Bukoye and Abdulkadir (2008), punishment is a negative consequence that leads to a reduction in the frequency of the behaviour that produced it and when punishment is appropriately used, it can be an ethical and valuable tool for discouraging inappropriate behaviour. Barto (1998) stated that reward and punishment are the potent modulators of human and animal behaviour. So, one of the means through which a teacher can maintain class discipline in a secondary school is through reward and punishment. Also, punishments serve as a method of modifying behaviour in children or adults at home, school and any other setting.

Okumbe (1998) opined that the use of punishment in schools is to instill discipline and is meted out on students who violate agreed upon rules and regulations in schools. It is administered to bring about a desirable change in behaviour and therefore improve school discipline, if commensurate with the offense committed. Barliver (1992) observed that punishment is a weapon that can be risky for the teachers and it is distasteful to the student. David (2005) stated that the use of punishment in school can lead to undesirable side effects such as anxiety, anger and negative feelings towards teacher. The period of secondary school age is transitional from childhood to adulthood in which the child experiences many developmental changes. However, it is believed that a period of change is likely to be accompanied by many difficulties (Gear, 2005). Matsoga (2003) he discovered the widespread violence and misbehaviour that existed in many Secondary Schools. This lack of discipline which interferes with the teaching and learning process manifested itself in various ways including bullying, lateness, vandalism, alcohol consumption and substance abuse, truancy and inability or unwillingness to do class work at home. School disciplines are among the strategies designed to

instill good conduct of students. This implies self-control, good behaviour and obedience to school authority (Adams, 2003).

Adeyemo (2005), in his study on the level of discipline in Secondary Schools in Nigeria, established that there is wide spread violation of school rules and regulations such as striking a student with a pointer or ruler, slapping the face or head, which was capable of obstructing the smooth functioning of the school system and thereby affect students' performance. The teacher who uses these measures runs the risk of vigorous parental action. Thus, this study examined the frequency of teachers' use of reward in encouraging sound academic performance, as well as the teachers' use of punishment in discouraging bad academic performance of History students.

It also investigates the influence of reward and punishment on academic performance of Senior Secondary School History students' in Ilorin metropolis, Kwara State.

Statement of the Problem

It is observed that some History students continue to show poor attitude towards learning, some always run away from the classrooms to avoid punishment and this often reflects in their academic performance in both internal and external examinations. Punishment creates fear in students of History, especially during learning processes as they learn simply to please the teachers and not to acquire skills and knowledge for their own development. Physical punishment results in fear and distorts students' motivation to learn. Students who are physically and emotionally abused develop anxiety that causes loss of concentration and poor learning. Furthermore, some History students depend on reward given to them by their teacher, though rewards work in a short term and they perform for the prizes, the result is not really motivation but compliance.

Hence, this study investigates whether there will be effective learning of History in the absence of punishment and to ascertain the influence of reward on learning and the academic performance of History students in Senior Secondary Schools in Ilorin metropolis of Kwara State.

Research Questions

1. Does teachers' frequent use of reward encourage sound academic performance of History students?
2. Does teachers' use of punishment discourage poor academic performance of History students?
3. What is the relationship between reward and punishment used by the teachers on academic performance of History students?

Hypotheses

1. There is no significant relationship between the teachers' frequent use of reward and academic performance of History students in Ilorin metropolis of Kwara State.
2. There is no significant relationship between the teachers' frequent use of punishment and academic performance of History students in Ilorin metropolis of Kwara State.
3. There is no significant relationship between the frequent use of reward, punishment and academic performance of History students in Ilorin metropolis of Kwara State.

Methodology

The study adopted the descriptive survey method. The population of this study comprised all the teachers and students in seventy-five (75) senior public secondary schools in Ilorin South, Ilorin West and Ilorin East Local Government Area respectively in Ilorin metropolis of Kwara State while the target population were History teachers and SS 3 History students from the nine (9) selected Senior Secondary Schools in Ilorin metropolis. Simple random sampling technique was adopted to select three (3) History teachers from each of the nine (9) selected Senior Secondary Schools to make a total number of twenty-seven (27) History teachers and ten (10) History students were randomly selected from each of the nine (9) selected Senior Secondary Schools which equaled to ninety (90) History students as sample. This sample was considered because some of the senior secondary schools in Ilorin metropolis do not offer History as a subject. The Questionnaire titled, "Influence of Reward and Punishment Questionnaire" (IRPQ) and a proforma tagged

“Students’ Academic Performance” (SAP) were used to collect data for the study. Questionnaire was used to elicit information from the respondents based on the teachers’ frequent use of reward and punishment while SAP was used to collect final year student results in West African Examination Council (WAEC) in History from 2014 to 2017. Research question 1 to 3 had corresponding hypotheses and were tested using Pearson product-moment correlation statistics at 0.05 level of significance.

Results

Ho₁: There is no significant relationship between teachers’ frequent use of reward and academic performance of History students in Ilorin metropolis of Kwara State.

Table 1: Teachers’ Frequent Use of Reward and Students’ Academic Performance in History

Variable	N	X	SD	df	Cal r-value	P-value	Decision
Use of Teachers’ Frequent Use of Reward	117	2.51	.74	115	.635	.000	Ho ₂
Rejected Students’ Academic Performance	117	12.41	4.99				

***Significant $P < .05$**

Table 1 shows the calculated r-value of .635 while p-value (0.000) is lesser than the significance level (0.05) for 115 degrees of freedom. Therefore, the hypothesis which states that, there is no significant relationship between the teachers’ frequent use of reward and academic performance of History students’ in Ilorin metropolis, Kwara State is rejected. The finding reveals that, there was a significant relationship between the teachers’ frequent use of Reward and academic performance of History students’ in Ilorin metropolis, Kwara State.

Ho₂: There is no significant relationship between Teachers' frequent use of punishment and academic performance of History students' in Ilorin metropolis of Kwara State.

Table 2: Teachers' Frequent Use of Punishment and Student's Academic Performance in History

Variable	N	X	SD	df	Cal r-value	P-value	Decision
Teachers' Frequent Use of Punishment	117	1.75	.94	115	.074	.061	Ho ₁ Not
Students' Academic Performance	117	12.41	4.99				

***Not Significant $P > .05$**

Table 2 shows the calculated r-value of .074 while p-value (0.000) is greater than the significance level (0.05) for 115 degrees of freedom. Therefore, the hypothesis which states that, there is no significant relationship between the teachers' frequent use of punishment and academic performance of History students' in Ilorin metropolis of Kwara State is not rejected. The finding reveals that there was no significant relationship between the teachers' frequent use of punishment and academic performance of History students' in Ilorin metropolis, Kwara State.

Ho₃: There is no significant relationship between the Teachers' frequent use of reward, punishment and academic performance of History students' in Ilorin metropolis of Kwara State.

Table 3: Teachers' Frequent Use of Reward, Punishment and Students' Academic Performance in History

Variable	N	X	SD	df	Cal r-value	P-value	Decision
Teachers' Frequent Use of Reward and Punishment	117	1.59	.89	115	.625	.000	Ho ₃
Students' Academic Performance	117	12.41	4.99				

***Significant $P < .05$**

Table 3 shows the calculated r-value of .625 while p-value (0.000) is lesser than the significance level (0.05) for 115 degrees of freedom. Therefore, the hypothesis which states that there is no significant relationship between the teachers' frequent use of reward, punishment and academic performance of History students' in Ilorin metropolis of Kwara State is rejected. The finding reveals that there was a significant relationship between the teachers' frequent use of reward, punishment and academic performance of History students' in Ilorin metropolis of Kwara State.

Discussion of the Findings

Based on the result of the findings, it was discovered that there was a significant relationship between the teachers' frequent use of reward and academic performance of History students' in Ilorin metropolis of Kwara State. This findings is in line with the findings of Paterson and Callion (2008) who stated that reward is one of the learning techniques that are always used in many environments including school. The biggest mistake any parent or teacher can make is to delay the reward for an appropriate behaviour. A reward will be most effective if it immediately follows the behaviour so that the desirable behaviour is validated. Most learning activities in our lives are impacted by these techniques. Similarly, Daramola (1998) affirmed that some children showed greater gains in learning when they were praised, while others learned better when only neutral statements were uttered.

The findings from Research Hypothesis Two indicates that, there was no significant relationship between the teachers' frequent use of punishment and academic performance of History students' in Ilorin metropolis, Kwara State. This finding confirms the submission of Okumbe (1998) who stated that the use of punishment in school is to instill discipline and is melted on student who violates the agreed rules and regulations. It is administered to bring about a desirable change in behaviour and therefore improve school discipline, if commensurate with the offense committed. This shows that, punishment helps other students to shy away from embarrassment, discourage them from playing and that students who are beaten because of poor academic performance may perform better than an applauded students if they take to the correction.

The outcome of the findings from research hypothesis three reveals that, there was a significant relationship between the teachers' frequent use of reward, punishment and academic performance of History students' in Ilorin metropolis of Kwara State. This findings corroborate that of Barto (1998) who opined that reward and punishment are the potent modulators of human and animal behaviour. One of the means through which a teacher can maintain class discipline in secondary schools is through reward and punishment.

Summary of the Findings

1. There was a significant relationship between the teachers' frequent use of reward and academic performance of History students' in Ilorin metropolis, Kwara State.
2. There was no significant relationship between the teachers' frequent use of punishment and academic performance of History students' in Ilorin metropolis, Kwara State.
3. There was significant relationship between the teachers' frequent use of reward, punishment and academic performance of History students' in Ilorin metropolis of Kwara State.

Conclusion

Based on the findings, it can be concluded that teachers should always make use of reward techniques that can encourage students to learn History as a subject and perform better in their academic performance. Similarly, the use of punishment should be minimized in schools because it shy away students and create panic to their mind which may discourage them from learning. Commensurable punishment can be used to correct inappropriate behaviour from the students who violate upon the school rules and regulations so that they can pay serious attention to their study. This shows that teachers need the two approaches to maintain discipline and enhance student academic performance in school.

Recommendations

Base on the findings, the following recommendations are made:

- i. Teachers should cultivate the habit of using reinforcement techniques that will encourage learners to put in extra efforts toward learning.
- ii. Teachers should know that punishing students cannot determine an excellent academic performance. Therefore, there is need for the teachers to minimize the use of punishment so that students can perform better in school.
- iii. There is need for teachers to practise the two approaches that is, reward and punishment during the teaching and learning, because situations will request for the appropriate technique to use at appropriate times.

References

- Adams, N. (2003). *Secondary School Management Today*. London, Melbourne, Sydney; Auckland Johannesburg, Hutchinson Ltd, Clandos Place.
- Adeyemo, P. A. (2005). *Principles and Practice of Education*: Ife. University Press.
- Barliver, A. (1992) *Recurrent Issues in Nigeria Education*, Zaria. Tamaza Publishing Co.
- Barto, M. (1998) *Poor Academic Performance Aetiology, Diagnosis and Remediation*, Psycho-educational Research Production: 66, 2, pp 123-125.

- Bukoye, R.O. & Abdulkadir, O.R. (2008). *Psychology of Learning*. Ilorin: Buremoh printers.
- Cameroon, K. Pierce, B. & Bark, Y. (2005). *Teaching and Learning Dynamics: A participative Approach*. Johannesburg. Cape Town: Heinemann.
- David. C. (2005) *Educational Psychology*, Boston. Houghton Mifflin.
- Daramola, G. (1998). Class size effects: Assessing the evidence, its policy implications, and future research agenda. *Educational Evaluation and Policy Analysis*, 21, 231- 48.
- Effiong, U.A. (2007) *Dealing with Disruptive Behaviours in the Classroom*. Calabar: Hilcop printing press, Nigeria.
- Gear, R.D. (2005). *The effect of school resources on student achievement*. Review of Educational Research, 66, 3, 361–396.
- Ime, E.O. (2008). *Effective use of punishment in the classroom*. Uyo: Jefta Publishing enterprise, Nigeria.
- Krembeltz, J. & Krembeltz, H. (2012). *Changing the Behaviour of Children and Adolescents*, translated and written by Karimi, Tehran: Fate'ey.
- Matsoga, J.T. (2003). *Crime and school violence in Botswana secondary education: the case of moeding senior secondary school*, PhD Dissertation. Ohio University.
- Okumbe, J.A. (1998). *Educational Management: Theory and Practice*. Nairobi: University Press.
- Paterson, J. & Callion, L. (2008). *The approach of upbringing children*, translated by E'tezadi (Tabatabai), first edition, Tehran: Forough-e Danesh Publications.
- Pirasteh, B. (2003). The effects of reward and punishment in upbringing of children, *Correctional Journal*, pg 17-21.
- Umoren, I.P. (2010). *The concept of Classroom Management in Modern Society*. Uyo: MGO Publishers Nigeria.

Communication Strategy as Rudiments for Organizational Prospects in Ogun State, Nigeria

¹Benard Adesina ODUFOWOKAN
adesinaodufowokan@gmail.com
+234 805 200 2391

&

²Obasola Olasunkanmi ORELESI
sholaorelesi@yahoo.com
+234 803 438 7332

^{1&2} General Nigerian Studies Education
Tasce, Omu-Ijebu.

Abstract

Organizational prosperity world-wide depends solely on the communications strategy and coherent executable development plans such organizations employed and put to use in its daily transactions. Therefore, this study was carried out to actually find out the effectiveness of good communication strategy in the future prosperity of an organization. Descriptive survey research design was employed, 250 Head Teachers and Principals were used for the study while a questionnaire titled Communication as Rudiments for Organizational Prospects Questionnaire 'CORUFOPQ' was designed and validated by the researchers was used to gather information. The data were analyzed using simple percentages. It was discovered that an organization would prosper, if and only if, it could process vital information speedily, store valid important information, applying facts discovered in decision-making and equitable distribution and treatment of staff issues and matters as at when due. Recommendations included constant electric supply to all the units within the organization, provision of current information technology gadgets like iPod phones, fax machines, computers and printers including regular and proper maintenance of the ICT gadgets among others.

Keywords: Communication strategy, organizational prospects, rudiments, Ogun state.

Introduction

Communication in the past connotes various signals, signs, voices and sounds within a household, a community, a town and or a state. While gongs and talking drums were used to transform information. Most settlements in Nigeria and elsewhere in Africa employ the services of town criers to transmit information from village or town head to people within and outside the community (Odufowokan, 2017). Accordingly and of course recently, it has been pronounced by education and education elites throughout the world that with the emergence of ICT and its gadgets schools and educational institutions now run various courses within the broader field of communication. Amongst others, communication now attempts to elevate understanding in businesses internally – within members of the same community and externally – between companies, outside customers, distributors, media, government, clients, institutions, ministries and individuals world-over in other sectors apart from education, hence communication expedites the basic functions of business, private and institution management - planning, organizing, staffing, directing, and controlling.

Odufowokan, (2010) averred that communication availability enables relationships within the communities of the world. He emphasized further that the enhancement of information gears proper understanding between people living in the community, accordingly, he emphasized that the knowledge and access to ICT determines the effects of their contributions to and impact towards followership acquisition of basic employable skills.

Akaegwu, Udida and Uwi in Odufowokan (2010) posited that lack of skill oriented education acquired by the majority of the university graduates accounted for high employment rate that stood at 27.9% as at 2005 and also concluded that ICT have transformed human capacity from the information technology age.

Amit, Ana, Shwetha and Reddy (2012) asserted that communication involve the act of imparting or interchange of thoughts, opinions, or information by speech, writing, or signs. In another term, act of confirming that something has been imparted, interchanged, or transmitted. It could also referred to a document or message imparting news, views, information etc. “Any act by which one person gives to or

receives from another person information about that persons needs, desires, perceptions, knowledge, or affective states. Communication may be intentional or unintentional, may involve conventional or unconventional signals which may take linguistic or non-linguistic forms, and may occur through spoken or other modes.

They distinguished further that between personal communication and organizational communication. The duo confirmed that organizational communication is the process by which activities of an organization are collected and coordinated to reach the goals of both individuals and the organization. In simple terms, it is the structural, directive and processed information flow that happens in an organization (Amit, Ana, Shwetha and Reddy, 2012). Furtherance to these, itemized various types of business communication as - Internal communication: This is the communication that takes place within an organization. In addition to the usual face to face, telephone, fax or mail; modern organizations may use technology to communicate internally. Technology may be used for e-mails or a linked internal communication.

External communication: Communication between the organization and those outside the organization. Business organizations communicate with other businesses through telephone, fax, internet etc.

External communication (Internal): This could be done through: (a) Letters communication (b) Fax (3) Direct mail (4) Team briefing (5) Internet (6) Notices (7) Video (8) Reports (9) Telephones (10) Memos (11) Advertising (12) Face to face (13) websites. Accordingly, Bateman, (2012) defined communication as the transmission of information and meaning from one party to another through the use of shared symbols. There is no understatement in saying that communication plays a significant role in the management of affairs in any organization. Odufowokan, (2017) quoting Drucker, (1985) averred that management effectiveness depends on the ability to listen, read, interpret, speak and write. Unfortunately, most managers write to impress but not to express which is the major “icon” of business. Effective communication is a very vital aspect to any organization in updating employees on new trends around or discovery of a new approach to production or to prepare workers for weather change as well as ensuring safety always during

the course of production. Summarily, it was summated that no single management communication mechanism that could said to be totally effective in managing large or complex organizations, in most cases, a management make use of a combination of management mechanisms to actually solve cogent problems and move the organization forward. Therefore, in reviewing the above, it then became necessary to examine the various prospects accruable from various communication strategies employable in management for organizations' prospects. Hence, the following strategic points are very vital in determining the organizational prospects. (1) Does the message contain a single main point? (2) Is it constructed with common, everyday words? (3) Are the sentences simple, straightforward declarations? (4) Is the most important part of the message in the first paragraph? (5) Does the major message speak in a voice consistent with how the organization speaks about other topics? (6) Is this major message consistent with the organization's other cogent messages?

Research Questions

Two research questions were raised and answered in this study. These questions were:

1. What are the communication strategies affecting organizations in Ogun State?
2. What are the prospects of using communication in organizations in Ogun State?

Methodology

Descriptive survey research design was adopted to carry out the study. This was chosen because the variables have been in existence and cannot be manipulated by the researchers.

The population target for this study consisted of all the Educational Institutions in Ogun State and the Head Teachers and the Principals of schools in Ogun State also formed part of the population.

Sixty (60) public secondary and sixty (60) public primary schools from Ijebu Ode, Ijebu-North and Ijebu North-East Local Government Areas in Ogun State were randomly chosen. These schools were mainly in

the primary and the secondary educational sector. Forty (40) principals and forty (40) head teachers were randomly chosen from each of these schools, totaling 240 participants in this study.

An instrument titled communication as Rudiments for Organizational Prospects Questionnaire "CORUFOPQ" was designed and validated by the researchers was used to gather information. The instrument was a four-point Likert type with response format as: Strongly Agree, Agree, Disagree and Strongly Disagree. The instrument consisted of three parts with the part eliciting information about the respondents. Part B consisted of 9 items dealing the communication strategy while Part C with 16 items concentrated on items dealing with the prospects of using communication in managing educational organizations. The reliability coefficient of the instrument was validated using a sample of 40 principals from the forty (40) public secondary and forty (40) primary schools from three different local government areas in Ogun State while Cronbach alpha was employed to determine the reliability coefficient which was 0.86 and content validity ratio of 0.78.

Results

The resulting data from the study responses into two categories of 'o with A and D with SD) using free c

Research Question I: What are the organizations in Ogun State?

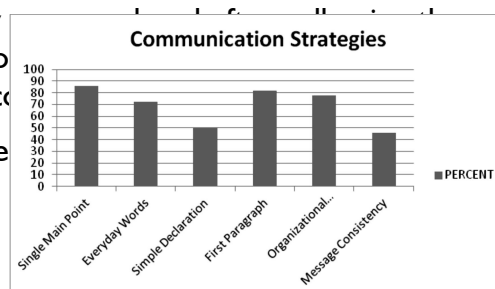


Fig I: Communication Strategies

Figure 1 shows the various communication strategic factors that were employed by heads of educational institutions in the respective local governments as well as their effects on the institutional prospects in the institutions. The heads optimized single main point contributing 86% to the organization's prospect. 72% of the heads were of the opinion that common everyday words had substantive organizational prospect while 50% anonymously agreed that simple declarations affect organizational prospect both at the short and long run for all organizations irrespective of the kind of the institution. 82% declared first paragraph consideration had higher effect on organizational prospect while organizational consistency was ranked close to first paragraph with 78%. Meanwhile, message consistency ranked lowest with 46% by the institutions heads in Ogun State. From the foregoing, it was discovered that single main point top the list of the strategies for communication in contributing to organizational prospects. This corroborates the findings of Odufowokan, (2017) who argued that single main point is an important aspect of decision making which helps in sounding and resounding organizational motives, goals and objectives. Continuous emphasis drives down the staff, finance and materials towards achievement of the institutional success.

Research Question 2: What are the prospects of using communication in organizations in Ogun State?

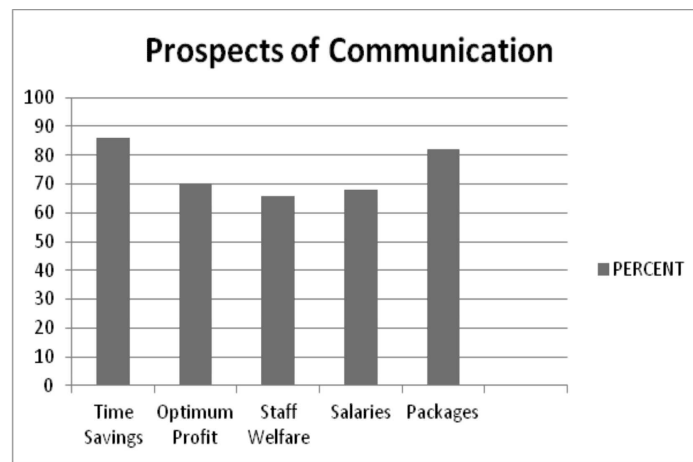


Fig. 2: Prospects of Communication

The prospects of using communication in organizations in Ogun State, Nigeria were perceived differently by institutional heads. Firstly, the institutional heads submitted that communication contributed 86% to educational institutions through time saving while 70% of them agreed to the positive effect of communication as it increases optimum profit. 66% agreed to communication being a major factor to prospects for provision of staff welfare while 68% were of the opinion that without communication, no organization could pay her staff salaries. Meanwhile, 82% unanimously supported the notion that communication is a vital factor ranges from time saving, increase in profit, staff welfare package as a major prospect, while production continuity as well as procurement of gadgets like computers, fax and other communication materials as key factors amongst others too numerous to mention.

Conclusion

This study has revealed that communication strategy has tremendously increased organizational prospects most especially educational institutions in Ogun State, Nigeria. There is no gainsaying in emphasizing the contribution of education to national growth and development. Therefore, the communication strategies enumerated in this study should form the bases of organization management in existing and upcoming educational institutions for them to actually strive and prosper. Educational institutions being social service industry should be established as well as sustained to assist the nation's youth for a better tomorrow.

Recommendations

- i. Head teachers and heads of tertiary institutions should be trained and re-trained to acquire basic rudiments in new ICT's and its' gadgets to meet the demand of the present day worldwide, most especially nowadays that employment and employability demand practical knowledge of soft skills as solutions to problem solving.
- ii. Necessary incentives required should be provided in required quantities to assist the head of institutions achieve their aims of being ICT compliant.

- iii. Communication strategy training should include knowledge of tracking hackers and internet fraudsters whenever they perpetuate activities that are fraudulent. Trailing, tracking as well as arrest of would be fraudsters by experienced heads is a necessary tool at securing the institutions' account.
- iv. Maintenance culture should be imbibed by all heads of educational institution. This will assist in keeping the gadgets and also save money.

References

- Agbonifoh, B.A. Agbadudu, A.B. and Iyayi, F. (2012). Management: A Nigerian perspective. Revised Edition.
- Agbonifoh, B.A., Ehiamezor, E.T., Inegbenebor, A.U. and Iyayi, F. (1999) The Business Enterprises in Nigeria. Longman Nig. Plc. Lagos
- Akuegwu, B.A., Udida I.A., and Uwi-Ue, F.D. (2007) Academic Staff Access to ICT and management of skill oriented Education in Cross rivers state Universities, *Nigeria Journal of Educational Administration and planning*, 7(1) Pg 45-53 March.
- Amit, K; Anas, O.M. Shwetha J. and Reddy, L. (2012) Organizational Behaviour Communication in an Organization. India Institute of Planning and Management. Pg 11-131 (A2)
- Anderson, C.M. and Martin, M.M. (1995). "Why Employees Speak to Co-workers and Bosses: Motives, Gender, and Organizational Satisfaction. *Journal of Business Communication*, 32 (3). 249-265.
- Drucker, P. (1985) Management Tasks, Responsibilities and Practices. New York: Van Nostrand Reinhold
- Odufowokan, B.A. (2010). Information Communication Technology and Graduate Unemployment in Nigeria: The 21st Century Challenges. *International Journal of Creativity & Technical Development* 2(1-3) December.
- Odufowokan, B.A. (2017). African Journal of Historical Sciences in Education, Nigerian Secondary Education and Youth Empowerment in Ogun State, Nigeria: New Millennium Challenges.
- Tittoh, K.S. (2012) What is Communication? India Institute of Planning and Management. Pg 11- 131 (A2).

Influence of Gender Factors on Workers' Attitude towards Training Programmes in Selected Organizations in Ibadan, Oyo State, Nigeria

Esther. A. Olanrewaju SANYA
sanyaesther68@gmail.com
+234 803 526 6778/808 726 6070
Department of Management & Account
Faculty of Environmental & Social Sciences
Lead City University, Ibadan, Nigeria

Abstract

Influence of gender factors on workers' attitude towards training programme shows training as an instrument that brings about change for everyone in employment including women in order to bring about positive attitude in organizations. However, there exists inequalities of training opportunities by gender in Nigeria. This is not because government deliberately put up any policy to deny women access to training but for the existence of some prejudice arising from socio-cultural set-up which put the women at a disadvantaged position in our organizations here in Nigeria. Descriptive research design was adopted for the study. The study target population consists of employees in three (3) selected organizations with a total population for the study which is estimated at 6,800. However, a five percent (5%) of the total population of each Organization were chosen as sample elements for the study which indicates that 325 respondents were used. The data was collected through a questionnaire titled "influence of gender factors on workers' attitude towards training programmes in selected organizations in Ibadan, Oyo state, Nigeria". Simple random sampling technique was to select 325 respondents used for the study. The data was collected through a questionnaire and analysis was done using Pearson r correlation to test 4 hypotheses at 5% level of significance. ($r=.432, p<.05$). The study established that there was significant relationship between gender factors and workers' attitude ($r=.943, p<.05$). The study also revealed that there was a significant relationship between workers' attitude and Age of last child ($r=.751, p<.05$). We also have sign relationship between Workers attitude and marital status ($r=.762, p<.05$). There is also no significant influence between workers' religious affiliation and workers attitude ($r=.312, p<.05$). There is no significant relationship observed between training on workers' Educational attainment and workers attitude ($r=.148, p<.05$).

The implication of the above is to work towards avoiding the erroneous beliefs that women do not like to be involved or attend training programmes. Instead, government and people in places of authority in organizations should put necessary machinery in motion to make women get more involved, interested and attracted to training programmes in order to derive increased and maximum productivity from women through continuous training to achieve Organizational goals and national development.

Keywords: Gender Factors, Workers' Attitude, Training Programmes and Organization

Introduction

In the dawn of the 21st Century, which is the era of globalization and world's high technological advancement, there is the need for workers training, education and development in every organization. Obviously, training has now become more critical and essential than ever before. Thus, Van Der Camp (1990) had noted that technological advancement and its impact on the labour market has made the permanent training and retraining of labour force very essential. In essence, any organization with complacent workers, who depend solely on their initial educational qualification for the long stretch of their career life, will surely forever remain in the doldrums. The influence of training on the individual worker is enormous because people in organizations are constantly in learning situations and job sometimes change due to introduction of new plants, machineries, systems, promotion, absence of staff on the posts, maternity, sick, examination or annual leave period Omole, (2003). Therefore, training becomes a very necessary tool which is important for the organization and the individual worker for sustainability and profitability purpose.

Technological developments are constantly introducing new skills and knowledge, making former ones redundant. In the past decade, the world of work has been in a constant state of flux and change (Eruku, 2003). Therefore, to constantly acquire the new skills as they emerge and keep abreast of the times, there is need for continuing education and training of Nigerians work force both in the public and the private sectors of the economy. Human element is very vital to the productivity and the growth of any organization. Even where the financial resources abound, people are still needed for the proper utilization of those

resources. Therefore, if workers, most especially women participate in training programme, it will influence efficiency and effectiveness in the organization (Fawole, 2002, Egunyomi, 2004; Orife- Ehinlaiye, 2005).

Women seem to have won the battle against chauvinism and patriarchy that was predominantly the practice in the olden day's world in Nigeria, Africa and the world generally. According to Akinjide (2017), Fawole, (2002) now women no longer need to agitate for recognition in whatever areas of endeavour they may find themselves. This recognition is already there beckoning to as many women as are able to exhibit enough and appropriate feats that require such attention and recognition. It is now obvious world over that women have two jobs. The first job is in the home while the other is outside the home which could be gainful employment in an organization or the woman is into private business. We observe that training had been focusing on male employee more than female workers in Industries, simply because the cultural environment of organizations in Nigeria had little recognition for women in wage employment as they see it that the homestead, the backyard is the place for women in the affairs of job organizations Udegbe, (1997); USAID (2002). This invariably has had a corresponding effect on female participation in training attitudinally and otherwise.

However, training is recognized as a method of enhancing organizational efficiency and performance as rightly observed by Yesufu (2005). Here training is defined as the acquisition of all necessary skills, knowledge, attitudes and behavior which is required specifically for better job performance. Scholars had postulated that women are highly productive and not much meaningful development could take place in a country without their active participation. These include Asogwa, (2001), Fawole, (2002), Egunyomi, (2004); Orife- Ehinlaiye, (2005); The popular saying 'develop a woman, then you have developed a nation is supported by Fawole, (2002); Orife- Ehinlaiye, (2005). As Nwizu (2004) had stated, there is need for greater emphasis on women's education, if an integrated approach to educational development is to be achieved nationally and globally. Other educationists have also stressed the importance of women education to self and national growth (Lisa, 1995; Nwafor and Ezegbe, 1998). In effect, the skills of female workers in the selected organizations

to produce efficiently can only be improved with adequate training. As Orife- Ehinlaiye (2005) had noted, people cannot give out of what they do not have. Acquiring the best training and education fortifies a woman to give her best to the nation.

However, in spite of the rapidly increased involvement of women in the modern sector labour market, so little is known about their condition of work, the problems they face and how to enhance or improve their quality of life and their general well being. The use of complicated and unfamiliar machinery also results in occupational accidents, jobs hazards and injuries, especially for women, since most of these tools and equipment were built without women in mind. Goldberg (1986) in Udegbe & Omare (1994), as confirmed in his book “the inevitability of patriarchy” believes that the few women who attained leadership positions are anomalies to the natural order of things. Despite the great inroads made so far by women into the labour market and their attitudes towards training, which had hitherto recorded little achievement in terms of women attaining management positions at work organization the world over due to gender discrimination and the way in which women had sometimes been sexually abused Iweriebor, (1990). Udegbe and Omare (1994) observed that women experience de-facto vertical and horizontal occupational segregation, unlike their male counterparts. The report of a study on ‘women at the top’ by Hansard society commission (1990) summarizes the barriers that hamper women’s progress in the organizational hierarchy as well as the strategies adopted by employers to perpetuate it, mainly the discriminatory attitudes of managers and employers based on assumptions. These were stated as status of gender equity in USAID (2017).

Perceptions of women involvement in training are important not simply as an index of actual participation, but also because they may affect their morale and career performance. It is at least reasonable to speculate that people who, rightly or wrongly, believe they are left out of attending training programmes in their respective organizations may as a result feel anger and resentment. They could also suffer discouragement as a result of their sex because women observe and know the implications and consequent adverse effect of their non-

participatory in training on their job performance. Hence, they put up attitude which may be negative towards themselves and the organization as an entity and these could be disastrous to their career progression and organizational development. Also, when we look at it globally, we discover that, the power relations that prevent women from leading fulfilling lives operate at many levels of society, from the most personal to the highly public. Achieving the goal of equal opportunity for women and men attending training programmes will provide a balance that more accurately reflect the composition of the society and is also needed in order to strengthen democracy and promote its proper functioning Rogers, (1990). Likewise, the under-representation of women in decision- making positions in the areas of arts, cultures, sports, the media, education, religion and the law have prevented women from having a significant impact on many institution Imani & Manna (1994). Taking a look within the family, between the man and his wife, we see inequality of power relations and this inequality is seen in the public arena which often starts with discriminatory attitudes and practices. Where division of labour is concerned, we witness inequality on responsibilities within and without the family system and households. These unequal power relations limits women's potentials and cannot find enough time to develop the skills required for training in organizations and workers' attitudes, reactions, and feelings towards the achievements of their potentials. Solanke, (1985); Udegbe, (1997); Yesufu (2005); Alebiosu (2005).

Statement of the Problem

The above facts may not be because the female worker is lazy, unintelligent or unserious. Akintayo (2004); Yesufu (2005); Alebiosu (2005) had noted that female workers encounter a lot of impediments on their road to a successful attendance to training programmes, but little efforts have been made to look critically and logically into the problem area which affect their persistence and success in the programmes. This situation poses lot of problems in having many of them highly literate and competent enough to be able to contribute more meaningfully to the organizations where they are employed and to the generality of the people and national developments. This therefore

raises the salient following questions: How should female workers' attendance to training programmes be encouraged so that they can persist and succeed? How should their involvement in training be made more attractive and interesting so that more female workers will be interested in participating in such programmes in organizations? What are those factors that could influence female attitude and success in training programmes and to what degree? How can the problems be addressed, so that female workers can participate in training programmes in organizations? This study is restricted to three organizations selected randomly in Oyo State, Nigeria. These are Cocoa Research Institute of Nigeria (CRIN), the Nigerian Institute of Social and Economic Research (NISER) and the Forestry Research Institute of Nigeria (FRIN). Furthermore, the choice of these three organizations is based on their recognition as one of the organizations that has reputation, as foremost research institutes in Ibadan, Oyo state, Nigeria. It is on this basis that this study sets out to investigate the influence of gender factors on workers' attitude towards training programmes in selected organizations in Ibadan, Oyo state, Nigeria.

Research Question

What are the identified factors of workers' attitude towards training programmes?

Hypotheses

1. There will be no significant relationship between the age of the last workers' child and attitude towards training
2. There will be no significant relationship between the workers' marital status and attitude towards training
3. There will be no significant relationship between the workers' religious affiliation and attitude towards training
4. There will be no significant relationship between the workers' educational attainment and attitude towards training

Methodology

In this study, the descriptive survey research design of *ex-post-facto* type was adopted. The target population for this study comprised of all

employees in the three (3) selected organizations. The total population for the study was estimated at 6,500. A total of 325 respondents were used for the study which employed the stratified and simple random sampling techniques. Five percent (5%) of the total population of each Organization were chosen randomly as sample elements for the study.

Table 1: Sample Element

Organization	Population	Sample Size Chosen (5%)
CRIN	1,640	82
NISER	2,220	111
FRIN	2,640	132
TOTAL	6,500	325

The major instrument used for this study is the questionnaire developed by the researcher tagged gender factor on Workers Attitude towards Training. However, our interview and available records were used to complement the questionnaires. The draft version of the questionnaire were given to the experts in Women Affairs (Ministry of Women Affairs) Labour Matters Experts, Psychology, and Workers' in Training Outfits like ITF, ASCON, LBS, among others for critical appraisal in order to confirm the context and face validity. To analyze the data collected through the questionnaire researcher employed simple percentage and frequency count. Pearson's Product Moment Correlation was used to test 4 hypotheses at 5% level of significance.

Results

Research question: What are the identified factors of workers' attitude towards training programmes?

Table 2: Demographic Factors in Relation to Workers Attitude towards Training Programmes

Variables	F-Ratio	Sig. of P	R	R ²	Adj. R ²	B	T	p
Age of last child						.579	27.872	.000
Marital Status						.610	26.357	.000
Religious Affiliation						-.003	-.113	.910
Educational Attainment	280.712	.000	.943	.889	.886	.016	.581	.562

$P < 0.05$

Table I above shows that there is significant joint effect of Age of last child, Marital status, Religious Affiliation, Educational Attainment. ($F(9.315) = 280.712$, $R = .943$, $R^2 = .889$, $\text{Adj.}R^2 = 0.886$; $P < .05$). About 88% of the variation was accounted for by the independent variables while the remaining 12% was not due to chance. The relative effects of each of each independent variable showed that Age of last child contributed ($\hat{\alpha} + .579$). $P < 0.05$), Marital Status ($\hat{\alpha} + .610$) $P < 0.05$), Religious Affiliation contributed ($\hat{\alpha} = -.003$) $P < 0.05$), and Educational Attainment contributed ($\hat{\alpha} = -.016$) $P > 0.05$). Thus, from the table, while Age of last child, marital status, and workers Educational Attainment were all relatively significant, Religious Affiliation was not.

In African culture, women are defined not only in relation to men but also dependent on and subordinate to men economically and socially USAID (2002); Nwizu, (2004) expressed their view that women psyche, her biological make-up are defined as closer to nature because they are concerned with child care and primary socialization especially to the children. By comparison, men have a wider range of contact and less personal and particular relationships. Thus, men are seen as superior to nature, women's psyche is devalued and once again, men come out on top. The rate of women participants in training programmes could therefore be attributed to traditional beliefs; whereby women are seen as having low capacity intelligence, thus socio-cultural practices place them in low position they are to be subservient so as to allow men have their ways (Raymond (2005). It is observed that in many cultures in Nigeria and some African countries, many families do not see women's education as worthwhile but they see women as man's asset forgetting that women education is the key to development as an educated woman is an asset to her family, community and nation at large.

The adage says "Train a Woman" "Train a Nation" because of those she will interact with along her life path. Okpoko (2002); Razavi, & Miller, (1995) also remarks that women education leads straight to that learning society, a society that offers many and varied opportunities of learning to women both at school and in economic, social and cultural. The Beijing declaration, (1995) corroborate the afore-mentioned findings, went further to proffer solutions which today stands as the major international instrument for curbing gender discrimination prevalent in almost all

cultures round the world. The declaration expects governments of all countries in the world to practically, and in clear terms, takes all necessary measures to eliminate all forms of discrimination against women and remove all obstacles to gender equality in the area of women education. Nigeria being a signatory to that pact has not done much in fighting “glass ceiling” and patriarchy on women, neither are they sincere with the 35% affirmative even in day to day running of the affairs of the Nation especially politically.

H₀₁: There will be no significant relationship between the age of the last workers’ child and attitude towards training.

Table 3: Age of Last Child in Relation with Workers Attitude

Variables	Mean	Std Dev	N	R	P	Remark
Workers’ Attitude	24.3938	4.3103	325	.751	.000	Sig.
Age of last child	15.4862	2.4465				

$P < 0.05$

It is shown in Table 3 above that there was significant relationship between Workers’ Attitude and Age of last child ($r = .751$, $N = 325$, $P < .05$). From the table, it could be observed that the Age of last Child had influenced the Workers’ Attitude in the study. In the African setting, the basic role assigned to women is a reproductive one, with associated duties of child rearing, cooking meals and taking care of the sick family members. Due to social norms, women are expected to take considerable domestic responsibilities which enables majority of them want to evade being involved in any trainine programme in the organization where they are employed. This is in line with a research conducted by Okide, (2005) which shows that family responsibilities like taking care of the children, coojing meals, taking care of the sick family members are the major responsibility of women in the society compare to attending western education programme. Umar, (2005) in support of the above, argued that women have not much spare time to attend education programmes because they are saddled with bearing and raising children, housework and caring for the husband. These enormous tasks may lead to the withdrawal of women from training programme. At the

same time, they would not be able to mix freely with opposite sex and they are therefore constrained from pursuing educational career except their homes. Definitely, women, especially the married ones, will have little time for education due to the fact that, the extent of the domestic demands of their time is too high. Some of them brought their newly born babies to the training centers.

According to Dagbulu (2003), this cultural belief has imprisoned woman's real self and values inside her by the societal norms because she is taught and directed on what to and how to behave despite this, the deemed completion of the programme is mainly a matter of choice, opportunity cost, which only the respondents can make. The discrimination women suffer in the home, due to belief and practices whereby husbands may disallow his wife from having formal or non-formal education because she is a female and her place is in the kitchen. These social conditions will eventually manifest itself in poverty, diseases, backwardness and economic dependence and so on. These social conditions according to Akande (1996) have bedeviled women in Nigeria. This also confirmed the UNESCO (2003) stand that negative social attitudes were also hindrances to women participation in training and education. UNESCO (2005) in line with the findings of the study stated that women make up seventy percent of the world's absolute poor inferior group. This is unconnected with the view that is held about the position of the female in the society which contributes to their subordination.

However, government policies are in favour of women education Article 10 of CEDAW which concerns women's right to education requires measures to ensure the same opportunities for women in access to programmes of continuing education programme especially those aimed at reducing the gap in education between men and women

H₀₂: There will be no significant relationship between the workers' marital status and attitude towards training

Table 4: Correlation Table on Marital status and Workers' Attitude Towards Training

Variables	Mean	Std Dev	N	R	P	Remark
Workers' Attitude	24.3938	4.310	325	.762	.000	Sig.
Marital Status	14.307	2.593				

$P < 0.05$

It is shown in Table 3 that there was significant relationship between workers' Attitude and Marital Status ($r = .72$, $N = 325$, $P < .05$). From the table, it could be observed that the Marital Status had influenced the Workers Attitude in the study. This finding is in accordance with (Nwosu, 1989, Nwabuko, 2005) who argued that it is not Nigerian men who kept oppressing to the extent that women's head is lowered than men, but it is the custom, social, religion and attitude set up by the communities which continued to play major role in determining who goes to school, how well they do, and how far they progress. Contrary to the culture of the society which made women to believe that they are only good enough to play a supportive role, but not expected to be in the mainstream of the activities in the society. Consequently, most this, Oyewole, (2006) sees the female psyche to have been re-orientated towards ostracization from the so-called macho-centric society, which women themselves have accepted women have developed a lack of interest in non-formal education because even in school, they have learnt to place more value on the goals of femininity, rather than make any realistic assessment of their likely future (Ukpong, 2002 and Nwizu, 2005). Buttrressing and is greatly affecting their educational pursuit. The social status of women in the society perpetuates gender inequality in education (World Bank, 2001 and Adepoju, 2004). This role ascribed to women may not allow them to stay long in school as her services would be required more at home. It is a universal social institution of society, present in every community. It is also an "ought", in the sense that at a given age approved by the community, a couple is expected to establish a household, and to live therein cooperatively on terms largely prescribed by the customs and laws of the community. According to Igbuzor (2002), child bearing is an important, if not the most important precondition for the existence of any society. It is the responsibility of the married couple

to produce children in order to maintain the continuity of society. From the moment of birth, child rearing begins; mothers in many traditional societies are fully devoted to the bringing up of their children, the wife did everything in the household taking care of the children personally or with the assistance of some elderly women in the larger family, keeping the house and the environment clean and washing clothes for the family, understand the children languages and reflexes. Women educational qualifications notwithstanding, she just has to adjust her life to the traditional belief that women should be seen and not to be heard. This is because the practice of leaving children under the care of paid workers is recent in this part of the world.

Women are therefore prevented from attending school with the flimsy excuse that marriage is a sacrifice especially on the part of a woman in the sense that her career should not disturb her household responsibilities and that the education of women may disturb the smooth relationship that exists among family members. Most husbands who might view women's education with suspicion that woman, may not be a good wife after completing the educational programme. This according to Ramachandran (2003) believes that educated women would not be a good mother because they tended to have less respect for the traditional beliefs, due to the sex role assigned to women. This is because to some culture, the major pre-occupation of a woman is considered to be running of the home and in providing assistance to man. From this view point, the husband may prevent them from completing their programme. Ike, (2005) also remarked that women are regarded as home maker- their roles being mothers and wives, they are to be kept in subordinate positions, women have to be over-looked in favour of their traditional roles of motherhood.

H₀₃: There will be no significant relationship between the workers' religious affiliation and attitude towards training

Table 5: Correlation Table on Religious Affiliation and Workers Attitude to Training

Variables	Mean	Std Dev	N	R	P	Remark
Workers' Attitude	24.3938	4.3103	325	.312	.000	Sig.
Religious Affiliation of Workers	8.5877	2.0733				

$P < 0.05$

Table 5 above show that there was significant relationship between Workers' Attitude and Religious Affiliation of Workers ($r = .312$, $N = 325$, $P < .05$). From the table, it could be observed that the Religious Affiliation of Workers had influenced the Workers' Attitude in the study. The finding here agrees with the belief that religion recognizes both male and female and reinforce sex inequality, due to the fact that in religion, both men and women have different functions to perform in favour of men. The practice of pudah as one of their religious practices forbids free association of men and women in the society (Aderinoye & Adepoju, 2006). This act may lead to withdrawal of a lot of Muslim from participating in sandwich programmes. However, Idabawa (1994) argues that Islam as a religion never preach gender bias in favour of males in the area of education. He stated further that, even the famous pudah practice is not permissible to a person who could not ensure the ability of meeting the basic need of the women with education being one fundamental component. Christianity too does not support gender inequality in the area of education. This is because Christian mission have been the known agents of initiating western education in Nigeria without gender bias. The above revealed that the two predominant religions in Nigeria (Christianity and Islam) does not reinforce sex inequality in education, one can therefore deduce from religion point of view that it is the society that dictate the ways of life to its inhabitants because it is interested in its own processes of self-regeneration and perpetuation.

The finding here agrees with Tahir (2002) when he observed that:

In several predominantly Muslim communities in the North, many parents still view modern education as un-Islamic.... education is erroneously perceived as an outright conversation to Christianity

Also in support of this view, NPC (2004) pointed out that:

The north-west, made up of Sokoto, Kebbi, Fatsina, Kano, Jigawa and Kaduna States and the North-East made up of Yobe, Borno, Bauchi, Gobe, Adamawa and Taraba States have the highest population of no education-seven in ten women due to withdrawal from school.

The above may not be connected with the fact that the Christian mission initiated western education in Nigeria. This explains the apprehension of some Muslim towards the total acceptance of the system. While reacting to gender gap on the basis of religious beliefs, Ike, (2005) remarks that certain religious beliefs forbid women to be seen publicly or to associate with men other than their husbands. Murzi, (2003) also admitted that gender gap still exists in many of the Predominantly Muslim states like Zamfara, Sokoto, where girls are traditionally prevented from access to formal education due to interpretation in religious injunctions. Adeniyi (2006), however stated that religion provides guidance for people on the tolerance, principle of morality like justice, honesty, righteousness, equality, brotherhood, tolerance and perseverance, religion opposes all sorts of discrimination based on either colour, race or class.

H₀₄: There will be no significant relationship between the workers' educational attainment and attitude towards training.

Table 6: Correlation Table on Workers Educational Attainment and Workers Attitude to Training

Variables	Mean	Std Dev	N	R	P	Remark
Workers' Attitude	24.3938	4.3103	325	.148	.000	Sig.
Workers Educational Attainment	11.4800	2.5197				

$P < 0.05$

Table 6 above show that there was significant relationship between Workers' Attitude and Training on Workers' Educational Attainment ($r = .148$, $N = 325$, $P < .05$). From the table, it could be observed that the training on Workers' Educational Attainment had influenced the

Workers' Attitude in the study. According to Ike, (2005), education of men at all levels was given greater priority than the education of women, because the colonial administration that introduced western education in Nigeria considered it "natural" for men to carry forth the economic roles. This implies that the gender disparity in access to primary, secondary and particularly tertiary education dates back to the pre-colonial era and is rooted not only in African traditional culture, Christianity and Islamic religion (National MDGs Report, 2004). This has led to educational deficiencies on the part of women till date. This is in line with Torres (2003) who observed that drop-out rates of women in non-formal education programme are about fifty percent.

According to Aqina-Ude (2002), Obilade and Mejiuni (2006) constitutionally, there is resistance to the women's development in the sense that the Nigerian constitution of 1999, presently in use does not actually address the women issues-equality, women's human rights, affirmative action clauses just to mention but a few despite the efforts of the National Democratic and Equality Vanguard (NADEV) led by Professor Jadesola Akande (an eminent woman professor of law) when the constitution was in the making. But instead, the constitution just provided for Federal character principle (section 14 (3)) and went further to establish Federal character commission (section 153 (1) ~~to~~) along the existing geographical lines instead of gender disparity or make provision through specific equality and affirmative action clause to address socio-cultural discrimination and injustices against women. Women all over the world are therefore the products of what the society has made of them (Nigerian women inclusive). This prevailing comparative inequality in the positioning and opportunities for women advancement in education is mainly traceable to the attitude of most parents. For example, most parents insist on the girl-child doing her house chores such as caring for the young siblings, cooking, washing, even trading before and after school hours. Girls are not even given the same opportunities as the boys at home, while the boys for instance are busy reading, these girls are busy helping their parents at the time they should be doing their school assignment (UNICEF, 2001; Udeani, 2004).

Conclusion

The study has been a modest effort at examining the influence of gender factors on workers' attitude towards training in selected organizations in Ibadan, Oyo State, Nigeria. The Nigerian woman is the epitome of womanhood; beautiful, feminine, elegant and dignified. She is full of deep unknown secrets like her mother continent; Africa, which makes her a mystery. Given the right opportunities, women would be more resilient and solid and can be compared with the best man anywhere in the world. Finally, it should be of note that women are equally very effective and efficient when it comes to being involved in training programmes and this is supported by the involvement of women who are well read and are in positions of authority due to the various trainings they have received along their career ladder up. They have acted in various capacities in government among whom we have as Ministers in Federal Republic of Nigeria e.g. Dr (Mrs.) Oby Ezekwesili, Dr (Mrs.) Ngozi Okonjo-Iweala, Prof. Dora Akunyili to mention but a few.

Recommendations

- i. Women should take their campaigns and efforts towards their emancipation and liberation more rigorously, more seriously and more aggressively.
- ii. Women should abhor and do away with all these feminine mentalities that make the society look down on them and regard them as "the other sex", "the weaker sex" among others.
- iii. Government should know that women liberation in all civilized society is whole and total to the extent that when women's protection is in conflict with men's, women's protection prevails. Let this also be in Nigeria.
- iv. Our government should respect the United Nations declaration of 1984 that women should participate as equal partners with men in all spheres of life and at all levels. Funds should be made available always for the campaigns against women's discrimination and subjugation.
- v. Men should not allow the man in them to take over but they must be ready to give women the opportunity to operate in the scheme of things, men should regard women as equal and worthy partners in developmental processes that will uplift the society.

References

- Acker, J. (1994): Gendered Education: Sociological reflections on women, teaching and feminism. Buckingham Open University Press
- Adepoju, T. (2004): Some Correlates of Girls and Women's Attitude to Literacy Education. International Journal of Literacy Education. UNESCO and Dept. of Adult Education, University of Ibadan Vol. 2, No 1 pp 167-174.
- Adler, C.P. (1923): Strategic Human Resources Management: A global perspective in International Human Resource Management (ed.) R. Pieper, De Gruyter, Berlin/New York. Human Personality Theory.
- Adeyemo, D.A. (2001): Development and Validity Estimates of Career Decision-Making, Self-efficacy Scale. (CDMSES) In Journal of Educational studies (IJES) 2: 398-406
- Akintayo, M.O. (2004): Impact of Leadership Behaviour and Organizational Support on Workers Performance. Journal on Educational Management.
- Akinpelu, J.A. (2004): Essay in Philosophy and Education. Stirling Herlm Publishers (Nig.) Ltd. Ibadan, Oyo State.
- Allport, G. (1937): The Open System in Personality Theory, Journal of Abnormal and Social Psychology, 61. pp 301-311 in Hilgard and Alkinson 1979.
- Amartya, Sen (1997): Fitting Reward: Award for Welfare of Women and Children.
- Amuno, J.L. (1989): The effect of Training on the Job. Unpublished Ph.D Thesis, University of Ibadan.
- Bandura, A. (1977): Social Learning Theory; A social-cognitive Theory. Prentice Hall Englewood, Cliff. N.J
- Betz, N. and Hackett, G. (1981): The Relationship of Career Related Self-efficacy expectation to perceived career options in College Women and Men. Journal of counseling Psychology, 28, 399-410
- Boserup, G. (1970): Women's role in economic development. London: George Allen and Union.
- Broune and Barret (1991): Female Education in Sub-Saharan Africa: The Key to Development? Comparative Education, 27, 275-285.
- Bulus, S. (1998). Sex discrimination in the Labour Market, London and Basin Stoke. Macmillan Press Ltd.

- Carl Rogers (1992): *Adult Learning for Development*, London Casewell.
- Chiaha, G.U. (1998) in Akinola, Sarumi & Mojinyinola (2000) - An Evaluation of Part-Time Nigerian Certificate in Education Programme (1979-1995). Unpublished PhD Thesis of Faculty of Education, University of Ibadan, Ibadan, Nigeria.
- Cornwell, A. (2005): *Reading in Gender in Africa*. James Currey Oxford, Indiana University Press.
- Dale Yorder (2000): *Learning Organizations in C Mabey and Plles (eds) Managung, Learning, Routeledge, London*.
- Dollard, J. and Miller, N. (1950): *Citations: Social Learning and Immitation*.
- Egunyomi, D. (2004): *Women Education and Development, Rethinking Adults and Non- Formal Education. Essays in memory of Professor Ayo Ogunseye, J.T. Okedara, C.N. Anyanwu and M.A.L. Omole, (eds) Stirling- Horden Publishers (Nig) Ltd*.
- Eruku, U. (2003): June Unionism, Workers Education and the 21st century. In the Nigerian Journal of industrial Education and Labour Relations, 5, 1: 19-29.
- Fapohunda, T.M. (2004): High level Human Resources Development and Training in the oil Industry in Nigeria: a model for achieving the 1969 Nigerianization Decree In Journal of Research in Education, 3, 1: 80-95.
- Hashley, V. (2006): *Open for Business: Human Resources and Human Capital Reporting*, IIES Brighton.
- Hammed, A. (1995): *Assertiveness skills: An unpublished instrument for measuring assertiveness level*. Department of Guidance and Counseling, University of Ibadan.
- Hondageageu, Sotelo (1998, 2003): *Gender and US Immigration: Contemporary Trends*, Beckerly: University of California Press.
- Ifaturoti, M.A. (1985): *Female Employment and related personal problems in women in modern sector labour force in Nigeria*. University of Lagos, Department of Industrial Relations and Personal Management.
- Imani & Manna (1994): A study of Girls lack of Access to primary Education in Islamic Republic of Iran- Compare 27 (3), Oct. 263- 276
- Iweriebor, E.G. (1990): *Nigerian Women Discrimination: Domestic, Regional, and International Protection of Nigerian Women Against*

Discrimination: Constraints and Possibilities...As defined by the CEDAW.

- Kester, K.O., Akinwande, J.A. and Gbenro, A.I. (2008): The Education for all (EFA) Goals and Gender Equality in Educational Opportunities in Nigeria: An overview in M. Boncouvalas and R. Aderinoye Education for Millenium Development: Essay in honour of Professor Michael Omolewa. PP 78-92, Ibadan: Spectrum Books Ltd. Vol 11. Pg 78-92
- King & Hill (1993): Women's Education in developing countries: Barriers, Benefits and Policies. A world Bank Book. Baltimore: John Hopkins University Press.
- Leach, F. (1998): Gender Education and Training: An International Perspective in C. Sweetman (Ed) Gender education and training (pp 9-18) Oxford GB.
- Lindsey, L. (1997): Gender roles: A sociological Perspective. New Jersey; Prentice Hall.
- Mbilinyi & Mbugbuni (1991): Gender in African women writing. Identifying sexuality and Differences. Indiana University Press.
- McClelland, D.C. (1951): The Achieving Society. Princeton M.J Van Nostrand.
- Nadler, D.A. (2004): A congruence model for diagnosing organizational behaviour, Resource Book in Macro-Organizational Behaviour, R.H Miles (Ed), Good Year Publishing, Santa Monica, CA.
- Nwachukwu, C.C. (1992): Human Resource Management and Industrial Relations. In Journal of Labour Studies. Vol 3 No 2.
- Nwizu, S.C. (2004): Educational Research on Women Education and Rural Women. In journal of Research in Education 31ST Jan-June 2004
- Omole, M.A.L. (2003): Conflict Management and Human Resource Development in Nigeria. A paper presented at the 1st National conference of Nigerian Institute of Personnel Management, Oyo State Branch, University of Ibadan.
- Rathgeber, E. M. (1989): Women and Development: An overview in J.L Parpart (Ed) Women and Development in Africa: Comparative perspectives; Lanham MD: University Press of America.

- Razavi, S. & Miller, C. (1995): From WID to GAD: Conceptual shifts in the women and development discourse. Occasional paper NO 1, UN Fourth World Conference on Women. Geneva: UNRISD.
- Reynold, L.M. (2002): Academic persistence in Higher Education. *Consumers Interest Annuals* 49:1-8
- Rogers, P. H. (1990): Gender and Leadership: Image and Reality. Faculty of Social Sciences. Lecture series 9. University of Ibadan, Ibadan.
- Senegal Ministry of Education (1995) Closing the gap in enrolment and of investment of purposes of Economic Development.
- Solanke, M. (1985): Personnel Problems and Women workers. In women in the modern sector labour force in Nigeria. University of Lagos Department of Industrial Relations and Personnel Management.
- Stronguist, N.P. (1999): What Poverty does to girls education: The intersection of class gender and ethnicity in Latin America. Keynote speech at the International Conference on Education and development (Sept 09-13) Oxford.
- Tinker, I. & Branson, M. B. (1976): Women and Development. Wahington DC: Overseas Development council.
- Ubeku, A. (2005): Personnel Management in Nigeria: Principles and Practice. Macmillan Publishers, Lagos, Nigeria.
- Udegbe, I.B. (1997): Gender and Leadership: Image and Reality, Faculty of Social Sciences. Lecture Series 9 University of Ibadan. Ibadan.
- USAID (2002): Overview of the status of Gender Equity: Review Report 2, Washington D.C
- USAID (2017) Review Report 2 Washington D.C. 2017 In Review: *The State Of Gender Equality in the Workplace:*
- World Bank (2001): Poverty Reduction Strategy source Book on Gender Washington D.C
- Yousoufou, O. (2002): The Challenge before Us: Towards Self Reliant Africa and Discrimination amongst Workers.

Industrial Training as a Transformational Programme for Business Educators in Nigeria

¹Temitayo Abosede AKINYELE
temitayoakinyele@yahoo.com
+234 803 488 8311

&

²Adebimpe Adunni ODUNAYE
bodunaye@yahoo.com
+234 806 566 5557

¹Federal College of Education,
Osiele, Abeokuta

²Department of Educational Management
Faculty of Arts & Education
Lead City University, Ibadan

Abstract

This paper identifies Industrial Training as a Transformational Programme for Business Educators in Nigeria. It looked at different definitions of Business Education, who a business educator is, the objectives of Business Education as well as its importance to the nation. It also identifies what Students Industrial Work Experience Scheme (SIWES) is and the objectives, which is meant for students to match their theoretical school knowledge with the practical aspect of their training in Industry. Also, the issues and challenges faced by the students and industry were discussed. Hence, in order to effectively achieve the goals and objectives of the Scheme (SIWES), it was recommended among others that orientation programmes should be conducted for students before embarking on Industrial Training exercise so as to understand the objectives of SIWES and on the part of the Industry, the employer should be sensitized on the need to expose the trainees to such areas of training that would positively contribute to their level of acquisition of Business Education skills.

Keywords: Business education, Business educator, Student Industrial Work Experience Scheme (SIWES), Transformation.

Introduction

Business Education is an education programme that prepares the individual for the world of work as a teacher, office worker, an employer of labour or self-employed. Onasoga, Olatunde and Egbeyemi, 2016. Osuala (2004) refers to Business Education as a programme of instruction which consists of two parts (i) Office Education which is a Vocational Education programme for office careers through the initial refresher and upgrading education and (ii) General Business Education, a programme that provides students with the information and competencies needed by all to manage personal business affairs and to use the services of business organisations.

Business Education has been defined in several ways, most of which highlights its vocational nature. Education prepares its beneficiaries for gainful employment and sustainable livelihood. It is generally seen as education for and about business. Since the primary goal of business education is to produce competent, skillful and dynamic business teachers, office administrators and businessmen and women that will effectively compete in the world of work. It can then be opined that business education is an impetus and *sine qua non* to national transformation because economic development usually engenders national transformation.

A Business Educator is a professional teacher who learnt the rudiments of transmitting knowledge of business to others.

Transformation actually means a complete change from one situation to another, a total departure from the old order to a new one. Transformation does not come accidentally, but requires deliberate effort. To change from a failure to a successful person calls for performance of some activities that will facilitate the actualization of such dreams, transformation calls for practical action and goes beyond mere expression or verbal pronouncement, but requires a number of tasks to be performed. Transformation is a concept that has been diversely defined by scholars of different backgrounds and orientations. It is a fundamental shift in the deep orientation of a person, an organization, or a nation, such that the world is seen in new ways and new actions and results

become possible that were impossible prior to the transformation (UNDP-LDP, cited in Asobie, 2012).

The Industrial Training Fund Act (ITFA) came into effect on 8th October, 1971. The purpose of the Act was to establish a fund. The Industrial Training Fund is to be utilized to promote and encourage the acquisition of skills in industry or commerce in Nigeria with a view to generating a pool of indigenous trained manpower sufficient to meet the needs of the economy.

Encouraging greater involvement of employees, particularly small employees in the organisation and development of training programmes and facilities including the establishment of Group Training Scheme and centres in certain areas of economic activity such as

1. Building of training facilities of its own in identified areas of national needs.
2. Organising research and studies into training as a support to other activities of the Fund.
3. Establishing uniform National Vocational Apprenticeship Training Scheme in the country.
4. Seeking to harmonise ITF's non-formal training programmes in the curricula of formal educational Institutions.
5. Bearing a proportion of direct cost of on-the-job and off-the-job training of Nigerian employees.

As part of its responsibilities, the ITF provides direct training, vocational and apprentice training, research and consultancy service, reimbursement of up to 50% levy paid by employers of labour registered with it, and administers the Students Industrial Work Experience Scheme (SIWES). It also provides human resource development information and training technology service to industry and commerce to enhance their manpower capacity and in-house training delivery effort.

The main thrust of ITF programmes and services is to stimulate human performance, improve productivity, and induce value-added production in industry and commerce. Through its SIWES and Vocational and Apprentice Training Programmes, the Fund also builds capacity for graduates and youth self-employment, in the context of Small Scale Industrialization, in the economy. ITF programmes and services is to be the foremost skills training development organization in Nigeria and one

of the best in the world. To set and regulate standards and offer direct training intervention in industrial and commercial skills training and development, using a corps of highly competent professional staff, modern techniques and technology.

Students Industrial Work Experience Scheme (SIWES)

The Student Industrial Work Experience Scheme (SIWES) was established by the Industrial Training Fund (ITF) 1973 to enable students of tertiary institutions have basic technical knowledge of industrial works based on their courses of study before the completion of their program in their respective institutions.(Abdullahi, 2010).

Prior to the establishment of the scheme, there was great concern among industrialists that graduates of institutions of higher learning lacked adequate practical background studies preparatory for employment in the industries. The scheme is a planned and supervised training intervention based on stated and specific learning and career objectives and geared towards developing the occupational competencies of the participants. It is a programme required to be undertaken by all students of tertiary institutions in Nigeria pursuing courses in specialized engineering, technical, business, applied sciences and applied Arts (ITF, 2004).

The Students Industrial Work Experience Scheme (SIWES) is a skills training programme designed to expose and prepare students of universities and other tertiary institutions for the industrial work situation they are likely to meet after graduation. It is also a planned and structured programme based on stated and specific career objectives which are geared towards developing the occupational competencies of participants (Mafe, 2009). Consequently, the SIWES programme is a compulsory graduation requirement for all Nigerian university students offering certain courses.

The Students Industrial Work Experience Scheme (SIWES) is the accepted training programme, which is part of the approved Minimum Academic Standard in the various degree programmes for all Nigerian Universities. The scheme is aimed at bridging the existing gap between theory and practice of Sciences, Agriculture, Medical Sciences (including

Nursing), Engineering and Technology, Management, and Information and Communication Technology and other professional educational programmes in the Nigerian tertiary institutions. It is aimed at exposing students to machines and equipment, professional work methods and ways of safeguarding the work areas and workers in industries, offices, laboratories, hospitals and other organizations.

Prior to establishing the scheme, industrialists and other employers of labour felt concerned that graduates of Nigerian universities were deficient in practical background studies preparatory for employment in industries and other organizations. The employers thus concluded that the theoretical education being received in our higher institutions was not responsive to the needs of the employers of labour. The scheme is a tripartite programme involving the students, the universities and the employers of labour. It is funded by the Federal Government and jointly coordinated by the Industrial Training Fund (ITF) and the National Universities Commission

The minimum duration for SIWES should normally be 24 weeks (6 months) at a stretch. The period is longer for engineering and technology programmes. The ITF will not pay for any attachment period that is less than 24 weeks. In most institutions, SIWES is done at the end of the 2nd semester examination of 300, 400 or 500 level. The time and duration will have to be worked out jointly by each school and the directorate and the ITF.

Objectives of SIWES

The programmes of SIWES are designed to achieve the following objectives:

- i. Provision of avenue for students to acquire industrial skills and experience during their course of study
- ii. To prepare students for the work situation they are likely to meet after graduation
- iii. To expose students to work methods and techniques in handling equipment and machineries that may not be available in the universities
- iv. To make the transition from the university to the world of work easier and thus enhance students contacts for later job placement.

- v. To provide students with an opportunity to apply their theoretical knowledge in real work situations, thereby bridging the gap between theory and practice.

The need for ensuring that the theoretical knowledge acquired by students is matched with their practical knowledge gave room to the establishment of Student Industrial Works Experience Scheme (SIWES). SIWES is one of the Industrial Training Fund (ITF) programmes which were introduced in 1974 due to the inability of engineering and technology students in Nigeria universities and polytechnics to meet the practical aspects of their training. That is, the needs to enable students match their theoretical school knowledge with the practical aspect of their training in industry. According to Ekpenyong (2011), one of the principles underlying any industrial work experience scheme for students in institutions of learning is the desire to marry the practical with the theoretical learning which characterizes conventional classroom situations with a view to striking a balance between theory and practice. The author stressed further that it was in realization of this that the ITF when it was established, set out to study the extent to which the theoretical knowledge that students in engineering technology and other allied fields in Nigerian institutions offering technology based courses related to the kind of work experience expected of them by employers.

The result of the ITF survey showed a great disparity between students' knowledge and their ability to apply it in relevant jobs. In order to bridge the gap between the two, the ITF in 1974 established a co-operative internship programme, which enabled students of technology to spend some part of their courses for relevant on-the-job practical experiences in appropriate areas of the Nigerian industry (Ekpenyong, 2011). The author further stressed that the internship programme, SIWES, can therefore be seen as that which is intended to give Nigerian students studying occupationally-related courses experience that would supplement their theoretical learning as a well of equipping the students with the needed skills to function in the world of work.

According to Ihebereme (2010), skill acquisition is the process of acquiring or gaining effective and ready knowledge in developing ones aptitude and ability in a particular field. It is also described as ability to show competence in what one is doing as a result of the theoretical and

practical knowledge gained through training (Nwonyeh, 2010). Ihebereme (2010) stressed that skill acquisition is one among other policies embarked upon in Nigeria with the sole aim to alleviate poverty, youth restiveness, sophisticated crime and corruption rate, rural-urban drift, unemployment and other social vices. Skill acquisition in Nigeria education is meant to equip our students with more practical and less theoretical knowledge that will make the students to be more useful in the world of work. The study by Uramah (2003) revealed that proper implementation of SIWES programme encourages good academic performance and enhances better productivity by students in the labour market.

Challenges of SIWES

On professional development of Business Education students, there are some noticeable challenges facing students' industrial work experience scheme which impede the fulfillment of its objectives. These challenges include:

- i. **Financial Constraint**
Finance constraint is one of the challenges which affect certain aspects of its operations like students' supervision and payment of allowances to participants.
- ii. **Students' Placement**
The issue of students' placement is another challenge facing SIWES operation. Some employers are not willing to accept students into their establishments due to poor attitudes of some students and for not wanting to take responsibility of remuneration of students after completion of the scheme.
- iii. **The attitude of students towards Industrial Training**
There is also the problem of some students wanting to choose places of attachment by themselves for reasons ranging from not wanting to be far from their homes and wanting to use the period for enjoyment and leisure like holiday period, thereby choosing places that are not related to their profession.

- iv. Irregularity in academic calendar
Also facing SIWES operation is irregularity in academic calendar of institutions. The issue of strike and students' unrest leading to closure of institutions has a serious negative effect on duration of the training. The implication of this is that enough practical experience is not obtainable by students and thereby affecting their professional development negatively.
- v. Unwillingness of various organisations to take students for training
Among the major issues faced by institutions is the small number of trainees taken in by organisations at any given time. Given that there are thousands of students from various public and private universities seeking placements at almost the same period of time, industrial training has become a competitive endeavour for students. This is compounded by criteria set by organisations, where they generally seek trainees who have high grade point averages and those who are proficient in English. The placement of trainees is akin to job placements, with students having to send in their resumes and attending interviews. While such demands prepare students for the world of work upon graduation, they also make it difficult for students who do not 'make the cut' to find suitable industrial training positions.
- vi. Number of students applying at the same time.
The large number of students applying for industrial training positions also means that organisations have the luxury of waiting till the very last minute before deciding on their choice of trainees - making it a very stressful wait for students and institutions. With industrial training being a compulsory component of the curriculum for many undergraduate programmes, students who have difficulty in securing placements may have problems fulfilling their credit requirement and end up graduating later than their peers.
- vii. Allowances
There is also the issue of allowances paid to students, where there are cases where students do not receive any allowance at all. This puts a burden on students who not only have to pay semester fees during their industrial training period but also have to bear the cost

of accommodation and travel expenses during their industrial training period. This in turn means that students prefer to do their training at organisations near their homes, sometimes losing the opportunity to maximize the full potential of their training experience.

viii. Task given to trainees

Another issue that institutions face is the kind of tasks given to trainees. While it is acknowledged that trainees have limited knowledge, skills and experience at the time of training, industry should not just assign trainees with mundane tasks but provide more structured training programme with appropriate supervision so that the trainees actually learn on-the-job skills making it a meaningful learning experience as well as the feedback from the organisations.

Benefits of Business Education Industrial Training Programme

Business Education Industrial training programme or work experience programme has the following benefits:

1. Administrators of schools, business teachers and students learn what industry needs and industry in turn learns what the school and students attempt to do thereby providing the needed technologies and strengthening the curriculum.
2. Industry cooperation assists the school by reducing the burden of investing and acquiring latest office technologies.
3. The trainees would have a wide exposure of modern state-of-arts equipment use in the industry which many schools cannot afford.
4. Essentially, school based programmes are theoretical, students are exposed to practical work and learning by actually using the business machines and equipment the industry can provide.
5. Business Education and industry cooperation promote good public relations between school and industrial firms.
6. Student's entry to real world of work situation on post-graduation is made easier as fore-knowledge in the application of wide range of business office machines and equipment.

Issues and Challenges Faced by Industry

- i. On the part of industry, it is understandable that they can only take in a limited number of trainees at a time and that there are financial, manpower and other resources involved in the placement of trainees. Without any incentives, such as tax relief, or financial assistance, some organisations are reluctant to welcome trainees.
- ii. Those that do accept them generally want the best students because the assumption would be that these students will be able to carry out their tasks more efficiently, and thus less time and effort (in other words, productive work time) needs to be put into training them. Industry also wants to select the best students as their trainees because the training period is an ideal opportunity for them to evaluate the potential of the trainees as future employees.
- iii. Industry also prefers students who are proficient in English. In this respect, one of the recurring comments about industrial trainees relates to their lack of English proficiency and communication skills, which also echoes industry's sentiments about graduates.
- iv. Apart from the selection of students, one of the main issues about industrial training brought up by industry is the duration of the training period. Industry generally prefers trainees to be placed for at least six months so as to maximize the full potential of the practical experience. Thus, institutions whose students have longer training periods are more likely to be selected by industry.
- v. Another issue that has been highlighted is the lack of structure in industrial training programmes, in terms of what types of tasks trainees are expected to perform and how the training period should be.
- vi. Industry also laments the lack of partnership and collaboration between industry and academia. Many organisations have shown a great interest in assisting with curriculum development and with pre-industrial training programmes, such a company introduction, and soft-skills development workshops.

Industrial Training programme is a way of transforming the lives of the recipient, that is, the students, to meet up with the requirement of the industry and to promote occupational knowledge. It enables

the students to gain the practical aspect of what they were being taught in the school, so that upon graduation, they will have the confidence to face the world of work and also, the employers will not be spending extra cost on training them again.

Conclusion

Business education remains the foundation of human resource development which provides knowledge, skills, attitudes and understanding needed to perform in the business world as a producer or consumer of economic goods and services that business offers. To ensure national transformation as being emphasized as slogan on daily basis, there is immediate need to tackle the challenges of business education programme headlong to pave way for the fulfillment of its roles in national life.

In an era where the demand for workers who can use modern technology to increase national productivity and industrialization is on the increase, the need for a symbiotic relationship between Business Education and the industries has become inevitable. This is more so because such partnership which is usually developed on agreement among employers, students and the school provide supervised workplace employment opportunities, service learning and experiential learning and thus facilitate school-to-work transition.

Also, having an industrial training component in a degree programme can add tremendous value to any degree programme, particularly as it can enhance the employability skills of graduate. Feedback obtained from industry, such as on the lack of English communication skills of students, must be taken seriously.

In order to ensure that industrial training becomes a natural part of university training, efforts must be collaboratively and not individually taken by institutions, industry and the government so that some of the issues and challenges mentioned can be addressed.

Recommendations

- i. Orientation programmes should be conducted for business education students before embarking on Industrial Training exercise. This will help to understand the objectives of SIWES and help them

to appreciate the need for their cooperation and seriousness during the exercise.

- ii. Organizations should always provide the necessary logistics needed for the smooth running of the SIWES;
- iii. Regular monthly allowances for students on attachment should be paid promptly;
- iv. Organizations should always accept students for SIWES and subsequently assign them to relevant jobs;
- v. Highly skilled staff should always be made to train the students on attachment;
- vi. Business Education students learning progress should be closely monitored and supervised by experienced staff;
- vii. Employers of labour should be more willing to absorb business education students for SIWES;
- viii. There should be more collaborative efforts or liaison between business organizations and institutions of learning.
- ix. Business organizations should strive to provide more up-to-date office automations in the training of business education students on SIWES.
- x. Organized private sectors, government establishments and other related organizations should be encouraged to accept business education student for training in their establishments.
- xi. Employers should also be encouraged to make provision for temporary accommodation for students trainees during their training to eliminate the issue of accommodation problem.
- xii. It is also recommended that institutions should release funds for the payment of stipend to trainees to ease off the problem of inadequate fund on students.

References

- Abdullahi, A.O. (2010). *A report of students industrial work experience scheme (SIWES) carried out at University of Lagos Library*, University of Lagos, Akoka, Yaba, Lagos.
- Akinyele, T.A., Olusanya, O.O., & Babayemi O.A. (2016). Contributions of SIWES to the acquisition of Occupational Skills by Business

- Education Students in tertiary institutions. *Gateway Journal of Business Education*. Vol. 3(1), 155-173
- Asobie, A. (2012). Challenges of Governance: Need for Transformational Leadership. Presented at National Conference of ANAN, held at Abuja, October, 9
- Ekpenyong, L.E. (2011). *Foundations of Technical and Vocational Education: Evolution and Practice for Nigerian Students in TVE and Adult Education, Policy Makers & Practitioners*. Benin City: Supreme Ideal Publishers International Ltd.
- Ihebereme, C. (2010). Teachers and Students Perception of the Problems of Effective Skill Acquisition in Senior Secondary Schools. *Journal of Qualitative Education*, 6(2), 1-6.
- Isah, A.R. (2003). The effect of Students' Industrial Work Experience Scheme on Skill Development of Business Education Students (A case study of Federal College of Education, Kano). A project submitted to Department of Vocational and Technical Education, Ahmadu Bello University, Zaria.
- Mafe, O.A. (2009). *Guide to successful participation in SIWES*. Panaf Publishing Inc. Abuja, Lagos. National Conference on Management Sciences: Academia-Industry Collaboration – Strategies for the Dream Economy. 3-4 April 2006. Organized by UTAR-Management Sciences @Malaysia. Sunway Lagoon Resort Hotel.
- Nwonyeh, G.I.R. (2010). Problems and Prospects of Skills Acquisition in Music Education in Nigeria Colleges of Education. *Journal of Qualitative Education*, 6(2), 72-76.
- Onasoga, O.T, Olatunde, M.A. & Egbeyem, i G.A. (2016). Utilizing Business Education as a tool for reducing poverty and Female involvement in terrorism in Nigeria. *Gateway Journal of Business Education* 3(1)
- Osuala, E.C. (2004). *Principles and Methods of Business and Computer Education*. Enugu: Cheston Agency Ltd.
- University of Nebraska-Lincoln. Digital Commons @ University of Nebraska–Lincoln Library. Philosophy and Practice (e-Journal) Influence of Students' Industrial Work Experience Scheme On Professional Development of Library and Information Science Students in South-West, Nigeria.

- Uramah, M. (2003). The impact of Students' Industrial Work Experience Scheme on Business Education Students. A thesis submitted to Department of Vocational and Technical Education, Faculty of Education, Ahmadu Bello University, Zaria.
- Wodi, S.W. & Dokubo, A. (2009). Appraisal of Students' Industrial Work Experience Scheme (SIWES) in five tertiary institutions in Rivers State, Nigeria. *European Journal of Social Sciences*, 7(3).

Age and Gender as Correlates of English Language Teachers' Disposition to Computers for Pedagogy in Southwestern Nigeria

Samson Olusola OLATUNJI
olatunji.so@unilorin.edu.ng, samsholat@gmail.com
+234 806 267 4466

Linguistic Immersion Centre for Foreign Students
Faculty of Arts
University of Ilorin, Kwara State, Nigeria

Abstract

The determined relationships of age and gender with English Language teachers' disposition to the use of computers in western Nigeria. A total of 240 teachers was sampled through stratified random sampling for the survey design of the ex-post facto type. A twenty-four-item self-constructed questionnaire titled Language Teachers' Computer Attitudes Questionnaire (LTCAQ) was used for data collection. Copies of the instrument that yielded 92.4 Cronbach alpha were administered to the teachers. Only 217 of the 240 copies were returned and the data obtained were subjected to frequency counts, percentages and chi-square statistical tools to answer one research question and test two null hypotheses. The findings showed that the teachers generally had positive disposition to computers, gender had significant relationship with the teachers' disposition to computers while age did not. It was concluded that with more advocacy, the teachers can be helped to translate their positive disposition to extensive actual use of the facility. It was then recommended that government should help teachers to easily acquire computers. English Language teacher education programmes should adequately prepare pre-service teachers for effective and efficient deployment of computers for language teaching.

Keywords: Age, computer, disposition, gender, language teachers, pedagogy

Introduction

Disposition is the tendency to act in a certain way consistently under certain circumstances as propelled by such personal traits as beliefs and attitudes (Kirwan, & Roumell, 2015; Sachdeva, 2016). Teachers' disposition to any type of technological equipment largely determines their decision to either use or forsake it (Shin, 2015; Lehtinen, Nieminen & Viiri, 2016). One of the findings by Coleman, Gibson, Cotten, Howell-Moroney and Stringer (2016) in a study on a sample of fourth- and fifth-grade teachers in an urban, low-income school district in the Southeastern United States confirms that teachers' disposition to computers significantly determines their levels of actual adoption of the equipment for teaching-learning.

According to Drosel, Eickelmann and Gerick (2017) as well as Lawrence and Tar (2018), achieving significant success in motivating teachers to use computer technology in teaching largely depends on identifying the factors that control the teachers' disposition to the technology. The importance of disposition is exemplified in a study conducted by Palaiologou (2016) on teachers in England, Luxemburg, Malta, Greece and Kuwait, in which one of the findings shows that despite the teachers' personal digital competence, their use of technology was unsatisfactory. This ascertains the superiority of disposition over knowledge possession. It also proves that unhelpful disposition is the gap between possession of the knowledge of computer and its actual use.

In recognition of the significance of disposition in any successful technology-rich educational endeavour, Mittal, Chaudhary and Alavi (2017) recommend serious attention to disposition as a major concern for educational administrators. This is because, among other reasons, teachers' disposition towards new technologies, computers inclusive, can be enhanced, if they are accorded appropriate support (Young, 2016). It is thus pertinent to consider the variables that initiate and sustain the teachers' disposition to computers.

Following the realisation that personal traits contribute largely to disposition, the current study identifies the personality traits of gender and age as variables that may have significant relationships with the disposition of English Language teachers to the adoption of computers in southwestern Nigeria. This is with a view to determining how the

contributions of the two variables can be exploited to facilitate positive disposition to computers as a part of the efforts at enhancing Nigerian students' mastery of the subject.

It is obvious that most Nigerian students are grossly deficient in the English language as shown consistently in their performance in the school subject through which the language is taught and examined (Ayodele, 2001; Kolawole & Olatunji, 2006; WAEC *Chief Examiner's Report* 2016). There have thus been frantic research efforts to discover the causes of the endemic failure as well as appropriate solutions to the problem (Kolawole, 1998; Aladeyomi and Adetunde, 2007; Oyinloye and Gbenedio, 2010). But the problem has persisted till date.

Among the solutions found in literature to have produced good results is the use of various delivery modes of computer-assisted instructional strategies (Biesembach-Lucas, 2007; Folajinmi, Ejiofor and Folajinmi, 2008; Fawwas and Mahmoud, 2010; Maedeh, Monsoor and Masood, 2013). Olatunji (2008) found from a survey that Nigerian students spend much more time on computer-mediated activities than formal learning. It is then suggested that incorporating the computer into English Language classroom activities will be helpful in arresting and sustaining students' attention. But the quality of its teachers determines the heights that a system of education can attain (Hooker, 2009; Pihie and Bagheri, 2011, NERDC, 2013). So, teacher variables outweigh such factors as availability of and accessibility to computers.

In addition to a sound and comprehensive teacher education programme, the teachers' attitude or disposition matters a lot in determining their quality, effectiveness and efficiency. No degree of equipping schools with computers can produce the desired results without competent teachers that have positive disposition to computer-assisted instruction (Albirini, 2006; Rahimi and Yadollahi, 2012). Wang and Dostál (2017) too emphasise the importance of teachers' disposition to ICT as the most prominent requirement for its successful deployment to teaching and learning. They (Wang & Dostál, 2017) further observe a paucity of studies investigating teachers' disposition to ICT in the midst of a plethora of studies on the impacts of technology on learning outcomes. Therefore, a study to determine English Language teachers'

disposition to the use of computer in lesson delivery in their field is very important.

Two of the variables that literature shows can impact on teachers' disposition to technology are of interest in the current study: Age and gender. The age of a teacher at the time of being introduced into teaching with technology determines the teachers' disposition to it. One of the conclusions by Aldunate and Nussbaum (2013) is that teachers who adopt technology early and invest much of their time to incorporate educational technology into their pedagogic enterprise are more likely to adopt new technology, irrespective of its intricacy.

It has been found that new technologies are an overwhelming challenge to the traditional and age-long process of teaching and learning which the older teachers have thought must be conserved by all means (Kwache, 2007; Ilomaki, 2007). Young teachers (age group 25-40 years) are more receptive to new ideas, technology inclusive (Pande, 2002; Ferrero, 2003). The mixed-method study carried out by Berkowsky, Sharit and Czadja (2018) indicates less readiness to adopt technology in the older participants than the younger ones. Wang and Dostál's (2017) submit that age intrinsically significantly determines a teacher's disposition to technology underscores the primacy of age as a factor for technology's adoption for pedagogy. But Williams' (2015) survey shows no significant relationship between age and teachers' disposition to computers.

However, Lau and Sim's (2008) findings from a survey reveal that sampled elderly teachers in Malaysia were eager to adopt ICT, of which computer is the greatest driver, in schools. The Anova result from John's (2015) study shows that a significant difference existed in various age groups' disposition as indicated by perceived ease of use. Contrarily, a finding by Tondeur, Aesaert, Prestidge and Consuegre (2018) shows no significant contribution of age to pre-service teachers' computer competency, indicating that disposition may not vary according to age. These thus make findings on the impact of age on teachers' disposition to the adoption of computers to pedagogy inconclusive, hence the need for this study to provide a statistically valid description of the role of age factor on English Language teachers' disposition to the use of computer for language instruction in Nigeria.

Gender influence on people's disposition to computer has also been widely investigated. The results of an Independent Samples T-test in a study carried out by John (2015) shows a significant difference in perception of ease of use of computers (an important component of disposition to computers) in favour of male teachers (t value = 2.46, $p=0.01$). This is corroborated by findings from other studies (Opoku & Kuranchie, 2014). The survey carried out by Marth and Bogner (2018) across different age categories shows males demonstrating better disposition through significantly higher interest and social adjustment to technology. The finding of a gender gap in disposition to aspects of computer science and engineering in favour of males by Brauner, Ziefle, Schroeder, Leonhardt, Bergner and Ziegler (2018) as well as Ehrlinger, Plant, Hartwig, Vossen, Columb and Brewer (2018) may be representative of the general disposition to the use of computer in all spheres of life, language teaching inclusive.

However, Elsaadani (2012) found no significant difference in male teaching staff's disposition to technology and their female counterparts. Other studies similarly found no significant difference in disposition to computers on the basis of gender (Wong and Hanafi, 2007; Suri and Sharma, 2013). Though Timothy (2010) found no statistical significance for gender in the four constructs of computer attitude in his study on 157 pre-service teachers, the mean scores for males were higher for three of the constructs. Williams' (2015) survey too shows no significant influence of gender on teachers' disposition to computers. Teo and Zhou (2017) too, found no moderating effect of gender on sampled teachers' disposition to the use of technology in teaching. Also the finding of no significant effect of gender on pre-service teachers' computer competencies by Tondeur, Aesaert, Prestidge and Consuegre (2018) could be interpreted as indicative of absence of differentials in disposition.

Statement of Problem

The afore-referenced findings too indicate the fact that more studies on the relationship between gender and attitude to computer need to be carried out, especially such that are specifically focused on Nigerian teachers. The current study is thus aimed at determining the relationship

between English language teachers' gender and their disposition to the deployment of computers in language teaching in western Nigeria. It is to also investigate the relationship between their age and their disposition to the use of computer for language pedagogy. This is to determine how each of the variables can be manipulated for better disposition of the teachers to computers. The advantages of the technology can then be adequately exploited. It is hoped that this would eventually contribute better performance of Nigerian students in English language.

Research Question

What is the range of the disposition of English language teachers to the use of computers for teaching and learning in southwestern Nigeria?

Hypotheses

1. There will be no significant relationship between English language teachers' gender and their disposition to the use of computers in language pedagogy.
2. There is no significant relationship between English language teachers' age and their disposition to the use of computers in language pedagogy

Methodology

The survey design of the ex-post facto type was employed. The study population comprised senior secondary English Language teachers in four states in the western part of Nigeria, namely, Oyo, Ogun, Osun and Ondo. Sixty teachers were got through stratified random sampling from each of the states to constitute a sample size of 240, of which 217 made their responses available for analysis.

A twenty-four-item self-constructed questionnaire titled "Language Teachers' Computer Attitudes Questionnaire (LTCAQ)" was used for data collection. The questionnaire is divided into three sections A, B and C. Section A introduces the study. Section B contains seven items that require information about each respondent's age, sex, qualification and teaching experience. Section C comprises seventeen items that probe the teachers' disposition to computer use in language teaching and

learning on a modified four-point likert scale of Strongly Disagree, Disagree, Agree, and Strongly Agree.

Copies of the questionnaire were administered to 30 English Language teachers that were not included in the study sample but with similar demographic features as in the sample. The computation of their responses through the Statistical Package for the Social Sciences yielded 92.4 Cronbach alpha. Copies of the instrument were administered to the teachers by the researcher and two research assistants. Efforts were made to retrieve the copies immediately but in most cases, this was not possible because of the teachers' busy schedules. At the end of the exercise 217 of the 240 copies served were retrieved and found usable. Frequency counts, percentages and chi-square statistical tools were used in analyzing the data obtained and in answering one research question and testing two null hypotheses.

Results

Research Question: What is the range of the disposition of English language teachers to the use of computers for teaching and learning in southwestern Nigeria?

Table I: English Language Teachers' Disposition to the Use of Computers for Language Pedagogy in Southwestern Nigeria

Disposition Type	Frequency	Percentage
Negative	-	-
Weakly favourable	80	36.9
Averagely favourable	89	41.0
Strongly favourable	48	22.1
Total	217	100

None of the respondents has negative disposition to the deployment of computers for language pedagogy. This shows how widespread the realization that computers hold great prospects for all endeavours is among the teachers. The responses that showed favourable but weak disposition to the use of computers for language teaching were 80

(36.9%). Those denoting averagely favourable disposition are 89 (41.0%) while only 48 (22.1%) portray strongly favourable disposition. The answer to the research question is thus that the teachers' disposition is positive or favourable but in the range of the weak, the average and the strong. The responses that are weak are those that signify positive disposition but with no indication of readiness to adopt computers. Those that are average include a small degree of readiness to use computers while the strong ones are those including the willingness to adopt computers for pedagogy. While some respondents ticked "Strongly Agree" for some stimuli, others simply ticked "Agree".

The first obvious implication of this finding is that the knowledge of the usefulness of computers in language teaching and learning is adequately widespread among the English Language teachers. Secondly, the disposition to adopt the computer resources is also general to the teachers. But thirdly, more emphasis needs to be placed on getting most of the teachers really familiar to computers in order to remove age-long attitudinal inhibitions to the teachers' readiness to practically employ computers. This may, perhaps, include efforts at boosting the teachers' self-efficacy with computers.

H₀₁: There will be no significant relationship between English language teachers' gender and their disposition to the use of computers in language pedagogy.

Table 2 : Relationship between Teachers' Gender and Disposition to Computer for Teaching

Gender	Disposition			Total	X ²	df	p-value
	Weak	Average	Strong				
Male	25(24.5%)	45(44.1%)	32(31.4%)	102(100%)	15.87	2	0.0001
Female	55(41.8%)	44(38.3%)	16(13.9%)	115(100%)			
Total	80(36.9%)	89(41%)	48(22.1%)	217(100%)	Corr -0.27		0.0001

The result of the data collected was analyzed with the aid of chi-square statistics. The result indicates that the null hypothesis, tested at 5% level of significance stated that there is no significant relationship between English language teachers' gender and their disposition to the

use of computers in language pedagogy. The observed value is 15.873 and degree of freedom is 2. There is significance since probability value is 0.0001 ($P < 0.05$). Therefore, the null hypothesis is rejected and thus confirmed that there is significant relationship between English Language teachers' gender and their disposition to the use of computers in language pedagogy. This means being either a male or a female significantly contributes to the disposition of most Nigerian teachers of English Language to the use of computer. This, however, seems contrary to Agbatogun's (2010) finding of insignificant effect of gender on Nigerian teachers' use of computers. But it should be noted that people's disposition to a particular object may not always perfectly predict their rate of actual use of the object. The significant relationship found between gender and disposition to computers in the current study is corroborated by the finding from a study of 186 pre-service teachers at the University of Hong Kong by Yuen and Ma (2002) that there was gender significantly difference in acceptance of computers. The difference in perceived usefulness and perceived ease of use was in favour of the female sample. This is similar to Nickell and Pinto's (1986) finding of possible gender difference in attitude to computers.

Pope-Davis and Twing's (1991) study on 207 college students showed no significant influence of gender on attitude to computers. But Meelissen and Drent (2008) found higher between-school variance in girls' computer attitude than the boys'. Other research findings that reported gender difference in disposition to computers in favour of males are Shaashani (1993), Whitley (1997) and Durndell and Haag (2002).

The significance of the finding of a strong relationship between the Nigerian teachers of English and disposition to the use of computers for pedagogy is that efforts at promoting the adoption of computers for English language teaching and learning should address the need to give adequate attention to gender based inhibitions and utilise positive gender based traits for maximum results. A look at the frequency counts and percentages shows that the males are generally better disposed to the use of computers than the females. Therefore, more advocacy is required on the female teachers than their male counterparts while the males' higher level positive disposition should be adequately harnessed.

H₀₂: There is no significant relationship between English language teachers' age and their disposition to the use of computers in language pedagogy

Table 3 : Relationship between Teachers' Age and Disposition to Computer for Teaching

Age	Disposition			Total	X ²	df	p-value
	Weak	Average	Strong				
21 -30yrs	4(40%)	6(60%)	0(0%)	10(100%)	5.86	6	0.439
31-40yrs	19(29.2%)	30(46.2%)	16(24.6%)	65(100%)			
41-50yrs	43(41%)	38(36.2%)	24(22.9%)	105(100%)			
51-60yrs	14(37.8%)	15(40.5%)	8(21.6%)	37(100%)			
Total	80(36.9%)	89(41%)	48(22.1%)	217(100%)	Corr - .036		0.599

The result shows that the null hypothesis, tested at 0.05 level of significance, stated that there is no significant difference between English Language teachers' age and their disposition to the use of computers in language pedagogy. The observed X² value is 5.86 and degree of freedom is 6. There is no significance since probability value is 0.439 ($P > 0.05$). Therefore, the null hypothesis is not rejected and thus confirmed that there is no significant difference between English language teachers' age and their disposition to the use of computers in language pedagogy. The provision of laptop computers for secondary school teachers on installment by the governments of the states in the sample must have made computers so familiar to have eroded the age differentials in disposition to the deployment of computers for pedagogy.

Similarly, neither ANOVA nor Duncan multiple comparison revealed that age affected the sample's disposition to computers in a study conducted on Mathematical Sciences faculty of King Fahd University of Petroleum and Minerals by Yushau (2006) but he observed that the raw data showed a degree of difference. Czaja, Hammond, Blascovich and Swede (1989) carried out an experiment on one hundred and thirty-five females ranging in age from 25 to 70 and found significant effect of age on the respondents' success in the use of computers. Pope-Davis and Twing (1991) found significant effect of age on some subscales of attitude to computers in a study carried out on 207 college students.

The finding of no significant relationship between age and disposition to computers in the current study proves that apathy to computers manifested by old teachers in some studies is neither natural nor irreversible. When even old people are exposed to computers with relative ease, their apprehension about the technology will be significantly reduced and they can also become people that Crystal (2001, p.3) and Prensky (2001, p.1) respectively refer to as “netizens” and “digital natives”.

Conclusion

Findings from this survey have revealed that English language teachers in southwestern Nigeria have generally positive disposition to the use of computers for language teaching but more advocacy is still needed to be done in order to boost the disposition to precipitate actual habitual use. There is significant relationship between the teachers’ genders and their disposition to computers while their age does not significantly affect their disposition to the use of computers for language teaching.

Recommendations

- i. The government should intensify efforts at making computers common among the teachers so as to make the technology familiar.
- ii. The government should organize frequent skill upgrade seminars and workshops that will expose the teachers to various ways computers are being used in other countries to facilitate language teaching and learning.
- iii. The various language teacher education providers should encourage research into age-related factors and gender-based ones that facilitate either technology acceptance or rejection in order to be properly guided in developing the right curriculum contents that will make the language teachers positively disposed to the use of computers irrespective of age and gender factors.

References

- Agbatogun, A.O. (2010). Self-concept, computer anxiety, gender and attitude towards interactive computer technologies: A predictive study among Nigerian teachers. *International Journal of Education and Development using Information and Communication Technology*, 6(2), 1D.
- Aladeyomi, S.A., & Adetunde, A.K. (2007). A balanced activity approach to the teaching learning of essay writing in English in Nigerian secondary schools. *The Social Sciences* 2(3), 298-301.
- Albirini, A. (2006). Teachers' attitudes toward computer technologies: The case of Syrian EFL teachers. *Computers and Education*, 47(4), 373-398.
- Aldunate, R., & Nussbaum, M. (2013). Teacher adoption of technology. *Computers in Human Behavior*, 29(3), 519-524.
- Ayodele, S. (2001). *The Use of English in educating Nigerian youths: from problem to solution*, Ibadan: Powerhouse Press Publications.
- Berkowsky, R.W., Sharit, J. & Czadja, S.J. (2018). Factors predicting decisions about technology adoption among older Adults. *Innovation in Aging* 1(3), 1-12.
- Biesembach-Lucas, S. (2007). Students writing e-mails to faculty: An examination of e-politeness among native and non-native speakers of English. *Language and Technology*. 11(2). Retrieved 12/10/2015 from <http://lt.msu.edu/vol11/num2/biesembachlucas/default.html>
- Brauner, P., Ziefle, M., Schroeder, U., Leonhardt, T., Bergner, N., & Ziegler, B. (2018). Gender influences on school students' mental models of computer science: a quantitative rich picture analysis with sixth graders. In *Proceedings of the 4th Conference on Gender & IT* (pp. 113-122). ACM.
- Coleman, L.O., Gibson, P., Cotten, S.R., Howell-Moroney, M., & Stringer, K. (2016). Integrating computing across the curriculum: The impact of internal barriers and training intensity on computer integration in the elementary school classroom. *Journal of Educational Computing Research*, 54(2), 275-294.
- Crystal, D. (2001). *Language and the Internet*, Cambridge: Cambridge University Press.

- Czaja, S.J., Hammond, K., Blascovich, J.J., & Swede, H. (1989). Age related differences in learning to use a text-editing system. *Behaviour and Information Technology* 8(4), 309-319.
- Drosel, K., Eickelmann, B & Gerick, J. (2017). Predictors of teachers' use of ICT in school – the relevance of school characteristics, teachers' attitudes and teacher collaboration. *Education and Information Technologies* 22(2), 551-573.
- Durndell, A., & Haag, Z. (2002). Computer self-efficacy, computer anxiety, attitudes towards the internet and reported experience with the internet, by gender, in an East European sample. *Computers in Human Behavior* 18(5), 521–535.
- Ehrlinger, J., Plant, E.A., Hartwig, M.K., Vossen, J.J., Columb, C.J., & Brewer, L. E. (2018). Do gender differences in perceived prototypical computer scientists and engineers contribute to gender gaps in computer science and engineering? *Sex roles*, 78(1-2), 40-51.
- Elsaadani, M. (2012). Teaching staff' attitude toward ICT: Is gender a factor? *International Women Online Journal of Distance Education* 1(2), 21-30.
- Faniran, A.O. & Olatunji, S.O. (2011). The place of interest in pre-service English teachers' choice of occupation: case study of selected Nigerian college of education students. *Ife Psychologia* 19(1), 129-144.
- Fawwas, A.A., & Mahmoud, A.A. (2010). The effect of a web-based writing EFL instructional program on enhancing the performance of Jordanian secondary students. *JALTCALL Journal* 6(3), 189-218 T.
- Ferrero, S. (2003). Two generations of teachers: Differences in attitudes towards ICT. Observation and analysis of the uses of information and communication technology in European primary and secondary schools. *Eri°im Tarihi* 24 Ocak 2008.
- Folajinmi, Y.O., Ejiofor, V.E., & Folajinmi, A.O. 2008. An assessment of computer literacy level in Nigeria and the realisation of Vision 2020. *Conference Proceedings for the 22nd National Conference and 30th Anniversary of the Nigeria Computer Society*. Eds. Folajinmi, Y.O & Oyeyinka, I.K. 35 – 40.
- Hooker, M. (2009). How can I encourage multi-stakeholder narrative and reflection on the use of ICT in teacher professional development

- programmes in Rwanda? *Educational Journal of Living Theories* 2(3), 324-364.
- Ilomaki, L. (2007). Does computer change school? A poster presented at the twelfth Conference for Research on Learning and Instruction, Budapest, Hungary, August 29 to September 2.
- John, S. P. (2015). The integration of information technology in higher education: A study of faculty's attitude towards IT adoption in the teaching process. *Contaduría Administración*, 60, 230-252.
- Kolawole, C.O.O. (1998). *Linguistic inputs and three methods of presentation as determinant of students achievement in senior secondary school essay writing*. Ph.D. Thesis. Faculty of Education. University of Ibadan, Nigeria.
- Kolawole, C.O.O. & Olatunji, S.O. (2006). Attitude to the use of ICT in teaching English Language in selected junior secondary schools in Ibadan metropolis. *Nigeria journal of computer literacy* 7(1), 1-15.
- Kirwan, J.R., & Roumell, E.A. (2015). Building a conceptual framework for online educator dispositions. *Journal of Educators Online*, 12(1), 30-61.
- Kwache, P. Z. (2007). The imperatives of information and communication technology for teachers in Nigeria higher education. *MERLOT Journal of Online learning and teaching*, 3(4), 359-399.
- Lau, B.T. & Sim, C.H. (2008). Exploring the extent of ICT adoption among secondary school teachers in Malaysia. *International Journal of Computing and ICTResearch*, 1 (2), 19-36.
- Lawrence, J.E. & Tar, U.A. (2018). Factors that influence teachers' adoption and integration of ICT in teaching/learning process. *Educational Media International* 55(1)79-105.
- Lehtinen, A., Nieminen, P., & Viiri, J. (2016). Preservice teachers' TPACK beliefs and attitudes toward simulations. *Contemporary Issues in Technology and Teacher Education*, 16(2), 151-171.
- Maedeh, G., Monsoor, T., & Masood, E. (2013). The effect of pre-task and online planning conditions on complexity, accuracy, and fluency on EFL learners' written production. *Porta Linguarum* 20: 21-43.

- Marth, M. & Bogner, F.X. (2018). Monitoring a gender gap in interest and social aspects of technology in different age groups. *International Journal of Technology and Design Education* 1-13.
- Meelissen, M.R.M., & Drent, M. (2008). Gender differences in computer attitudes: Does the school matter? *Computers in Human Behavior* 24(3), 969–985.
- Mittal, N., Chaudhary, M., & Alavi, S. (2017). Development and validation of teachers mobile learning acceptance scale for higher education teachers. *International Journal of Cyber Behavior, Psychology and Learning (IJCBL)*, 7(1), 76-98.
- Moors, C. (2010). Is there a need for more male teachers? *The Plymouth Student Educator* 2(1), 28-39.
- Nickell, G.S., & Pinto, J.N. (1986). The computer attitude scale. *Computers in Human Behavior* 2(4), 301-306.
- Nigerian Educational Research and Development Council (NERDC) (2013). *National Policy on Education*. Abuja: NERDC
- Olatunji, S.O (2008) An overview of home video, cyber culture and reading habits of senior secondary school students in Ibadan City. *International Journal of Socio-Economic Development and Strategic Studies*, 3(1&2), 173-182.
- Opoku, M.O., & Kuranchie, K. (2014). Understanding student attitude towards computer education: a survey of SHS in the Sunyani municipality. *Academic Journal of Interdisciplinary Studies*, 3(1), 11-18.
- Oyinloye, G.O., & Gbenedio, U.B. (2010). Investigating the effects of methods with linguistic packages on secondary school students' achievement and attitudes in expression in essay writing in Nigeria. *Anthropologist* 12(3), 189-196.
- Palaiologou, I. (2016). Teachers' dispositions towards the role of digital devices in play-based pedagogy in early childhood education. *Early Years*, 36(3), 305-321.
- Pande, L. 2002. India. Our land, our life: An innovative approach to environmental education in the Central Himalayas. *Education and sustainability: Responding to the global challenge*. Eds. D. Tilbury; R.B. Stevenson; J. Fien; D. Schreuder, Cambridge: International Union for Conservation of Nature and Natural Resources.

- Pihie, Z.A.L. & Bagheri, A. (2011). Are teachers qualified to teach entrepreneurship? Analysis of entrepreneurial attitude and self-efficacy. *Journal of Applied Sciences* 11: 3308-3314.
- Pope-Davis, D.B., & Twing, J.S. (1991). The effects of age, gender, and experience on measures of attitude regarding computers. *Computers in Human Behavior* 7(4), 333-339
- Prensky, M. (2001). Digital natives, digital immigrants Part I. *On the Horizon* 9(5), 1-6.
- Rahimi, M. & Yadollahi, S. (2012). Multivariate effects of level of education, computer ownership, and computer use on female students' attitudes towards CALL. *English Language Teaching*, 5(4), 108-115.
- Sachdeva, R. (2016). *Attitudes towards computers. An investigation into the use of computers by teachers*. Munich: GRIN Verlag.
- Shin, W. S. (2015). Teachers' use of technology and its influencing factors in Korean elementary schools. *Technology, Pedagogy and Education*, 24(4), 461-476.
- Suri, G., & Sharma, S. (2013). The impact of gender on attitude towards computer technology and E-learning: an exploratory study of Punjab University, India. *International Journal of Engineering Research*, 2(2), 132-136.
- Teo, T., & Zhou, M. (2017). The influence of teachers' conceptions of teaching and learning on their technology acceptance. *Interactive Learning Environments*, 25(4), 513-527.
- Timothy, T. (2010). Measuring the effect of gender on computer attitudes among pre-service teachers: A multiple indicators, multiple causes (MIMIC) modeling. *Campus-Wide Information Systems*, 27(4), 227-239.
- Tondeur, J., Aesaert, K., Prestidge, S. & Consuegre, E. (2018). A multilevel analysis of what matters in the training of pre-service teacher's ICT competencies. *Computers and Education*, 122:32-42.
- Wang, X., & Dostál, J. (2017). An analysis of the integration of ICT in education from the perspective of teachers' attitudes. *EDULEARN17*, 8156-8162.
- West African Examination Council (20160). *Chief Examiner's Report*. Yaba: WAEC

- Whitley, B.E. (1997). Gender differences in computer-related attitudes and behavior: a meta-analysis. *Computers in Human Behavior*, 13(1), 1-22.
- Williams, C. (2015). An Investigation of K-12 Teachers' Attitudes toward computer technology use in Schools. *Journal of Business & Economic Policy*, 2(1), 71-87.
- Wong, S. L., & Hanafi, A. (2007). Gender differences in attitudes towards information technology among Malaysian student teachers: a case study at Universiti Putra Malaysia. *Educational Technology & Society*, 10(2), 158-169.
- Young, K. (2016). Teachers' attitudes to using iPads or tablet computers; implications for developing new skills, Pedagogies and school-provided support. *TechTrends*, 60(2), 183-189.
- Yuen, A.H.K., & Ma, W.W.K. (2002). Gender differences in teacher computer acceptance. *Journal of Technology and Teacher Education* 10(3), 365-382.
- Yushau, B. (2006). Computer attitude, use, experience, software familiarity and perceived pedagogical usefulness: the case of mathematics professors. *Eurasia Journal of Mathematics, Science and Technology Education*, 2(3), 1-17.

Law Library and National Development: Exploring the Connection

Anuoluwa Maria AJALA
ajala.anuoluwa@lcu.edu.ng, anuoluwaajala@gmail.com
+234 802 959 0651; 903 957 7455

Department of Library and Information Science
Faculty of Arts & Education
Lead City University,
Ibadan, Nigeria

Abstract

This paper explicates the importance and the pivotal roles of the law library in the promotion of national development. It also brings to the fore the need to regard law libraries as crucial institutions to the development of the nation. In addition, it remedies the lack of attention received by law libraries in developing countries generally and advocates their strengthening to perform the roles they are created for. National development is the dream of any developing country; these countries therefore strive to attain it by employing various means. However, in spite of the efforts made, national development still seems to be unattainable by many of them. This paper introduces the law library as an institution to be studied as it functions to ultimately promote national development. The paper discusses the concept, overview and types of law libraries. The roles of the law library to national development are explored. Conclusion and recommendations are made, bringing attention and focus to giving priority to proper equipping and maintaining of law libraries.

Keywords: Development, law library, National development, law library roles

Introduction

In spite of the knowledge of its importance and the various benefits that accrue to it, the attainment of national development still seems as a mere dream and a huge challenge to many countries. A developed nation satisfies the basic economic and social needs of its citizens, provides

basic education, creates a conducive environment for businesses to thrive, provides employment opportunities for its citizens, alleviates poverty, ensures equitable distribution of wealth, and promotes a highly democratic society. The attainment of national development comes with the satisfaction of these requirements for the well-being of the citizenry. On the other hand, developing countries are termed 'developing' because they are yet to attain that desired level of development. Various efforts are continually made by countries for their dream to be actualized but "snail's pace" seems to be the best way to describe the rate of development of many developing countries.

This paper focuses on bringing to light the nature and role of the law library, and how they significantly contribute to national development. The paper is structured as follows. First, a brief introduction is made. Next, the concept of national development is discussed, and then, an overview of the law library which includes the meaning and types, is discussed. The functions, resources and the users of the law library are discussed under each type. Thereafter, the roles of the law library, in relation to national development are explored. Conclusion and recommendations were made.

Concept of National Development

First, it is important to clarify the meaning of development. Development has been conceived differently by different scholars based on their various schools of thought. The various definitions fall under two major categories of concepts: Development as a state or condition-static, and development as a process, or course of change- dynamic. This paper discusses development under the following concepts:

Development as economic growth: Development has been viewed as a process of economic growth in which economic, social, quantitative and qualitative changes take place, which in turn causes an increase in product output (Haller, 2012). The focus of this school of thought is on commodity output. The theorists believe that a measure of development is the direct measure of the commodity output.

Development as modernization: Development has also been conceived as determined by social changes that take place in a society. It is believed to mean the social mobilization and institutionalization of recent and relevant foreign practices (Marý, 2016). As modernization, development means introduction of modern initiatives and practices to serve as a framework for analysing and improving internal operations. It also involves the local promotion of initiatives and ideas from external bodies and the creation of strategies to appropriate them. The emphasis of this concept is the process of social change and the direction is towards developing wealth and profit-making oriented behaviour in individuals.

Development as distributive justice: Development is believed to be a state where justice, fairness and equity reign (Eriksson & Abrahamsson, 2017). The norms, justice, fairness and equity are believed to be crucial indicators of development, and the absence of which development loses its true meaning. As distributive justice, development relates with how benefits and burdens are distributed in organizations and the society. Proponents of this concept advocate that distribution of benefits should be proportional to each individual's contribution, in terms of time, talents and resources (Sahbaz, 2013).

Development as a multidimensional process: This concept presents development as a restructuring of the entire system. It is the process of improving the quality of all human lives in three aspects: first, by raising the standard of living of individuals through income and consumption, provision of food, medical services and education through embarking on relevant growth processes; second, by creating suitable environments and conditions that favour increased self-esteem through the creation of social, political and economic structures and institutions that promote fundamental rights and dignity of individuals; and third, by increasing freedom of choice by providing wide varieties of goods and services, and not limiting the choices available to individuals to choose from.

Marxist view of development: This view of development emphasizes the mode of production. Development is conceived as a change in the mode of production where the old methods of creating things are

challenged by the new. Revolution is usually a passage to the development described by this concept. The old ways eventually give way to the new which is more modern and more sophisticated, a state described as development.

National development: In the light of the above stated concepts of development, some concepts of national development (ND) can be inferred. ND can be inferred as a process of increase in national product or real Gross Domestic Product (GDP) of a country. The GDP is referred to as the market value of all the final goods and services produced in a country in a given time period (Brooks, 2014). It can also be deduced as a process of mobilizing the introduction and adoption of foreign and international initiatives and practices. The foreign practices are to be implemented in the domestic operations and practices of developing ones. Strategies are developed to implement the foreign practices and all these must be in place before development can be achieved.

ND can also be reasoned to be a state where fairness, equity and equality operate in the distribution of rights and responsibilities in a country. It means that the nature of goods and services provided by the government of a country must be distributed fairly, access to these goods and services must be equal, and the burden of development must also be shared across all social classes. ND can also be conjectured to mean a total reorganization and reorientation of the entire economic and social system. It involves an improvement of the lives of the country's citizens through the provision of basic needs such as employment, basic health facilities and services, alleviation of poverty, and provision of basic education to the citizenry.

From Marxist view of development, it can be theorized that ND is a process of change in the mode of production in a country from primitive or less modern techniques to new and advanced ones. This process usually involves the polarization of the society into classes. Some are in support of the usual way of doing things, and others are in support of the new techniques. This results into class conflicts which eventually results in the old giving way to the new.

Just in line with the multidimensional concept of development, ND has also been conceived as entailing social, economic, cultural, and other

aspects of the lives of the citizens. It entails qualitative and quantitative increase in the capacity, skills, creativity and general material well-being of the citizens of a country (Joseph, 2014). ND is described to involve the process by which a country empowers its citizens to maximise their potential and their ability to exploit nature in order to meet daily human needs (Nwanegbo & Odigbo, 2013). Potentials are maximized when the country provides employment opportunities where the acquired skills and competences are displayed and sharpened. Through the opportunities provided, initiatives are created and the citizens are able to proffer solutions to challenging situations.

Overview of the law library

The overview of the law library will be discussed under the concept of law library, and the types. The functions, resources and users are discussed under each type of law library.

The concept of law library

In order to understand the meaning of a law library, it is important to first discuss the meaning of law, and library.

Law: Law is a body of rules put together by institutions, bodies and persons vested with the power to make such rules, to regulate the conducts of the people in a given society (Adegbite, 2015). The regulation of the conduct of people through laws is by stating rules to guide their conducts, and by imposing liabilities for non-compliance. This is for the purpose of deterring others from committing the same offence in the future.

Library: The library is a place where information materials in different formats are acquired, organized, stored, preserved and disseminated to meet varying needs of users. Materials in the library include books, periodicals, encyclopedias and electronic resources. The major types of library are academic library which is attached to tertiary institutions, school library found in primary and secondary schools, special library which serves the needs of special research institutions, public library created by the government to serve the information needs of the general

public and the National library, which is established by the laws of a country to perform roles such as creation of national bibliography and legal right deposit.

Law library: The law library is the library set to provide legal materials to assist legal practitioners, judicial officers, other members of the court and their clients in case of the court, law scholars and students in academic institutions and other law officers in ministries, police stations and other law related bodies (Gusau, 2017). This implies that the law library is a special library which, according to Special Libraries Association (SLA), is an organisation that provides focused, working information to a specialized clientele on an ongoing basis to further the mission and goal of the parent company or organisation (Shumaker, 2011). This is opposed to providing general materials for the information needs of the general public.

Types of law libraries

Law libraries are differentiated based on the patrons, that is, the clientele or users, their collection, and their goals. The various types include the following: academic law libraries, judicial library, Ministry of Justice library, legislative library, Judicial academy library, and private law library.

Academic law library: Academic law libraries are libraries attached to universities and tertiary institutions. Their clientele are primarily students, academics and researchers. Its collections include legislation, case laws, legal texts, reference books, law journals, legal databases and other e-resources. Its primary mission is to meet the information needs of the faculty and students of its parent body in educating future lawyers. They also preserve the vast legal literature for generations to come. They include national law school library, and law faculty or department libraries in universities.

Judicial libraries: Judicial libraries are those attached to the Supreme Court, Court of Appeal, High Court, quasi-judicial bodies and administrative tribunals. They are established to meet the local needs of the specific courts. They provide the legal information need of judges,

judicial officers, government counsel, corporate lawyers, law students, legal journalists, court case reporters and litigants preparing for a coming court hearing (Lau, 2018). They have journal collection, reference collection, online full text legal database service, law reports on decided cases, information on amendment of laws etc. (Khan, 2014). The collections of these types of law libraries are basically statutory laws – court rules, constitutions, legislative enactments, administrative rules and regulations – and law reports which are reports on decided cases.

Ministry of justice library: This is the law library established and attached to the ministry of justice. It serves the information need of the government in advising other ministries and in the drafting of principal legislations. They are used in the amendments of existing laws, rules, regulations and guidelines. Its collections include books, journals and research materials. The clientele are the staff of the ministry and other government departments and establishments.

Legislative library: This type of library is established for the national and state Assemblies. The collections include information materials on both the subject of law, and other subjects other than law. The collections are primarily based on law making processes. They include books, law reports, Acts, Bills, Rules, Regulations, Gazettes, the Constitution and Proceedings. The clientele of the legislative library are the members of the legislature. They also give research services and support in publication and preservation of legislation.

Judicial academy library: This library is created for the judicial education of judges and court staff on areas of law peculiar to each court. The judicial education entails workshops on civil and criminal situations prevalent in the country, common approaches to court processes, adjournment and delay tactics, and case study training. The type of education and training given inform the nature of its collection (Adebiyi, 2017).

Private law library: This type of library is set up by large organizations, partnerships, individuals and law firms. They are to provide legal

information resources to the individuals in the organisation, or law firms as the case may be. The area of practice of the firm or corporation determines the nature of the library's collection.

The Roles of Law Libraries in National Development

Promotion of knowledge of law: The law library is an agent through which sources of legal information are selected acquired, organized, preserved and disseminated to the seekers of the information (Abdulsalami, Okezie, & Agbo, 2013). The law library locates and acquires legal information resources in order to include them in the law library collection. They seek to update both their foreign and local law reports collection so that information on recent decided cases are made available to the users. Legal texts on various subjects of law, and their recent editions as well as law journals are sought out and also acquired. In addition, legal online databases are acquired by law libraries and added to their collection. Without the acquisition of legal information resources role by the law library, the resources would not be available to their seekers. As the knowledge of law is germane to national development, lack of legal information resources would work against the development of the country.

The legal information resources acquired by the law library are thereafter organised and preserved. Organising legal information materials in the law library involves two processes: cataloguing and classification. Cataloguing is a process of providing the physical and topical characteristics of documents, while classification is a process of grouping the legal information materials according to their place of publication, subject and author (Pandita & Singh, 2014). These processes are carried out to document and provide easy and quick access to legal information materials. If these roles by the law library are not played, seekers of information on the subjects of law, who intend to use such information for societal and national advancement would be discouraged by the inability to locate the needed information. Such individual would be unable to contribute his own quota to national development.

The law library preserves the legal information materials to minimize deterioration of printed matter, and also to improve handling and care

procedures. This is done in order to ensure continued supply of legal information essential for documenting the history of a nation on matters relating to law. Some important legal information materials are hard to come by. This necessitates the need to preserve and guard them jealously (Adeleke, 2017). Without the roles played by the law library in preserving, maintaining and restoring information materials, some irreplaceable information materials would be destroyed. As a result, the materials are made unavailable, thereby hampering the development of the nation through areas in need of the missing legal information.

The legal information dissemination role of the law library is crucial to national development. The role entails organizing workshops, seminars, conferences, extension services and collaboration with non-governmental organisations (Obasola, 2012). Through these media, the general public is intimated with the legal information resources in the law library, how they can access and use them to meet their varying information needs thereby promoting societal and national development. Without the law library, the public would not be well informed about the available resources, let alone know how to access and use them for the progress of the country.

Grooming of competent future lawyers: The grooming of competent future lawyers is a role particularly played by academic law libraries. The law libraries attached to academic institutions provide information materials on legal methods, legal traditions, legal ethics and legal drafting, legal texts on various subjects of law, in addition to all the other legal information materials mentioned earlier in this paper.

Legal method is an introduction to the nature and functions of law, the use of law to control social behavior, sources of law, methods of legal reasoning, the concepts of justice and policy, legal systems of other cultures and the understanding of legal processes. By the materials on legal methods in the law library, the law student is equipped with the knowledge and skill required to understand the nature of the law in a given society or country. The student can understand the essence of law as an instrument of social control to regulate the conducts of the citizens of a country. Also, he is able to identify where particular laws can be derived from whenever the need to apply a legal principle arises.

Furthermore, the law student is able to determine if justice is being done or not in any given situation owing to the knowledge of equity, and is able to understand the legal principles that apply in different legal systems. All these knowledge and skill prepare the student to become a competent legal practitioner who as a result would contribute to the advancement of his country. Without knowledge of legal methods, the law student would be ignorant of the nature, sources and essence of the law in a given country. He would be bound to become a legal practitioner who would be prone to applying the inappropriate laws to the wrong legal system.

The law libraries attached to faculties of law also provide information materials on legal traditions and practices. The nature of the particular tradition of a country, its underlying justification, its concept of change, and its relation to other traditions are provided. The knowledge of legal traditions acquired from the law library helps the student to understand the legal traditions in a given society, how they came about, how dynamic they can become, and how they are similar and different from the legal traditions of other countries. This knowledge is necessary so that he can abide by them to avoid erring. By this, impediments to national development are kept at bay.

Legal ethics provide information on the rule of professional conduct. The students get to be familiar with the responsibilities attached to the Bar, the Bench, the academia and legal practitioners working in corporate organizations. Legal ethics inculcates in law students a very high sense of discipline and comportment. This goes a long way as it informs and guides their conducts as legal practitioners in the future by shunning corrupt practices. Legal ethics would make the students support and promote ethical standards which work for the good of the society and the development of the nation. Without knowledge on legal ethics, a law student will grow to be a legal practitioner who is given to corrupt practices and disregard for the rule of law, a situation which hampers national development.

Legal drafting is a subject which discusses and explains the art of draftsmanship. The ability to prepare legal documents such as agreements, deeds, leases, wills and mortgages depends on the legal skills and competences that have been acquired by the individual while still a law

undergraduate (Joel & Ogunmodede, 2015). The law libraries attached to academic institutions serve to develop and impart in law students the knowledge of legal drafting. Without this knowledge, law schools would keep producing law graduates ignorant and lacking in the skill of drafting legal documents. The lack of this skill would give room for fraud and injustice which are capable of causing setbacks to national development.

The law library has in stock other textbooks on various subject of law including criminal law, civil law, torts, equity, constitutional law, contract, intellectual property, commercial law, human rights, administrative law, land law, environmental law, family law, labour law, evidence, law of banking, international law and jurisprudence. The texts on these various subjects of law cover virtually every aspect of the conduct and relationships among individuals. The knowledge acquired from these legal information resources from the law library develops the law student into a competent legal practitioner, vast in the knowledge of law (Gusau, 2017). He is able to proffer solutions to legal issues, become a competent legal counsel, and contribute positively to national development.

Administration of justice: The collection of the judiciary library is germane to the profession of lawyers and judges for the administration of justice. The statutory laws which are laws promulgated by the legislature to guide the administration of justice in the courts are acquired, stored and preserved in the law library, and retrievable whenever the need arises. Without the role of the law library, the court rules, constitutions, legislative enactments, administrative rules and regulations would not be easily available to be applied in matters in court. There would be no guide and order to the conduct of businesses in the courts (Supreme Court of the US, 2017), information on the conditions on which the people agree to be governed would not be made explicit, there would be no knowledge on how to control actions of the government, absence of the ability to claim fundamental human rights, etc. (Bulmer, 2017).

In addition, the law library supports the administration of justice through the acquisition and preservation of reports on decided cases. These are important in the establishment of judicial precedent, a decision of a judge which once given on a question of law, binds the judge himself

and subsequent judges in courts of lower rank to decide the same question of law in the same way. Once a legal counsel is able to establish a precedent on the case in court, the latter is bound to abide by the precedent. Judicial precedent promotes fair judgments, prompt delivery of justice, and it does not give room to injustice, biases and corrupt practices. In the light of the national development of a country, judicial precedent promotes equity, equality and fairness which are hallmarks for sustainable peace and order in a country (Eriksson & Abrahamsson, 2017).

Civilization: The knowledge of law promoted by the law library is capable of promoting moral values and understanding among persons thereby facilitating social cooperation, the eventual result of which is to the benefit of individuals, groups and the nation as a whole. The law library, through providing the legal information resources promotes joint survival through joint action (Abdulsalami, Okezie & Agbo 2013). Law libraries generate legal knowledge and equip individuals with knowledge to serve the society.

Conclusion

The role of the law library in national development can neither be overemphasised nor ignored. To disregard the importance of the law library to national development is to advocate non-availability of legal information resources, hinder access to the same, and train future lawyers who would end up becoming incompetent and poor in the knowledge of the law. Without the law library, there would be poor administration of justice and low moral values in the society. The law library works to prevent these negative situations and promote national development.

Recommendation

Parent organizations to law libraries as well as the country as a whole should ensure that law libraries are properly equipped with adequate legal information materials, relevant technology and qualified personnel.

References

- Abdulsalami, L.T., Okezie, Q.I., & Agbo, A.D. (2013). The role of the library in the promotion of knowledge societies in Nigeria, 4(1), 58–70.
- Adegbite, K. (2015). *Learning the Law in Nigeria*. Lagos, Nigeria. Princeton Publishing Company.
- Adeleke, O.; Okusaga, T. and Lateef, E.B. (2017). Preservation and Conservation of Information Bearing. Readings in Education, Development and Globalisation. Apart from the Judges, Judicial Officers and Judiciary staff, the High Court Library also serves (a) legal practitioners and their employees/ ; (b) law students and (c) litigants preparing for a coming court hearing . (2018), (1), 2018.
- Brooks, W. (2014). Lecture 1/ : Gross Domestic Product.
- Bulmer, E. (2017). *What is a Constitution? Principles and concepts*. Stocholm, Sweden, International Institute for Democracy and Electoral Assistance (International IDEA) Constitution-Building Primer I,
- Education, J. (2017). The Impact of Judicial Education on Judicial Reform in Nigeria being a paper presented by Hon . Justice R . I . B . Adebisi at the Refresher Course for Judges and Kadis on Modern Judicial Practice and Procedure , 20th -, (March), 1–18.
- Eriksson, L., & Abrahamsson, H. (2017). On justice , fairness and equity in Gothenburg.
- Gusau, I.B. (2017). *Law Library in the 21st Century: The need for Reform*. A Paper Preseantation at the Biennial National Workshop for Judicial Librarians, National Judicial Institute, Abuja, Nigeria.
- Haller, A. (2012). *Knowledge*, 15(1), 66–71.
- Joel, S.A., & Ogunmodede, T. (2015). Roles of Academic Library in the National and Economic Development of Nigeria, (November). <https://doi.org/10.15580/GJSS.2015.2.281114401>
- Joseph, O. (2014). National Development Strategies/ : Challenges and Options, 3(4), 51–58.
- Khan, K. (2014). Court Librarianship with Special Reference to the Services and Budget Allotments in High Court Judges Libraries (HCJLS) of India. *e-Library Science Research Journal*, 2 (3), 1

- Marý, M. (2016). Communication , development , and social change in Spain/ : A field between institutionalization and implosion. <https://doi.org/10.1177/1748048516633616>
- Nwanegbo, C.J. & Odigbo,J (2013) Security and National Development in Nigeria: The Threat of Boko Haram, *International Journal of Humanities and Social Science* 3(4)
- Obasola, O. I. (2012). Libraries as Channels for Disseminating Information and Educating Communities for the Resolution of Conflicts and Promotion of Peace in Africa Libraries as Channels for Disseminating Information and Educating Communities for the Resolution of Conflicts and Promotion of Peace in Africa.
- Pandita, R., & Singh, S. (2014). Need and importance of library classification in ict era. *Journal of Indian Library Association*, 48(4), 25
- Sahbaz, F.M. (2013). Study of the Principles of Distributive Justice in Entrepreneurial Teams. Master's Thesis.
- Services, L. (2017). Law Library in the 21st Century/ : The Need for Reform, 1–19.
- Shumaker, D. (2011). Special Libraries. *Encyclopedia of Library and Information Science*, New York, Taylor & Francis.
- Supreme Court of the United States (2017). Rules of the Supreme Court of the United States.

School Environments as Correlates of Effective Teaching and Learning in Selected Public Primary Schools in Oyo Metropolis

¹Ayobami F. OPOOLA
+234 703 132 2981

&

²Taofeek A. GBADEYANKA
olufeky@gmail.com
+234 806 510 1529; 815 718 8845

^{1&2}Department of Primary Education
School of Early Childhood & Care, Primary and Adult & Non-Formal
Education (ECPAE) Federal College of Education (Sp.),
P.M.B. 1089, Oyo

Abstract

Education is the most excellent heritage a nation could give to its youth. The school environment, which includes the classroom, school location, school facility, school climate and technology, etc, is a variable that affects teaching and learning. The researchers sought to determine the school environment as correlates of effective teaching and learning in selected public primary schools in Oyo metropolis. A descriptive research method was adopted with a questionnaire that was validated by an expert who adjudged it suitable for the study. Questionnaire was used to elicit response from 20 public primary schools with 200 respondents sampled for the study in Oyo Metropolis while chi-square method was used to analyse the research hypotheses. The findings of the studies show that a well conducive school environment for students/pupils would enhance effective teaching and learning process and also richly endowed with educational facilities. It was recommended that schools should put in place adequate facilities, resources and programmes that will guarantee physical and mental health, social well-being and the safety and security of the school community which will promote the learning outcomes of the child.

Key words: School Environment, Effective Teaching, Learning, Healthful School Environment.

Introduction

The challenges facing teachers and the instructional system continue to intensify. School environment provides insights on how effective educational system will develop in a school through learning. Adeboyeji (2000) viewed school environment as the location of the school, buildings, equipment and other material resources provided in the school for the purpose of enhancing teaching and learning process. All these imply that school environment refers to the site, buildings, classrooms, furniture, libraries, laboratories, pavements, fence, ventilation, paths, location, recreational equipment, office assistance tools and other instructional aids.

Farombi (1998) observed that school environment may have negative influence on effective teaching and learning especially if such environment lacks good school climate, instructional materials, discipline, physical facilities, teaching quality, and has questionable location. Also, the population of students or pupils in a classroom and the size of the class affect teaching and learning. Farombi further opined that school facilities are a potent factor to effective teaching and learning. The importance of effective teaching and learning is also based on the provision of adequate instructional facilities for education. Teaching is inseparable from learning but learning is not separable from teaching. This means that teachers do the teaching to make the students learn, but students can learn without the teachers.

According to Akande (1995) learning can occur through one's interaction with one's environment. Environment here refers to facilities that are available to facilitate students learning outcome. It includes books, audio-visual, software and hardware of educational technology, also, size of classroom, sitting position and arrangement, availability of tables, chairs, chalkboards, shelves on which instruments for practical's are arranged (Farrant, 1991; Farombi, 1998).

In order to achieve the goals of primary education on effective teaching and learning, the school environment has to be conducive for teaching and learning. In fact, education thrives well only if there is good learning environment to assist pupils to get the necessary information on their learning. The school environment constitutes an important aspect of the teaching and learning process and it creates the needed conditions for effective teaching and learning. Hence, it is pertinent to

critically look at the school environmental factors that influence teaching and learning of pupils in primary schools, measures that can help, improve them and make some recommendations. According to the World Health Organization (1997), a healthy school environment encompasses the school building and all its contents including physical structure, infrastructure, furniture, the use and presence of chemicals and biological agents, the site on which a school is located and the surrounding environment including the air, water and materials with which children may come in contact as well as nearby land uses, roadways and other hazards. A primary school can have a healthy school environment by making available safe sufficient water, sanitation and shelter. World Health Organization prescribed further that a school environment can be healthy through:

- a. Provision of basic necessities e.g. shelter, warmth, water, food, light, ventilation, sanitary facilities and emergency medical care.
- b. Protection from biological threats e.g. molds, unsafe or insufficient water, unsafe food, vector-borne disease, venomous animals, rodents and hazardous insects and other animals e.g. dogs.
- c. Protection from physical threats e.g. traffic and transport, violence and crime, injuries, extreme heat and cold and radiation.
- d. Protection from chemical threats e.g. air pollution, water pollution, pesticides, hazardous waste, hazardous materials and finishes, asbestos, paint and cleaning agents.

W.H.O later explained that the major conditions required for healthy school environment include:

1. Location of schools away from potential environmental hazards.
2. Protection of the school community from excessive noise, heat, cold and dampness.
3. Provision of adequate building, constructed in line with approved standards, with particular emphasis on facilities for physically challenged learners.
4. Provision of an appropriate and adequate amount of furniture for pupils and staff.
5. Provision of an adequate number of gender-sensitive toilet facilities.
6. Provision of proper drainage and waste disposal facilities.

7. Provision of safe recreational and sport facilities
8. Perimeter fencing of the school.
9. Promotion of healthy human relationships in the school community.

Factors that Influence Effective Teaching and Learning in Primary Schools

School Environment as Correlate with Classrooms: The classrooms form a very crucial part of the school environment and meaningful learning can not take place where there are no classrooms. It is the hub of every learning interaction between the teacher and his students. According to Oriere (2007), the teaching-learning process takes place mostly in the classrooms. Oyesola (2007) opined that the number of classrooms required in the school should be a reflection of the population of the students and staff, among other factors.

School Environment as Correlate with School Locations: Iwuagwu, Don and Ojemhenkele (1996) agreed that school location refers to a place where schools are located. This includes urban and rural areas. Most urban schools are sited inside towns close to residential houses and they are usually more in number than schools in the rural areas. Schools in the urban areas are more populated in terms of staff and students as well as learning facilities available. They further explain that school location is one of the essential factors that influence effective teaching and learning. This is so because in a situation whereby schools are sited close to noisy areas such as airports, markets or garage, where activities disrupt the teaching/learning of the students, one should not expect students in such areas to do very well academically.

School Environment as Correlate with Community: The school is a place where everyone come together to promote learning. In school, the circle of community extends outward to embrace parents, who are viewed as the child's first and most important teachers.

School Environment as Correlate with Climate of Learning: Schools are committed to serving world children and acknowledging that students' physical, social and emotional well being are also related to

learning. Beyond concrete learning, the school provides basic health and counseling services for student or learners, referrals for families and summer enrichment programmes for learning and creative play.

Statement of the Problem

This study sought to determine the school environment as correlates of effective teaching and learning in some selected public primary schools in Oyo metropolis. It becomes imperative that the pupils must be attracted to learning situation through school environment were negatively impacting pupils learning. Also, the poor condition of some schools raised serious concerns about teacher and pupils' safety. It is essential to renowned how much the school environment affects effective teaching and learning.

Hypotheses

1. School location will have no signification relationship with the effective teaching and learning in public primary schools in Oyo Metropolis.
2. School infrastructural facilities will have no significant relationship with the effective teaching and learning in public primary schools in Oyo Metropolis.
3. School healthy environment will have no significant relationship with the effective teaching and learning in public primary schools in Oyo Metropolis.

Methodology

The research design adopted for this study was descriptive research design, using survey approach.

According to the information gathered at Universal Basic Education (UBE) in Oyo State, there are 206 (two hundred and six) public primary schools in four (4) local government areas in Oyo Metropolis. From the 4 local governments, 20 public primary schools were sampled from each local government with 5 schools from the local government. A total number of 200 respondents (pupils) were used from the sampled schools and were selected by adopting random sampling technique for the data gathered. Questionnaire on survey of school environment as correlates

of effective teaching and learning in selected public primary schools in Oyo metropolis was used to elicit information from the respondents of the sampled schools. Validity is the accuracy of a test results or prediction of a particular characteristic intended while reliability is the extent to which the results obtained from the test can be relied upon as the true score. To this effect, the instrument was validated by an expert who adjudged it suitable for the study.

Responses to the questionnaire were scored, coded and recorded for computation. The data were analyzed using frequency count and Chi-square statistics methods were used to test the hypotheses generated at 0.05 level of significance.

Results

H₀₁: School location will have no signification relationship with the effective teaching and learning in public primary schools in Oyo Metropolis.

Table I: Chi-Square results for effect of school location on effective teaching and learning in public primary schools in Oyo Metropolis.

Group	Size	$\alpha - level$	Df	χ^2_{tab}	χ^2_{cal}	Decision
D	195	0.05	4	9.488	372.100	Significant. Reject the null hypothesis
A	805					

$P < 0.05$

From Table I above, the asymptotic significance falls into the rejection region under $P < 0.05$, therefore, the null hypothesis is rejected that, there is no significant effect of school location on effective teaching and learning in public primary schools in Oyo Metropolis. This implies that there is significant effect of school location on effective teaching and learning.

H₀₂: School infrastructural facilities will have no significant relationship with the effective teaching and learning in public primary schools in Oyo Metropolis.

Table II: Chi-Square results for effect of infrastructural facilities on effective teaching and learning in public primary schools in Oyo Metropolis.

Group	Size	$\alpha - level$	df	χ^2_{tab}	χ^2_{cal}	Decision
D	215	0.05	3	7.815	171.125	Significant. Reject The null hypothesis
A	585					

$P < 0.05$

From table II above, the asymptotic significance falls into the rejection region under $P < 0.05$, therefore, the null hypothesis is rejected that, there is no significant effect of infrastructural facilities on effective teaching and learning in public primary schools in Oyo Metropolis. This implies that there is a strong and significant effect of infrastructural facilities on effective teaching and learning.

H₀₃: School healthy environment will have no significant relationship with the effective teaching and learning in public primary schools in Oyo Metropolis.

Table III: Chi-Square results for effect of healthy school environment on effective teaching and learning in public primary schools in Oyo Metropolis.

Group	Size	$\alpha - level$	df	χ^2_{tab}	χ^2_{cal}	Decision
D	495	0.05	5	11.070	36.750	Significant. Reject the null hypothesis
A	705					

$P < 0.05$

From table III above, the asymptotic significance falls into the rejection region under $P < 0.05$, therefore, the null hypothesis is rejected that, there is no significant effect of healthy school environment on effective teaching and learning in public primary schools in Oyo Metropolis. This implies that there is significant effect of healthy school environment on effective teaching and learning.

Discussion of Findings

Findings from this study discover that there are no significant effect of school location on effective teaching and learning in public primary schools in Oyo Metropolis. This finding is in consonance with the work of Onukwo (2005) who agreed that a conducive location for school environment enhances a child's growth and development. Children feel happy in a peaceful and friendly learning environment.

The second hypothesis showed that there is a strong and significant effect of infrastructural facilities on effective teaching and learning. This study is in line with the study of Oyesola (2007) who opined that the infrastructural facilities in the school should be a reflection of the population of the students and staff, among other factors.

It was noted from the results of hypothesis III that there is significant effect of healthy school environment on effective teaching and learning. This was in agreement with Iwuagwu et al (1996) who asserted that a healthy school environment must have a positive interpersonal relationships and optional learning opportunities for students in all demographic environments which can increase achievements levels and reduces maladaptive behavior of the pupils/learners.

Summary of the findings

The focus of this study was school environment as correlates of effective teaching and learning in selected public primary schools in Oyo metropolis. The effect of the school location, infrastructural facilities and healthy school environment were examined. The summary of three hypotheses tested showed that the asymptotic significance falls into the rejection region under $\alpha - level 0.05$. This implies that there is positive significant relationship among the school location, infrastructural facilities, healthful school environment and learning.

Conclusion

Based on the findings of the study, it was found that the school environment as correlates of effective teaching and learning has a high degree of relationship. The findings show that a conducive school environment for students/pupils would enhance effective teaching and

learning process. The study also established the fact that it is not just important that a school should be richly endowed with educational facilities. It is equally very important that such facilities are well and properly organized to facilitate effective teaching and learning.

Recommendations

- i. For a newly school to be establish, the ministry of education are to ensure that the school are to meet the approved standard and specifications planned.
- ii. Schools should be design in such away that internal roads with adequate drainage system are provided.
- iii. Schools should put in place adequate facilities, resources and programmes that will guarantee physical and mental health, social well-being and the safety and security of the school community which will promote the learning outcomes of the child.
- iv. There should always be a treated water supply for the pupils to drink.

With these in place, effective teaching and learning will enhance the achievement of school goals and objectives.

References

- Adeboyei, R.A. (2000). *A Practical Approach to Effective Utilization and Maintenance of Physical Facilities in Secondary Schools*. In J.O. Fadipe and E.E. Oluchukwu (eds.) *Educational Planning and Administration in Nigeria in the 21st Century*. Ondo: NIEPA.
- Akande, O.M. (1995). *Hints on Teaching Practice and General Principles of Education*. Lagos, OSKO Associates.
- Farombi, J.G. (1998). *A Study in School Quality in Oyo State*. Resource Concentration, Utilization and Management as Correlates of Students' Learning Outcomes. Unpublished Ph.D. Thesis: University of Ibadan.
- Farrent, J.S. (1991). *Principles and Practice of Education* (Tenth Impression) Singapore: Longman.
- Iwuagwu, B.O., Don, O., and Ojemhenkele, A. (1996). *Environmental Influence on Students' Academic Performance in Secondary School*. *International Journal of Fundamental Psychology and Social Science (IJFPSS)*, Vol. 6, No 1, PP 10-14.

- Oriere, M. (2007). *The Christian Woman and the Challenges of Present day Nigeria*. In E.O. Omoregie (ed.) *The Christian woman and the challenges of present day Nigeria*: Ekpoma: All-Time Publishers.
- Onukwo, G. (2005). *Class Note on Educational Psychology*. In p. g. d. i. education (Ed.).
- Oyesola, D. (2007). *Planning Educational, Buildings and Facilities*. Alphabetic building and facilities. Alphabetic list of Journal articles. Ilorin: Retrieved on 20th November, 2017. <http://www.ijeunilorin.net>.
- Sunnyvale School District (2017). *Effective Classroom Management*. Retrieved on 21st November, 2017. <http://www.effectiveschools.com/resources>
- W.H.O. (1997). *Primary School Physical Environment and Health*. Geneva.
- W.H.O. School Health and Youth Health promotion. Retrieved on 21st November, 2017. <http://www.who.int/hpr/gshi/index.htm>.

Emerging Issues and Solution to Examination Malpractices in Nigeria: Implication on Education Managers

Temitope Eunice ENIOLA
Lukinice20@gmail.com
+234 815 464 1252

*Department of Educational Management
Faculty of Arts & Education
Lead City University,
Ibadan, Oyo State*

Abstract

Examination in broad perspective is an instrument for test, assessment, evaluation and accreditation. It is also used for the purpose of selection, placement, certification and promotion. Unfortunately, examination malpractices tend to relegate certificates issued at different levels of education. It becomes a societal problem as it is now being largely perpetrated across all levels of education. Moral laxity, laziness on the part of the students, inadequate teachers, teaching and learning facilities, among others, are the causes of examination malpractices. Forms of Examination Malpractices and other related offences are the two main forms of examination malpractices. The effects of examination malpractices are that it makes parents spend unnecessary by looking for 'orijo' from teachers or workers in the establishment; or pay for someone else to sit instead of their wards. It is noted that stakeholders including parents, teachers, examination board officials, students and governments are to curb the examination malpractices. Among other recommendations, it was suggested that all schools should teach good moral principles and all stakeholders should be discouraged from cheating.

Keyword: Examination, Malpractices, Stakeholders

Introduction

It is a known fact that the objective of examination is to find out the extent to which students understand what they have been taught and therefore grade the students in order of merit or competence, no

student is to get preferential treatment or undue advantage over others. In education, an examination is a test to show the knowledge and ability of a student. A student who takes an examination is a candidate; the person who decides how well a student has performed is the examiner. An examination may be a written test, an on screen test or a practical test. According to Wikipedia, examination is an assessment intended to measure a test-taker's knowledge, skill, aptitude, physical fitness or classification in many other topics.

Furthermore, Collins English Dictionary states that an examination is a formal test that people take to show their knowledge or ability in a particular subject, or to obtain a qualification. Examinations could be internal or external. It could be oral, written or both. Examples of external (public) examinations common in Nigerian schools are Common Entrance examinations for admission into secondary schools, Secondary School Certificate Examinations conducted by West African Examination Council (WAEC) and National Examination Council (NECO). The Joint Admission Matriculation Board (JAMB) and National Teacher's Institute (NTI) conduct admission examination tests into tertiary institutions while the National Business and Technical Examination Board (NABTEB) conducts professional examinations for teachers and technicians respectively.

Success in a sectional examination does not only determine entry into higher education but also to professional posts; likewise, success or failure in an examination is not the criterion for future prospects. This is of course true as far as the Nigerian educational system is concerned. Success in examinations served to bring in financial benefit (good job due to good result), social prestige and personal satisfaction. From observation, most students facing their final examinations in schools often suffer from pre-examination strain, examination panic and phobia. These factors can eventually push some students to involve themselves in one form of examination malpractice or the other.

Examination, however, is not necessarily the best test of knowledge; many who have excelled in life have one time or another had failed in examinations. Sir Winston Churchill, a one-time British Prime Minister, described examination as an exercise that portrayed his ignorance where

he portrayed knowledge Danbaba 2004). In Nigeria's formal educational system, examination is the summit of an academic exercise in an institution. For this reason, its sanctity, transparency and conduct largely determines the credibility of both the certificate and that of the institution. It is perplexing, however, that examination as a means of evaluating student's performance has gradually changed from a fair competition and a true reflection of a student's ability to a non-competitive and unreliable exercise.

Despite the importance attached to examinations in schools and the society at large, and the stringent rules and regulations governing the conduct of examinations, complaints about malpractices are prevalent. This is an issue of great concern not only to the survival of educational institutions but also to the leaders of our country, Nigeria.

Examination Malpractice/Leakage

Examination malpractice has graduated from mere stretching of the neck to see what another person is writing during exam, or carrying pieces of paper into the exam hall, to such sophisticated methods as the use of mobile phones, walkie-talkies, amongst others.

Arifayan (2004), quoting Usman (2000), defined examination malpractice as any act or wrong-doing that contravenes the rules of acceptable practice during and after an examination. It could also be seen as examination leakage or cheating and can easily destroy the image of any person or educational institution in any part of the world. Idugboe (2002) further stressed that it is a dangerous monster that is destroying the moral foundation of our society, planting seeds of unethical and criminal values in the fertile minds of youths at primary, secondary and tertiary levels of education. Idugboe pressed further that it robs the nation of a peaceful and harmonious society where professionalism, ethical values and certificates are a true reflection of sound knowledge and competence.

Onyechere (2003) noted that the spate of malpractices in health care delivery by medical professionals sworn to the Hippocratic oath, the auctioning and miscarriage of justice by the judiciary, the mindless looting of public treasury by Generals and Senators, the chronic political

and electoral fraud, regular collapse of buildings designed by ‘engineers’ and ‘architects’, the mindless theft of customers’ money by bank operators; all have their roots in an education system bedeviled by malpractices.

It is carried out by cheating (inside and outside the examination hall), impersonation, selling of scores (grades), certificate forgery and any involvement in illegal examination related offences. Other stakeholders have lamented that the crisis of examination malpractices in our educational system is one of the most ethical problems facing Nigeria today. It is more serious than contract fraud, advance fee fraud, election fraud, election rigging, and so on; because it is the mother of other types of fraud and corruption.

According to Collins Dictionary, malpractice is an immoral, illegal or unethical professional conduct. Examination malpractices are defined as a deliberate wrongdoing contrary to official stipulations.

Examination malpractice can also be seen as any illegal act committed by a student single independently or in collaboration with others like fellow students, parents, teachers, supervisors, invigilators, printers and anybody or group of people before, during or after examination in order to obtain undeserved marks or grades. It is a situation where students go into the examination hall with various items with the intention to cheat. Such items may include already prepared answers to questions on the examination, answers written as texts on phones, giraffe at neighbor’s work, using key point’s notes on thighs and clothes. The act has consistently remained a bane of Nigerian educational system. Most foreigners say the academic certificates issued to graduates in Nigeria are of no value than ordinary pieces of papers.

The intention is to attain success through fraudulent means. Therefore, such examination has no values. Examination malpractices are very bad practice that portends grave danger to the nation.

Examination malpractices are unlawful behavior or activity engaged by some students to have undue personal advantage over other students. It is an illegal and misconduct that has eaten deep into the fabrics of the Nigerian–education life. Examination malpractice is not a new phenomenon in Nigeria, as well as indeed in any part of the world. The

current trend is alarming and calls for proper management in order to rid the school system of the consequences of examination malpractices. Whereas in the past, students tended to hide the acts now they advertise them with positive blatancy.

Ruwa 1997 traced back the first reported examination malpractice in Nigeria to the year 1914 when there was a leakage of question paper into the senior Cambridge local examination; others traced the origin of examination malpractices to the wave of cancellation of Nigerian's candidate paper in 1948 and during the matriculation examination to the then 'Yaba' - Nigeria Technical. The most pronounced malpractice in Nigeria was that of 1964 that was tagged 'expo' subsequently in 1970, 1973, 1974, 1979, 1981, and 1991.

Ruwa 1997 further reported that in the University of Maiduguri, about 25% of the students interviewed admitted to have engaged in one form of examination malpractice or another. In short, it has become an epidemic in the nation's educational system, which needs a prompt attention. Since 1991 to date, examination has taken advanced and more sophisticated dimensions. Records emerged yearly indicating high or low percentage in examination malpractice in the national core examinations (external)-the situation of examination malpractice is so embarrassing to the nation that the Federal Military Government in 1984 promulgated a Decree that reads thus:

Any person who fraudulently or with intent to cheat or secure any unfair advantage to himself or any other person or in abuse of his office, produce, sells or buys or otherwise deals with any question paper intended for the examination of persons at any examination or commits any of the offences specified in section 3(27) (c) of this Decree, shall be guilty of an offence and on conviction be sentenced to 21 years imprisonment.... Fagbemi 1998, p.17)

However, Examination Malpractices Act 33 of 1999 revised the above decree but now stipulates punishment ranging from a fine of N50, 000.00 to N100, 000.00 and imprisonment for a term of 3-4 years with or without option of fine. This new development is due to the inability of the appropriate authorities to enforce the old Decree 20 of 1985. Despite

all these laws, examination malpractice has been on the increase and this may be due to non-implementation of the laws.

Examination leakage is a prior release of examination questions directly or indirectly in oral or written form. In other words, seeing or having access to examination questions before the day or time of the examination. A popular terminology for this act is 'expo' others are 'dubs', 'missiles', "masquerade", etc.

The infamous 'expo' 77 that rocked the nation was the very first publicly known massive examination leakage. This examination was conducted by the WAEC in May 1977 and all the questions to all the subjects were leaked to students. The case of the prestigious Nigerian Law School where there was an embarrassing examination leakage in January 2002 is still fresh in peoples' minds. It was the most horrifying and disgusting news, that with the kind of credibility and public rating of the law school for the quality of education offered; examination malpractice could still take place.

Also, in 1991, WAEC had to cancel almost all the papers for the May/June 1991 examinations about two weeks after commencement due to examination leakage. The examination was later rescheduled to August/September of the same year.

However, examination malpractices can be broadly categorized into two major parts:

- a. Examination leakage
- b. Other related offences (Danbaba, 2004)

A. Examination leakage takes the forms of:

- i. Bringing of foreign materials into examination hall
- ii. Assistance from educational stakeholders
- iii. Irregular activities inside and outside the examination halls
- iv. Electronically assisted malpractices
- v. Inscription of envisaged answers on hidden body parts.

B. Other related offences are as follows:

- i. Threatening of lecturers/teachers and their relatives by some students
- ii. Impersonation
- iii. Assault on examination officials, examination staff, invigilators and paper settlers/examiners

- iv. Collusion
- v. Mass cheating
- vi. Personality connection

Other types of examination leakage are:

1. Bringing of foreign materials into examination hall:
This is a situation where students bring into the examination hall notes, textbooks, and other prepared materials. The method is jokingly referred to as “hide-and-seek”, “microchips”, “tattoo” or “magic desk”. Sometimes, students take unauthorized materials like, sophisticated and scientific calculators or four figure tables into examination halls. In year 2013, WAEC was able to provide calculator for each candidate to prevent any avenue to hide illegal materials. Abba (1998) identified some methods like “giraffing, contraband, bullet, supper print, escort, missiles, and pregnant biros”, and so on.
2. Assistance from educational stakeholders
Examination stakeholders include parents, teachers, lecturers, supervisors, security agents, printers and staff of examination bodies. Some parents go to any length in buying question papers for their children while some others even buy certificates for their children.
Furthermore, supervisor colluding with teachers, school principals or students by allowing teachers to come around to teach the students during the examination period; lecturers or teachers releasing question papers or giving underserved marks or allowing students to illegally re-takes examination papers.
3. Irregular Activities inside and outside the examination halls. Students, who have the mind to cheat exhibit strange and unwholesome behaviors,. They use various means, such methods as: Stealing, converting, substituting or misappropriating the scripts of other candidates.
 - a. Substituting worked scripts during or after an examination.
 - b. Tearing part of the question paper or answer booklet during the examination to enhance cheating.
 - c. Seeking and receiving help from other candidates.

4. Electronically assisted malpractices

In recent times, it has been discovered that students make use of electronic gadgets to cheat during examinations. Such things as unauthorized scientific calculators, organizers, compact discs (the smallest size) and mobile phones (GSM) to take advantage of others.

5. Inscription or otherwise call “omo” reminder ;Students have now advanced to the level of inscribing materials or information on anything like parts of their bodies, for example palms, thighs, baby pampers, dresses, handkerchiefs, rulers, purses, chairs, tables, walls of examination halls and so on. Some students even code points and synthesize their notes in such a way that they will be the only ones that could understand and use them for cheating.

B. Other Related Offences

i. Threatening of lecturers/teachers and their relatives by some students: some students especially cult members, just for them to pass at all cost, threaten lecturers. A very good example is that of the Director-General of the Nigerian Law School, Mr. Kayode Jegede (SAN) who in February 2002, informed the public that his life was under threat following the threat letters he had received from students who claimed to have murdered Bola Ige (Nigerian Tribune May 23, 2002. The said letters he was warned, that if he did not stop the investigation into the examination leakage at the law school in 2002, his head was going to be cut off and his disremembered body would be scattered abroad.

ii. Impersonality: This is a situation where a candidate sits in an examination for another candidate, thereby pretending to be the real or original candidate. Impersonation is becoming very rampant, even among school candidates.

a. Posing as a bona-fide candidate:

Impersonators write the examination on behalf of the candidates they are impersonating. Under-graduates and graduate youth corpsers engage in this type of cheating.

b. Entry for similar subjects:

The plot is hatched right from the entry stage by making the impersonator to enter for the same subjects and sit for the same examinations in same-hall as the candidate, he writes the candidate's name and number on his booklet while the candidate writes the impersonator's and they exchange scripts before submitting.

c. Multiple Entries

That is, candidates entering for the same examination in several parts of the locality.

It has also been observed that several candidates struggle unnecessarily for live question papers at the beginning of a paper which are then passed to touts for assistance. Also, candidates deliberately come into the hall with the sole aim of smuggling the question paper out as soon as the paper starts and bringing the solution inside later.

iii. Insult or Assault on Examination Officials:

There are cases of students insulting examination official as they carry out their businesses. The aim is to distract them from effective supervision, so that they can have a way out. Sometimes students disturb the conduct of examination due to their poor preparation

iv. Collusion

This is a situation where two or more candidates agree to receive or give assistance to each other. If it is verbal, this is called ECOMOG or ECOWAS. Maduabum (1998) identified the use of terms like 'laya', 'Ecornog', and so on, which are also common among students. Afolabi (1998) said that collusion involves exchange of scripts, passing notes for help from outside and inside the hall, delaying commencement of examination in one centre to obtain question paper from nearby centre which has started, collusion, arising from bribes or threat to the lives and/or property of supervisors.

v. Mass Cheating:

Candidates in an examination hall at times are massively involved in one or some of the irregularities aforementioned.

vi. Personality Connection:

There are cases where some influential students make use of godfathers in politics, economic high towers, parents and cult members to influence the outcome of examinations.

Factors Responsible for Examination Malpractices in Nigeria

1. The low Moral Standard in Schools: Compromise and accommodation of all sorts of moral, social, physical, mental and spiritual misbehavior by teachers, principals, school head, and so on characterize the education system. Many parents bribe their way through for the admission of their children. There is a general trend in our society towards cheating and this is encouraged by almost all members of the population.
2. Laziness on the part of students and 419 (Advanced Free Fraud) syndromes have eaten deep into the life of the students: Many students are not serious at their academic work. Most of them have little time for their studies. They spend their time attending parties; they form gangs that engage in nefarious activities.
3. Unpreparedness on the part of the Student: Many students are not serious want to excel by all means. Some want promises from parents fulfilled; others want to be on the pages of newspapers as the best candidates in particular examinations.
4. Inadequate teacher, teaching and learning facilities: In some subjects' areas, teachers fail to cover the syllabi for such subjects as Physics and Chemistry due to unequipped laboratory for practical exercises. These are wide and difficult subjects. There are system shifts and late resumption by students which also prevent adequate coverage of syllabuses. In a number of schools, specialist teachers are few and not easy to find. Students are therefore not adequately prepared for examination.

5. Poverty, lack of integrity, selfishness and self-centeredness on the part of some invigilators and supervisors. Students are ready to offer bribe to invigilators. Such compromised invigilators allow students to cheat in examination halls. In many cases, they render illegal assistance to solve examination questions in exchange for money.

To expatiate this manifestation, Prof. Bello Salim, former JAMB registrar said that thirty out of one hundred and sixty-six examination towns were involved in cheating and malpractices while forty-five thousand, four hundred and forty-eight candidates seeking university admission had their results cancelled in year 2002 because of examination fraud in the country. Nigeria's former President, General Olusegun Obasanjo said students in the country perceived education as a means of getting a meal ticket and getting a job. The President further argued that the perception or orientation must change so that students would appreciate the intrinsic value of education, which is the total development of the individual to be able to make meaningful contributions to the family, community and country at large.

Effects of Examination Malpractices

Effects of examination malpractices are enormous, these include; discouragement of good students from studying hard for examinations, denying innocent students the opportunity for admission, delaying the processing of students examination scores and grades, decrease of job efficiency, dissatisfaction of student on the process of examining students and parents spending unnecessarily to mention few.

Dangers of Examination Malpractices

Dangers of the examination malpractices to quality of education being given include the following:

1. Not being able to defend the certificate (failure in job performance).
2. Perpetual condemnation of the conscience
3. Possibility of unfulfilled dreams and vision, if the student is rusticated from school or terminated at the working place.
4. Spillover effect borne by parents and other relatives of culprits.

5. The culprit may be initiated into a system of dishonesty and corrupt practices by which they become hardened
6. It makes nonsense of the educational system and it initiates against the country's goal of technological advancement
7. It discredits certificates issued by national examination bodies and institutions of higher learning and the nation as a whole.
8. It makes students to lose the ability to study or work hard in their studies
9. When a candidate is caught and expelled, there will be no certificate to show for whatever year(s) they might have put into their educational career.

Suggested Ways to Eradicate Examination Malpractices

There are certain truths that every student needs to be reminded of from time to time, the consequences of examination malpractices inclusive. Efforts must be made to stop examination malpractices as quickly as possible before it becomes a serious epidemic in the society. To deal with this scourge, the following steps will help in eradicating or managing examination bodies and schools to reduce malpractices.

- i. Government should provide conducive learning environments in schools by providing learning facilities and enhanced remuneration for teachers and provide basic infrastructure needed to stimulate learning.
- ii. Government should be serious with Act 33 of 1999 and enforce it. This provides penalties: imprisonment, fine or both for both persons and bodies found guilty of involvement in aiding, abetting, negligence or dereliction in the conduct of examinations need to be activated. Perhaps seeing the law in action may stem the tide.
- iii. Government should be serious about developing the education sector by allocating the 26% UNESCO advice on the sector so as to cater for the educational system.
- iv. All staff of examination bodies should be well paid so that they will not be enticed with money for example WAEC, JAMB, NECO, Proprietors, police, etc.

- v. Examination papers should not be within the reach of the junior staff of the examination bodies; this is because they can easily be lured with little money.
Posting of supervisors should be changed on daily or weekly basis. Invigilators are to conduct examinations in a ratio of about one to twenty students.
- vi. Examination bodies and Chief Executives of educational institutions should plant secret cameras in halls to monitor examinees as practiced by West African Examination Council (WAEC).
- vii. Sitting arrangement of candidates should be changed on daily or weekly basis. Students could be arranged according to their registration/examination numbers or names.
- viii. The number of invigilators and supervisors should be increased in the examination halls. That is, Exam Officers, Vice Principals should occasionally pay visit to exam halls to observe what is going on or efforts should be made to inspect all examination centres at least once daily.
- ix. Parents and communities should train-up their children to imbibe the traditional values of honesty, hard work, fairness, uprightness at home and be complemented by schools. Parents must discourage their children from taking part in examination fraud. Parents must play their God-given role of bringing up children with good morals that will be tomorrow's leaders. They will help them in future.
- x. Examination bodies, school administrators and government should encourage individuals and groups towards prevention of examination malpractices like the EXPO WAR SIMULATION GAME and activities of EXAMS SOCIETY OF NIGERIA.
- xi. Proper orientation on avoiding examination malpractices and its consequences of all new students in all institutions at their resumption.
- xii. National Campaign on the values of honesty and integrity may help in combating leakage and other irregularities for example that advert on 'Change is here' song to stop Examination malpractices and bribery in the country on Nigerian Television Authority (NTA).

- xiii. External examination bodies should publish the rules and regulations guiding their examinations. Schools, teachers and students must be compelled to have a copy.
- xiv. Schools and examination halls must be in order, well equipped and arranged before the commencement of the examination. There must be enough personnel for invigilation.
- xv. Principals, teachers, lecturers, needs to be tutored on consequences of examination malpractices and anyone caught to be remotely involved in examination malpractices should be summarily dismissed.
- xvi. Techniques for identifying specific causes of examination malpractices in various schools and how to eliminate them should be made known to school personnel.
- xvii. There should be a department or committee for both external and internal examinations. This department or committee should ensure that justice reigns, rules are appropriately adhered to and only those adjusted guilty are recommended for punishment. The department or committee should pay prompt attention to malpractice cases.
- xviii. Embossment of candidate photographs as practiced by WAEC could be on all external examinations, tertiary institution and National Youth Services Corps certificates as a way of curbing impersonation.
- xix. Candidates caught cheating should have their results cancelled or barred from future examinations (for external examinations). For internal examinations, students caught cheating should be rusticated or expelled, their names should be published in newspapers and the school authority should inform their parents.
- xx. Tertiary institutions should always examine the new students immediately they resume and the students who do not meet up with the required level of performance should be checked very well before they start their papers.
- xxi. Guidance counselors should be employed in all schools to guide the students on study habits, career prospects and requirement for various careers.

- xxii. Incessant strikes by Academic Staff union of Universities (ASU), Non Academic staff union of Universities (NASU), Labour and any other bodies in charge of works should be minimized.
- xxiii. Continuous assessment should be practiced correctly. It will reduce examination malpractices as 40% of marks are accumulated from various assessment techniques such as projects and assignments before actual examinations.

Conclusion

The dimensions of examination malpractices, issues and problems on the current status have been discussed. Also, the paper looked into ways in which the epidemic is curbed. The paper has also provide ways to eradicate examination malpractices through dissemination of information to the Examination bodies, stakeholders which include the parents, teachers, Examination Board Officials, students, government and other collaborators. If examination malpractices are not curbed, the nation could be producing incompetent graduates and may not increase the efficiency of productivity in the country.

Way Forward

1. More than one set of question papers in each subject should be generated to create uncertainty as to which paper will be finally used in the examination.
2. Mixing students of different disciplines in the same examination hall may also help to reduce cheating.
3. Question papers may contain space for answering as WAEC is doing thus eliminating the need for separate answer book.
4. At present highest attention is paid to the performance of students in terminal examinations. This induces a tendency of the last hour preparation in great hurry, thus leaving no scope for digesting the knowledge. Learning is a continuous process and hence, evaluation of learning outcomes must be done on a continuous basis.
5. Give magisterial power that is; power to arrest offenders to examination board officials.

6. Conduct a public awareness campaign to highlight the importance of integrity of the examination system.
7. Not writing student's names rather use coded numbers.
8. Conduct frequent and unannounced visits to examination centres.
9. Adequate sitting arrangement should be provided during examinations to discourage cheating.
10. National and international examination board and organization should share information on new threats to examination security and procedures for counteracting malpractices.
11. All schools should teach good moral principles.
12. All stakeholders should be discouraged from cheating. Stakeholders include parents, teachers, examination board officials, students, government, touts and other collaborators.
13. Schools should be handled by religious organization bodies.

References

- Akinola C.I. (2011) *Examination Malpractices: Causes, Effects and Remedies*. Social Ministries Emphasis Week, Ibadan. Baptist Press.
- Arifayan I.B. (2004) *Examination Conduct: Policy and Practices in Nigeria*. Ibadan: Evans Publishers Ltd.
- Asore, E.P. (2014) *Examination Malpractices: Causes, Consequences and Probable Solution*. Vanguard, July 19, 2014.
- Collins English Dictionary* (2015). Examination definition and meaning.
- Idugboe, E.T. (2002) *Examination Malpractices in Nigeria*, Owerri: Stateman Publisher Ltd.
- Mallam P. (2009) Towards curtailing examination malpractices in our educational system. Daily Times May 16, 2009.
- Obasi, E. (2009) *Certificate Syndrome*. Owerri. Stateman Publishers Ltd.
- Ojerinde, B.B. (2010) *Examination Malpractices*. Vanguard, January 16, 2010.
- Onyechere, I.C. (2003) *Examination Ethics Project*, Benin: Light House Publisher Ltd. Wikipedia (2010) Examination.

Language and Literature Teaching: The Roles of the Teachers and Educational Administrators

¹Bolanle T. OPOOLA
dropool59@gmail.com

&

²Raji Isiaka ADEYEMI
Rajiisiakaadeyemi @gmail.com

¹Federal University Oye Ekiti, Ekiti State

²Federal College of Education (Sp), Oyo

Abstract

The pride of every education system depends not just on the quantity but more importantly on the quality of its products at all levels. The quality of the products in turn depends largely on the quality of educational diet that pupils receive in school and which is also dependent upon the roles of teachers and other stakeholders in education sector. The management of language education since Nigeria's independence has remained inconsistent. One observes that many of Nigeria's language education reforms, policies, commissions or ad-hoc committees on language education at Federal and state levels have been initiated to fail, because they are unrealistic. All these have no doubt resulted in the present falling/fallen standard of English at all the educational levels. It is on this premise that this paper is out to examine the roles of language teachers and administrators with a view to improving the current standard in English Language and Literature teaching.

Keyword: Language, Standard, Administrator, Teaching, Education.

Introduction

Education in Nigeria has been described as an instrument “par excellence” for effecting national development. It has witnessed active participation and investment by non-governmental agencies, communities and individuals as well as government intervention. In the recent times however, there has been a lot of controversies on

the notion of the falling/fallen standards of Education in Nigeria. Paradoxically, this observation emanated from the various segments of the society whose task it is to contribute to high educational standard in the nation. Given the crucial position of English, a fall in the standard of English would have a negative multiplier effects on other educational spheres for which the language is the medium of instruction. However, to properly understand and appreciate the roles of the various segments of society concerned with the task of ensuring and maintaining high standards in education, especially in the teaching and learning of English and Literature, it would be useful to view education as a system whose inter-related and inter-dependent parts contribute severally and harmoniously to the attainment of peoples desired educational goals. It is by so doing that we would be able to isolate and discuss in brief what roles teachers and educational administrators are supposed to play in the enterprise.

Micro-Politic and Educational Management

In its classical sense, “management” implies being in charge or being in control of affairs or situations. Educational management is, therefore, being able to handle what goes on in the process of educating people so that things do not go out of hand (Babalola, 2006). Educational management is a concept that goes along with the quest to put the formal education system under control, regulation or supervision in its attempts to use carefully available scarce resources through cooperative efforts when establishing institutions of learning, enrolling learners, attracting best staff, conducting teaching, learning and research, as well as graduating learners at all levels of education in an effective and efficient manner. Educational management involves planning, organizing, staffing directing, controlling, coordinating and budgeting. For example, to ensure that things are kept under proper control, there is need to put in order, various agencies such as the ministries, boards, commissions and schools; and staff these institutions; direct their affairs; and coordinate inputs, processes and outputs of the education system.

The management of education since Nigeria’s independence has remained inconsistent. One observes, that many of Nigeria’s education

reforms, policies, commissions or ad-hoc committees on education at federal and state levels have been initiated only to fail, because they are usually unrealistically and hurriedly planned. An example of this is the take-over of private schools by the government, because of what government perceived as poor management by the private sectors and religious organisations that used to establish schools. Shortly after the take-over, the government turned round to plead with the same private proprietors to have their schools back. Proliferation of schools and colleges was therefore encouraged by government for political reasons during the second republic. Every village had to establish a secondary school and no sooner that the military struck in 1983 that decrees for the closures and merger of such schools were promulgated.

Need for Effective Educational Planning

The National Policy on Education (2013) states inter alia that;

“The success of any system of education is hinged on proper planning, efficient administration and adequate financing. Administration is a function of organization and structure, proprietorships and control, inspection and supervision”

The first step in educational planning is the identification of the problem and ascertaining the purpose and scope of the problem and method of inquiry in order to find solution to the problem. The rapid expansion in education had brought about a number of problems into education industry. Such problems include among others.

- (a) poor school supervision;
- (b) non-availability of instructional facilities;
- (c) poor quality teachers; some are untrained; and
- (d) low morale amongst teachers.

The inevitable effect of such a situation is the drop in the standard of education in Nigeria. The only panacea to the above identified problems would have been an effective educational planning. Ironically, the tool (educational planning) itself is besieged with a myriad of problems among which are:

(a) ***Political problem***

Political constraints in educational planning refer to the effects of wrong use of power, influence and authority by some government in Nigeria especially in the allocation of resources. This is coupled with the problem of different government coming in with different styles of decision-making. Plans made by previous governments are either disrupted or discontinued.

(b) ***Economic and Data Problems***

Economic constraints in educational planning point to a situation whereby an educational reform may not be successfully implemented because of shortage of, or lack of financial resources and human resources. Factors that often contribute to this problem include over-reliance on foreign assistance, statistical deficiency, and over-estimation of expected national revenue and, underestimation of resource needs in terms of enrolment, teachers, physical facilities, equipment and others.

(c) ***Social and Cultural Problem***

This refers to the effects of pressure groups such as, religious organizations and students' organization on the planning process. In the process of decision-making in the education sector, the various organizations from pressure groups to bring to bear on the planning process, particularly on the legislature, their group's educational goals. The inputs from the various organizations often significantly affect the outcome of educational reforms to the extent that compromises rather than national plans eventually emerge.

(d) ***Administrative Problem***

This constraint refers to the effect of bureaucracy on plan implementation. The third major function in the planning, that is implementation, is performed by bureaucracy, which is the administrative machinery of the government. An educational plan, of necessity, is filtered through the bureaucratic system for implementation. Bureaucracy is beset with many problems, which are likely to constitute impediments to plan implementation. These include its own norms

of functioning, which are, commonly viewed as difficult and slow. This is sometimes termed the red tape system. Another problem is bad communication within the system or simply the bad climate, which slows down activities within the bureaucracy system. Furthermore, the administrators responsible for plan implementation are themselves civil servants, who are expected to be loyal to the government of the day and at the same time, they also belong to various organizations. In addition, administrators can use their special positions to slow down the course of planned implementation and disrupt good educational programs.

Qualitative Education: Role of Language Teachers and Educational Administrators

Teaching is one of the dignifying professions in the world. Therefore, the aim of any teaching among others is to impart new knowledge/skills on the learner for an improved behaviour. Ukeje (2008) considers teaching as a process of transmitting knowledge and skills to learner. Teachers are the prime movers of the success of any education programme. Quality education, especially in language training therefore can only be achieved with teacher's good qualifications, motivation and dedication. The success or failure of any education is measured with the teacher inputs and pupils performance. Consequently, it is important and necessary for a teacher to have a good understanding of the principles and concepts of teaching before embarking on the art. It is equally necessary for the teacher to show good understanding of what it takes to be a good teacher before carrying on the teaching activity. It is also proper for a language teacher to be familiar with his/her pupils/students who are the beneficiaries of his/her teaching. And most importantly, it is proper for a teacher to have a good knowledge of the subject to be taught. This will be followed by a demonstration of skills relevant to the subject to be taught. In all an effective language teacher par excellence should maintain and sustain good teacher-student relations, teacher self-efficacy, classroom climate, and class room organization as well as classroom management.

On the part of educational administrators, government should ensure efficient inspectorate services or commissions, at federal, state and local government levels for monitoring and maintaining minimum standards at all levels of education. Also, education is an expensive social service and

requires adequate financial provision from all tiers of government for successful implementation of educational performances. To this end, relevant sectorial bodies such as the Education Tax Fund, (ETF) Industrial Training Fund (ITF) and National Science and Technology fund (NSTF) should be more empowered to be able to respond adequately to the funding needs of education.

Conclusion

In summary, this paper has briefly examined the roles of teachers' as well educational administrators in improving standard in language and literature teaching. We have viewed language education as a 'system' and the way in which they execute their roles may make or mar the 'system' whose parts are interrelated and interdependent. Teachers and educational administrators are a necessary part of the 'system' and the way in which they execute their roles may make or mar the 'system' in its bid to actualize the purpose for which it is designed. The paper dwells on the functions of these stakeholders and recommendations towards optimal discharge of their roles.

Way Forward

1. If Nigeria's language education policy is to be result-oriented for effective self-reliance policy, a dynamic management approach should be introduced.
2. Teachers should be motivated because teacher motivation is in relation to students' performance which cannot be ignored if the new education policy is to be effective.
3. A legally binding Wage Council for Nigerian teachers should be set up to handle problems as teachers' salaries, fringe benefits, grants and allowances.
4. There is the need to review and modify some aspects of language education policy. In this regard, high premium should be placed on the need to encourage indigenous languages to grow so as to pave way for technological advancement.
5. We should either scale down targets or shift emphasis to match the financial capacity of the nation for effective results.

6. Finally, as a surgeon may not be able to carry out a successful surgical operation without the required tools, teachers too will be ineffective without essential teaching materials and equipment. In this regard, stakeholders in the education sector should provide a conducive, harmonious and enabling academic environment for a meaningful teaching-learning process in our schools at all levels.

References

- Federal Ministry of Education (2013). *The National Policy on Education*. Lagos: NERDC Press.
- Longe, R.S. (2003). Introduction to Educational Planning in J.B. Babalola (Ed.). *Basic Treat in Educational Planning*. Ibadan: Department of Educational Management.
- Muhammad, L.B. (2017). Implication of Curriculum Modification for Effective Inclusive Education Practice in Nigeria. *International Journal of Inclusive Education, Research and Development*. Vol. (2), 116-130.
- Nnanna, O. (2010). Will Kufai Reonaci the Jigavv n Miigic? Vanguard. Monday, April.
- Raji, I.A. (2016). Classroom Management and Motivation as Tools for Successful Language Delivery. In *UBE Journal of Basic Education in Nigeria*. Vol. (6), 62-71.
- Ukeje, B.O. (2008). Teaching a Profession or Craft: An Art or Science? In N.A. Nwagwu, (Ed.). *Teachers and Teaching in Nigeria: Issues, challenges and prospects*. Benin City: NAF.

Quality of Library Services and Staff Attitude as Determinants of Users' Satisfaction in Lead City University Library, Ibadan, Nigeria

¹David O. OKHAKHU
okhakhudavid@gmail.com, okhakhu.david@lcu.edu.ng
+234 706 943 6535
ORCID ID: 0000000193544426

²Kehinde A. DUROJAYE
durojaye.kehinde@lcu.edu.ng
+234 803 209 7857

&

³Onole James OKHAKHU
okhakhu@hotmail.com:
+234 807 869 9033

^{1&2}Lead City University Main Library, Lead City University, Ibadan, Oyo State

³Security, Career and Academic Profile Adviser, Learning Resources

Abstract

This study, examined the quality of library service and library staff attitude as determinants of users' satisfaction in Lead City University Library, Ibadan, Nigeria. These variables, when properly harnessed may contribute to users' overall satisfaction. The sample size taken for the research was 300 respondents which represented 10% of the users' population using simple random sampling in Lead City University library. The instrument used to collect data was questionnaire and measure of central tendency was used to analyze the data collected. The findings showed that users do make significant use of the library, its services and resources, and that they are generally satisfied with it. It was suggested that attention should be placed on those areas where a larger number of the respondents are not satisfied, like opening and closing hours and online databases among others. These are issues based on the responses received from users, most especially regarding their satisfaction from the attitudes of the library staff. There were recommendations on the improvement of library services. These are

issues based on the responses received from users most especially regarding their satisfaction from the attitudes of the library staff. The study therefore recommended that the library reference section should be placed in a more conspicuous area as its present location is too hidden and not centrally placed for users to access easily.

Keywords: Library service/facilities, staff attitude, users' satisfaction, information accessibility

Introduction

In library and information science research, information can be seen as a consumable product that can only be consumed together with only certain information delivery systems and/or services. The satisfaction of library users is a function of the quality of information product(s) received, the quality of information system and library services provided to access the information product. Therefore, satisfaction is a function of three main sources— quality of the information product, the information system and the services that make the information product available. These three levels of measure of satisfaction are defined by the information resources, facilities and services in this study. These sources of satisfaction, when properly harnessed may contribute to users' overall satisfaction. The accuracy, completeness, precision, and relevance of the information materials obtained from library by a user are measures of the product performance.

An academic library is established to provide research materials to its patrons, which communicate research experience and ideas from scholars and thereby make such easily and freely available for consumption to the academic community. It is established, supported and funded by the parent institution. It provides access to knowledge, information and works of imagination through a range of resources and services. It is equally available to all members of her immediate community regardless of race, nationality, age, gender, religion, language, disability, employment status and educational attainment (Aboyade, 1984).

An academic library exists to satisfy her users. In this context, users' satisfaction refers to how users judge the services of the library. Indeed, it refers to whether users of libraries get the desired information resources, facilities and services expected to be provided by the libraries. Hence, in recent times, evaluating users' satisfaction with the information

resources, facilities and services of libraries has become a major concern and an integral part of library and information science practitioners (Ogunsola, 2004). This is because the ultimate aim of all libraries as a service oriented organization is to satisfy the needs of its clients. Thus, users' satisfaction with the information resources, facilities and services provided by libraries whether national, public or academic has become the melting pot of the present day librarianship and information science (Saliu, 2002).

Providing quality services in academic libraries is now a major concern among academic librarians and they see the library more in terms of the provision of and access to service quality than as just a physical place. Technology and automation have also changed the way people perceive libraries. As a result, the role of libraries and librarians is also changing. Librarians themselves have been re-evaluating their role as reflected in many discussions and papers. They emphasize the provision of good library service as more important to the user than the mere physical library building. This perspective is evident in several recent studies (Juchnevic 2014; Manoj 2015; and Ijekhuamhen 2015). Access to information provided by libraries is seen as more important than the materials physically available in a library. According to Nkoyo and Okon (2015) noted that access to electronic libraries is global, irrespective of the user location or affiliation.

The quality of service obtainable by customers in any process has been proven to determine their level of satisfaction (Nguyen et al, 2015). In the library environment, Chinonye et al (2016) found out that, library service quality has a significant effect on user satisfaction. The society is dynamic and so the library simply because the library is an inseparable part of the society. As a result, the role of a library in a changing society is also changing (Juchneviè, 2014.). Therefore, even in the changing roles of libraries, whether physical or electronic, the quality of service must not be compromised.

Historically, academic library quality has been expressed in terms of collection size. The ultimate goal of bringing together a perfectly customized collection of books for the purposes of fulfilling users' needs drove collection sizes higher and led to assessing a library's quality by the magnitude of its resources (Kyrillidou, 2002). In this environment,

libraries relied upon collecting statistics and analyzing input measures, the financial, human, and material resources available to the library organization, have been measured in some form by research libraries since 1908 (Kyrillidou, 2002). With the increasing emphasis on assessment and accountability, coupled with the changes in libraries and library collections made possible by information technology, librarians began to seek new measures of quality that would be more meaningful.

It is only since the beginning of the 21st Century that libraries have engaged in directly measuring service quality from a user perspective (Kyrillidou, 2002). As recently as 2001 the library assessment literature did not, for the most part, consider direct measurement of quality. For example, as late as 2001, Shim, McClure, and Bertot observed, in a report on measures and statistics for Association of Research Libraries (ARL), that to accurately indicate the success or quality of an academic library, measurement should be implemented at three key levels: outcome level, use/capacity level (output), and resources level (input) (2001). In other words, prominent library science researchers were still relying on measures that assessed quality indirectly of the measurement methods Shim, McClure, and Bertot (2001) identified, there was no instrument or protocol for directly measuring service quality in a library, and further said that there was certainly no instrument to measure service quality across libraries for benchmarking purposes. Pritchard (1996) offers a cogent description of the measurement challenge that faced librarians. The difficulty lies in trying to find a single model or set of simple indicators that can be used by different institutions, and that will compare something across large groups that is by definition only locally applicable i.e., how well a library meets the needs of its institution. Librarians have either made do with oversimplified national data or have undertaken customized local evaluations of effectiveness, but there has not been devised an effective way to link the two (section 2) as library practitioners and scholars worked to develop meaningful measures for libraries, the need for reliable and meaningful assessment instruments intensified.

This explains the importance of the library's appearance and its contribution towards user satisfaction. The users should find the environment user friendly and comfortable. The study try to discover what types of services are required by the users, if users are satisfied