



A COMPARATIVE ASSESSMENT OF SECONDARY SCHOOL STUDENTS' SATISFACTION WITH ICT STUDIES: IMPLICATIONS FOR MANAGING SECONDARY SCHOOL EDUCATION FOR GLOBAL COMPETITIVENESS IN POST COVID-19 ERA.

ASUQUO, M. E. EMERIBE, K. V. ANAM, E. G.

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ABSTRACT

Technological advancement has ushered Computer studies which is also regarded as Information and Communication Technology (ICT) instruction into educational curriculum. The aim of ICT studies in secondary school system is to equip every student with the prerequisite skills and competence to function effectively in the contemporary society that is characterized by emerging technologies. Therefore, the main objective of this research was to assess students' satisfaction with ICT instruction in secondary schools in Calabar Metropolis, Cross River State, Nigeria. Three research hypotheses were formulated to give direction to the study. The study sample was 5245 students drawn from the population of Senior Secondary (SS) 2 and Senior Secondary (SS) 3 classes across public and private schools in 2019/2020 academic session. A survey research design was adopted for the study. The instrument for data collection was a questionnaire entitled "Secondary School Students' Satisfaction with Computer Studies Questionnaire (SSSCSQ)". The data collected were analyzed using population t-test and independent t-test. The major findings indicated that secondary school students' satisfaction with ICT instruction was not significantly differ with respect to school ownership, gender and school location. It was recommended among others that the Government at various levels, Non-Governmental Organizations (NGOs) as well as Parents Teachers Association (PTA) should improve in their efforts towards provision of both hardware and software ICT facilities to sustain blended pedagogy in Post Covid-19 era.

KEYWORDS: Computer Studies, Global Competitiveness, ICT, Post-Covid-19 Pandemic, Managing Secondary Education, Secondary School and Students' Satisfaction.

INTRODUCTION

No doubt, Covid-19 pandemic was pervasive round the globe and as such social, economic and educational programmes and activities were put on hold. Nwokeocha (2021) stated that at the

peak of the pandemic, schools were shut in most parts of the world and as such teaching and learning were halted. The situation was such that management of all levels of education in general and secondary education in particular confronted with unprecedented challenges of school lock

Asuquo, M. E., Department of Educational Management, Faculty of Educational Foundation Studies, University Calabar, Calabar, Nigeria.

Emeribe, K. V., Department of Educational Management, Faculty of Educational Foundation Studies, University Calabar, Calabar, Nigeria.

Anam, E. G., Department of Educational Management, Faculty of Educational Foundation Studies, University Calabar, Calabar, Nigeria.

down, unequal access to educational opportunities due to inadequate online teaching and learning facilities among others. In spite of the alternative measures in terms of online teaching and learning adopted to ensure sustainable pedagogy in educational system in the face of the pandemic, many learners had little or no reasonable competence to cope with online education. A question arises. "Are secondary school students not satisfied with computer studies?"

The introduction of computer studies into the curriculum of secondary education just as it is obtainable in other levels of education is informed by the revolutionary changes in modern technology across the globe. In this context, computer studies and Information and Communication Technology (ICT) instruction are used interchangeably. Advances in information technology result in what is popularly called Information and Communication Technology (ICT) which has been a global issue in the contemporary age. Thus, its inclusion in curriculum and implementation in terms of computer studies and in general school management to meet global demands and competitions has since become imperative. Information and Communication Technology (ICT) in educational system has become a crucial component to be given considerable attention.

Ekpoh & Asuquo (2017) opined that utilization of ICT in teaching and learning and in the general school management is directed towards achievement of educational goals and objectives in terms of provision of trained manpower in information and communication technology. ICT is an important tool in educational management as it adds value to teaching and learning processes and equally helps in organizing and managing educational institutions in developing countries (Ogunlade, 2008). Dibbon and Pollock (2007) reported that the rapid growth and expansion in ICT has made it necessary for schools to be innovative in their approach to preparing students for success in a modern world. Similarly, Onuma (2007) observed that ICT contributes to the development of students' knowledge and skills acquisition in various subjects. Anumnu (2008) opined that ICT provides students and teachers with practical and functional knowledge of computer, the internet and other associated areas of ICT. Corroborating this, Amenyedzi, Lartey and Dzomeku (2011) asserted that with the advent of ICT, students learn more quickly, demonstrate greater retention

and are better motivated when they work with computers.

As an important part of curriculum content and administrative tool, computer studies has become pervasive in every educational organization. It has brought pedagogical innovations to classroom teaching. The need to make Nigerian secondary school students beneficiaries in this regard becomes imperative (Akomolafe, 2008). According to Akpan (2016), ICT is a process of creating, processing, storing, retrieving and disseminating information and data using computers and telecommunication. Johnson (2007) opined that ICT entails a combination of technologies for collecting, storing, processing, communicating and delivering of information related to teaching and learning. Therefore, ICT or computer studies as a component of curriculum is designed to enable students use computer effectively to facilitate their various academic activities and programmes.

Aristovnik (2012) carried out a study on the impact of ICT on educational performance and its efficiency in selected European Union (EU) and Organization for Economic Cooperation and Development (OECD) countries. The study found evidence that most of the countries under consideration hold great potential for increased efficiency in ICT and for improving their educational outputs. Kulik (as cited in Youssef, 2008) found out in a meta-analysis study, that students who used ICT-based instruction scored higher than students without computers. Furthermore, the students learned more in less time and appreciated their classes more when ICT -based instruction was used. By implication, students' satisfaction with ICT instruction (teaching and learning) is a function of effective school management directed towards the provision, utilization, and maintenance of the necessary facilities to facilitate knowledge development and training of manpower in information and communication technology at secondary school level for global competitiveness. In another study, Owan & Asuquo (2021) found out that age, gender, parents' income level, students' education level and school location do not significantly influence students' satisfaction with the study of ICT in secondary schools respectively. From the result of the study, it was concluded that socio-demographic factors of students did not influence students' satisfaction with the study of ICT in secondary schools. However, previous studies were not comparative in nature in terms of school

location and school ownership as they influence students' satisfaction with ICT.

In recognizing the role of ICT in knowledge advancement and development of skills necessary for effective functioning in a knowledge based-world, the Federal Republic of Nigeria (FGN, 2014) stated that government shall provide adequate infrastructure and develop capacity for effective utilization of information technology. In spite of this declaration by the Federal Government, Finani (2012) opined that full implementation of computer studies in schools is yet to be really seen and felt. Although ICT is being embraced gradually in all levels of education in Nigeria, its actual implementation in public secondary schools has been very slow (Owan & Asuquo, 2021). Aluko (2012) opined that educational institutions still remain ill-equipped with modern ICT facilities. Again, Akomolafe (2008) noted that ICT resources in secondary schools are still grossly inadequate. The author further stressed that ICT in secondary school is still at the initial stage and the school system still faces a lot of challenges as far as infrastructural resources are concerned. The challenges ranged from financial constraints, inadequate electricity, inadequate technical experts to handle the maintenance of ICT resources and teachers' incompetence in the use of ICT tools to enhance teaching and learning at the secondary school level.

Secondary education is that level of education that is aimed at producing graduates for higher education as well as equipping the students with sustained ICT skill needed to function effectively in this era of emerging technological advancement. Among other objectives, the FRN (2014:14) stressed that secondary education has to provide trained manpower in the applied science, technology and commerce at sub-professional grades. The introduction of ICT into secondary education in particular becomes apt because the world as a global village is technological inclined. Ekpoh & Asuquo (2018) stressed that, utilization of ICT in the school management for teaching and learning, students' personnel management, communication and decision making has become inevitable in the school system because of its global application in running modern organizations. ICT instruction is a major part of secondary education academic programmes which is directed towards sound teaching and learning to enhance and develop students' skills and ability to compete with their counterparts globally. Akomolafe (2008) observed that the use of ICT in education is

receiving more attention globally and creating access to information, thereby enhancing greater ability to learn. Using ICT in a school give lesson high status, makes students and teachers to become proud of their work, increases students' motivation and makes actively involved in their own learning and programmes (Anumnu, 2008). Based on the foregoing, a comparative study of secondary school students' satisfaction with ICT Studies with implications for managing secondary education for Global competitiveness in Post Covid-19 era becomes imperative. This is because the extent to which students are satisfied with ICT studies is a pointer to effective computer/ICT studies in the schools. Advancement in technology makes the world a global village. Therefore, every students need to be satisfied with ICT instruction in schools to enable them function and compete globally. Joshua (2018) stated that, the world has become a global village, thus any development devoid of technology is bound to fail and would not meet the test of time. The author further stated that, this is the era where local product should be comparable with foreign ones for a healthy competition. Our secondary school products need technological skills for global competition because our immediate contemporary society and the world at large need able hands that are trained by educational institutions that are ICT based. The extent to which the achievement of the aims of ICT education has been actualized is manifested in the level of students' ICT skills acquisition and their readiness for global competition.

In the context of this work, global competitiveness entails students' ability to strive, fit in, and perform creditably, irrespective of any work environment, academic challenges they are confronted with and the part of the globe they find themselves. Their ability to meet up with international standard due to their competencies in ICT as opposed to only local demands depicts a favourable competitiveness. With effective ICT instruction, students acquire ICT knowledge, skills and competencies (Owan & Asuquo (2021). There is no doubt that effective ICT instruction makes students to respond positively and fit into global development as well as standard and the needs of various countries. Effective ICT training at secondary education level gives priority to educational needs, interest, skills, competencies and requirements that exist in other countries round the globe. Every educational curriculum is designed in line with the demands of the society and to satisfy the needs of the learners to enable

them contribute their quotas towards socio-political, technological, economical, educational and national development.

Sinclair (as cited in Eliane, 2015) defined student's satisfaction as the sum of a student's behavioral beliefs and attitudes that result from aggregating all the benefits that a student receives from using the blended system. According to Astin (as cited in Avgerinou, 2010) Student satisfaction is the perceived value of the learner with educational experiences in an educational setting. Eliane (2015), identified students' satisfaction as being dependent on infrastructure (computer laboratory, computer system, internet connections, video conference equipment, electricity), e-learning delivery (sound, image, course content, instructors' performance) and ICT facilities (own/personal computer, school computer, software, modem).

Owan & Asuquo (2021) viewed students' satisfaction as a state of being emotionally and artistically fulfilled by what they are being taught in an educational system. In this case, students' satisfaction is viewed as their contentment arising from fulfilled teaching and learning expectation.

However, computer studies as a tool for advancement and development faces some challenges in diverse forms ranging from inappropriate support from educational and non educational organizations, poor encouragement of students by teachers/parents to be ICT compliant, poor ICT capacity building for teachers, school administrators' conservative attitudes of maintaining the traditional methods of teaching and learning, financial constraint, inadequate power supply, poor facility maintenance culture. These challenges are inexhaustible. Corroborating this, Ogunlade (2008) identifies high cost of ICT tools, lack of support from private organizations, conservative attitudes of people, lack of basic education and computing skills among others as problems militating against ICT instruction. In addition to this, Ekpoh, Edet and Ekpenyong (2013) observed lack of facilities, low internet connectivity, irregular power supply, poor network among others as challenges of ICT in the Nigerian education system.

STATEMENT OF THE PROBLEM

In addition to changing the traditional teaching and learning approaches to blended approach in the school system, the introduction of Information and Communication Technology (ICT) as a subject into the curriculum of secondary school was to ensure that students understand the

working and the use of computers in this information age. As teaching, learning, communication, information storage and retrieval, as well as job creation tools by graduates, educational system continues to stress on the importance of ICT in the school curriculum. There is no doubt that ICT is also meant to improve digital literacy of every student for global competitiveness.

These researchers have however observed that many secondary school graduates are not equipped with the necessary skills of ICT required of every graduate. This is evidence in a good number secondary school graduates who upon graduation, still look for computer training centres to learn the basic skills in computer and internet operations. Such skills include; computer operation/effective use of computer for typing and editing of information, storing of information, communication, learning, internet application to access online information among others. Ideally, these skills needed to have been acquired by the students before and upon graduation. It is in the observation of the researchers that in most cases, secondary school students later acquire the aforementioned skills after graduation. This scenario portrays that all seem not to be well with respect to secondary students' satisfaction with ICT. Therefore, this study was conducted to analyze students' satisfaction with ICT with implication for managing secondary school education for global competitiveness in Post Covid-19 Era.

PURPOSE OF THE STUDY

This study was conducted to assess, in a comparative form, secondary students' satisfaction with ICT instruction. The study specifically sought to find out;

1. Whether secondary school students' satisfaction with ICT instruction differ with respect to school ownership.
2. Whether secondary school students' satisfaction with ICT instruction differ with respect to gender.
3. Whether secondary school students' satisfaction with ICT instruction differ with respect to school location.

To give direction to this study, the following hypotheses were generated.

1. Secondary school students' satisfaction with ICT instruction does not significantly differ with respect to school ownership.
2. Secondary school students' satisfaction with ICT instruction does not significantly differ with respect to gender.

3. Secondary school students' satisfaction with ICT instruction does not significantly differ with respect to school location.

METHODOLOGY

This study adopted a survey research design to obtain data from students regarding their satisfaction with ICT instruction in secondary schools in Calabar Metropolis, Cross River State, Nigeria. Calabar Metropolis is made up of Calabar South Local Government Area and Calabar Municipality. The population of this study comprised Senior Secondary (SS) 2 and Senior secondary (SS) 3 students in both public and private secondary schools of 2018/2019 academic session. Since the target population was not ascertained, the researchers adopted a convenience sampling technique in selecting a sample of 5245 from Senior Secondary (SS) 2 and Senior secondary (SS) 3 students as the sample of the study. The instrument for data collection was the researchers' designed questionnaire. The questionnaire was designed in sections A and B. Section A obtained demographic information of the respondents as well as school ownership and location (in terms of Local Government Area). Section B was designed to obtain information with respect to students' satisfaction with ICT instruction. Section B had 16 items with such options as Highly Satisfied (HS), Satisfied (S), Dissatisfied (D) and

Highly Dissatisfied (HD). Highly Satisfied (HS) and Satisfied (S) responses were treated as Satisfied (S). On the other hand, Dissatisfied (D) and Highly Dissatisfied (HD) responses were considered as Dissatisfied (D). The instrument was subjected to face and content validity from experts (three from Educational Management and three from Measurement and Evaluation all from the University of Calabar, Calabar). Cronbach Alpha was used in establishing the reliability of the instrument with an index of 0.81 which made the instrument suitable for data collection. In order to collect the necessary data, the researchers with the help of some assistants distributed copies of the questionnaire to the respondents. Out of five thousand three hundred and forty-five (5345) copies of the questionnaire, 5245 copies were retrieved indicating 98% rate of return. One hundred copies that were not collected 2% rate of attrition. The data collected and coded were analyzed using independent t-test.

RESULT

Hypothesis one

Secondary school students' satisfaction with ICT instruction does not significantly differ with respect to school ownership.

The result of the analysis is presented in table 1

TABLE 1

Independent t-test analysis of the mean difference of the secondary school students' satisfaction with ICT instruction with respect to school ownership

School Ownership	N	\bar{X}	SD	Df	t-cal	t-critical
Public Secondary Schools	3521	3.32	0.97	5243	0.78	1.960
Private Secondary Schools	1724	3.02	0.84			

The analysis in Table 1 show that the calculated t-value of 0.78 at 5243 degrees of freedom and 0.05 level of significance is less than the critical t-value of 1.960. The result of this analysis indicates that secondary school students' satisfaction with ICT instruction did not significantly with respect to school ownership. Thus, the null hypothesis 1 was retained.

Hypothesis Two

Secondary school students' satisfaction with ICT instruction does not significantly differ with respect to gender.

The result of the analysis is presented in table 2

TABLE 2

Independent t-test analysis of the mean difference of secondary school students' satisfaction with ICT instruction with respect to gender.

Gender	N	\bar{X}	SD	Df	t-cal	t-critical
Male	2545	2.99	0.95	5243	0.88	1.960
Female	2700	3.11	0.84			

The analysis in Table 2 show that the calculated t-value of 0.88 at 5243 degrees of freedom and 0.05 level of significance is less than the critical t-value of 1.960. The result of this analysis indicates that secondary school students' satisfaction with ICT instruction did not significantly with respect to gender. Therefore,

hypothesis two above was retained.

Hypothesis three

Secondary school students' satisfaction with ICT instruction does not significantly differ with respect to school location.

The result of the analysis is presented in table 3

TABLE 3

Independent t-test analysis of the mean difference of secondary school students' satisfaction with ICT instruction with respect to school location.

School location	N	\bar{X}	SD	Df	t-cal	t-critical
Calabar Municipality	3521	3.02	0.97	5243	0.97	1.960
Calabar South L.G.A.	1724	2.95	0.84			

The analysis in Table 2 show that the calculated t-value of 0.97 at 5243 degrees of freedom and 0.05 level of significance is less than the critical t-value of 1.960. The result of this analysis indicates that secondary school students' satisfaction with ICT instruction did not significantly differ with respect to school location (Local Government Areas where Secondary Schools were located). Thus, the null hypothesis in this regard was retained.

DISCUSSION OF FINDINGS

From the first hypothesis, it was found that secondary school students' satisfaction with ICT instruction did not significantly differ with respect to school ownership. This result may be attributed to inadequate facilities and manpower to enhance effective ICT instruction in both public and private secondary schools in Calabar Metropolis in Cross River State. The result is in consonant with Aluko (2012) that educational institutions still remain ill-equipped with modern ICT facilities. The result of this study explains that in both public and private secondary schools in the study area, enough is needed to be done to ensure that computer studies or ICT instruction meet the demand of the moment to enable the students acquire the prerequisite ICT skills for proper functioning in post covid-19 era.

The result of the second hypothesis indicated that secondary school students' satisfaction with ICT instruction did not significantly differ with respect to gender. The result appear the way it did because all males and females students in both public and private secondary schools in Calabar Metropolis were subjected to the same learning environment and thought by the same category of teachers. This finding is in tandem with Finani (2012) who opined that full implementation of ICT in schools is yet to be really seen and felt. Although computer studies is being embraced gradually in all levels of education in Nigeria, its actual implementation in secondary schools has been very slow.

The result of the third hypothesis indicates no significant different between the mean scores of students' satisfaction with ICT instruction in Calabar South and that of their counterparts in Calabar Municipality. The plausible explanation of this result is that the respondents in both Calabar South and Calabar Municipality may have been exposed to the same learning experience with regards to ICT instruction. Again, the level of inadequate facilities and human resources to facilitate computer studies must have been the same in both public and private secondary schools in Calabar Metropolis.

Implication for managing secondary education for global competitiveness in post Covid-19 Era.

Management per se is the co-ordination of all the resources of an organization through the process of planning, organizing, directing and controlling in order to attain organizational objectives (Nwachukwu, 2004). As a process, managing secondary school for global competitiveness entails performance of specific functions (planning, organizing, staffing, directing, co-ordination, reporting and budgeting) directed towards preventing disruption in teaching and learning. It is also actions taken to ensure supportive physical and social environment that promote and sustain teaching and learning processes as well as directing available human and material resources for the purpose of achieving educational goals and objectives.

The results of this study have implications for managing secondary education for global competitiveness in post Covid-19 era. A comparative assessment of students' satisfaction with computer studies determines to a large extent how far public and private secondary school students in the study areas have gone in terms of gaining competence in ICT. The findings of this study indicated that all is not well as evidence in secondary school students' dissatisfaction with computer/ICT studies. These findings provide essential information to secondary school administrators, teachers, the community, Parents Teachers Association (PTA), Governmental Organizations (NGOs), Alumni Associations and the Governments on the areas of needs to be addressed in order ensure that computer/ICT studies is effective in secondary schools to enhance students' ability to function in world present dynamic and competitiveness world. The results of this study, may serve as a scoreboard that expedites actions on the part of stakeholders at the secondary school level to enhance continuous educational improvement particularly in area of ICT studies. This becomes imperative to equip students with the prerequisite ICT skills and competence for global competitiveness in the post Covid-19 era.

CONCLUSION

This study concludes that secondary school students' satisfaction with computer studies /ICT instruction did not significantly differ with respect to school ownership, gender and school location. The results indicate that teaching and learning of computer or ICT instruction in both public and private secondary schools in Calabar Methropolis

is yet to produce intended result. Therefore, all hands must be on deck to ensure that computer studies in the secondary school is fully implementation for the benefit of the students to enable them function effectively in this age of ICT and in particular in post Covid-19 era.

RECOMMENDATIONS

Following the findings and conclusions of this study, recommendations were made that:

1. The Government at various levels, Non-Governmental Organizations (NGOs) as well as Parents Teachers Association (PTA) should improve in their efforts towards provision of both hardware and software ICT facilities to sustain blended pedagogy in Post Covid-19 era.
2. Educational stakeholders should ensure that the lesson contents and learning experience in ICT that meet the global demands are offered to students at secondary school level.
3. Students should be effectively trained and well equipped with ICT skills before graduation.

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MEDIA REPORTING, PUBLIC ENLIGHTENMENT CAMPAIGNS AND SUICIDAL TENDENCIES AMONG OSHODI YOUTHS, LAGOS STATE, NIGERIA: COUNSELLING IMPLICATIONS

DENWIGWE, CHIKA PATIENCE, EKE, MARGARET OGECHUKWU AND MARIA E. NGWU

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ABSTRACT

This study examined the influence of media reporting and public enlightenment campaigns on suicidal behaviour among Oshodi youths in Lagos State, Nigeria. The survey research design was adopted. From a population consisting of all the Oshodi youths, the Snowball sampling technique proposed by Jones (1997) was used to select 150 respondents. Three hypotheses tested at 0.05 level of significance were formulated to guide the study. A researcher-made questionnaire 'Media Reporting and Public Enlightenment Campaign Questionnaire (MRAPECQ)' was used for data collection. The population t-test and independent t-test were used for data analysis. Findings revealed that suicidal tendency among Oshodi youths was not significantly high and media reporting and public enlightenment campaigns did not significantly influence suicidal tendency. Counselling implications and recommendations were proffered such as, Counsellors are to ensure that a more restrained reporting of suicidal cases is used as a way of decreasing the imitation or copycat effect, and the need to counsel those embarking on public enlightenment campaigns to make them youth-friendly.

Keywords: Media reporting, public enlightenment, campaign, suicidal tendencies, youths.

INTRODUCTION

Stories about people especially youths engaging in suicidal behaviours these days are becoming very common. The rate of engagement in suicidal behaviours is happening at a very alarming rate. Hardly will a day pass without one hearing of a youth who has either committed suicide and died or has the intention to commit suicide. This turn of events places a nation in a bad light because the general assumption is that the prevalence of suicidal behaviour is a pointer to the fact that the things that make life worth living are not in place.

It is obvious that amenities like health facilities, good schools, good roads, constant electricity, portable water coupled with security, employment opportunities and easy means of livelihood immensely contribute to meaningfulness in life. Where these are not in place, the tendency is for people especially the youth to start engaging in antisocial behaviours, especially suicidal behaviours. People who engage in suicidal behaviours often feel helpless, hopeless, and depressed.

Kerkhof (2004) revealed that suicidal behaviour is more among young women, people with low

Denwigwe, Chiaka Patience, Department of Guidance and Counselling, University of Calabar, Nigeria.
Eke, Margaret Ogechukwu, Metro FM, Federal Radio Corporation of Nigeria, Lagos Operation
Maria E. Ngwu, Department of Guidance and Counselling, University of Calabar, Nigeria.

socio-economic status such as low educational levels, the unemployed, the disabled, divorced, separated and those with a terminal illness. It has been observed, therefore, that economic hardships such as poor funding from parents or guardians, hunger, unemployment, and sickness may predispose students and others to suicidal behaviour.

Suicidal behaviour is the third leading cause of death globally (World Health Organization, 2012) and the incidence of youths' suicide in Western countries is estimated to be as high as 9.9 per 100,000 (Centre for Disease Control and Prevention, 2013). According to Jaffe (2014), citing the American Foundation for Suicide Prevention (2010), there are about 38,000 successful suicides per year, with at least 380,000 attempts. Robert (2008) noted that in technically advanced countries of the world, it has been reported that suicidal behaviour is a leading cause of psychiatric emergencies among children and adolescents; he also noted that it is one of the strongest predictors of psychiatric admissions. These, all reveal a prevalence of suicidal tendencies. In the United States of America for instance, suicidal ideation and attempts among adolescents have been reported as being increasingly recognised as important public health problems. In Nigeria too, suicides among youths have been on the increase in recent times. No wonder one often hears such news headlines as 'man jumps into the lagoon and dies', 'student commits suicide because of poor grades', 'man's body found hanging on the ceiling fan in his room', 'man dies after intentionally drinking poisonous liquid', and so on. Suicidal behaviour is a behaviour that makes a person intentionally want to kill him or herself. Lahti (2014) defined suicide as the act of killing oneself, deliberately initiated and performed by the person concerned in the full knowledge or expectation of its fatal outcome. Turecki and Brent (2016) defined suicide as a fatal self-injurious act with some evidence of intent to die. This can also be referred to as intentionally desiring to take one's own life or destroying one's own interests or prospects. Castle and Kreipe (2007) explained suicidal behaviour to include suicidal ideation (frequent thoughts of ending one's life), suicide attempts (the actual event of trying to kill oneself) and completed suicide (which involves death). Kerkhof (2004) asserted that suicidal behaviour is any deliberate action and inaction intended to end one's life for the purpose of escaping unbearable sufferings or to help change adverse conditions of living. Suicidal

behaviour is according to Robert (2008), any deliberate action that has potential life-threatening consequences such as having an overdose of a drug or crashing a car deliberately. Castle and Kreipe (2007) also added that suicidal behaviour comprises a complex set of behaviours that involve multiple exacerbating risk factors which include social, environmental, cognitive, and psychological causes. According to Maris (2002), suicidal behaviour is a problem-solving behaviour and people who have it often believe that the real lasting solution to their problems is to die. This is to say that people whose minds are bent on suicide see it as a way out, but one begins to wonder how something that leaves one dead is an acceptable solution to his own challenges. Is there no better option than to commit suicide?

Canetto (2001) categorised suicidal behaviour into two namely suicidal action or inaction or behaviour in which the person dies, that is complete (fatal) suicide, and that in which the person survives that is, attempted (non-fatal) suicide. Robert (2008) however, categorised suicidal behaviour into four namely: completed suicide, suicidal attempts, suicidal ideation, and self-destructive actions. In completed suicide, the victim dies completely while in the suicidal attempt, the person attempting suicide survives. Suicidal ideation includes overt suicidal behaviours and communications such as suicide threats and expressions of wish to die. Self-destructive actions include behaviours that do not cause immediate death but gradually lead to death after a long time such as alcoholism, sexual abuse, and drug abuse.

The issue of suicidal behaviour is seen as a public health concern, especially by counsellors, media practitioners, government, public healthcare professionals, teachers, and parents. This group of people have made various efforts to ensure the prevention of suicidal behaviours such as treating mental illness, improving coping strategies of at-risk people, and reducing risk factors such as poverty and unemployment rate. Added to these is the suggestion of the use of self-esteem enhancement programmes to beef up self-esteem by Denwigwe and Akpama (2013) as they cited Woo Bae and Brekke (2003) who claimed that self-esteem is the experience of being confident to cope with the basic challenges of life and of being worthy of happiness. Denwigwe and Uche (2020) asserted that adolescents should be helped to develop the right self-esteem for better adjustment in life and listed such programmes as self-esteem

enhancement programmes, leadership training programmes, assertiveness training, and value re-orientation programmes to be very relevant. Despite these efforts and suggestions, suicide behaviour seems to be on the high side in Nigeria, especially among youths. For instance, Olufemi (2019), reported the case of a student of Obafemi Awolowo University, Ife, Nigeria, who committed suicide over poor academic performance. Sahara Reporters (2019) reported the case of a 400-level student at the University of Nigeria, Nsukka who committed suicide by drinking two bottles of Snipper (an insecticide) while a student of Federal University of Agriculture, Abeokuta, Nigeria committed suicide after lamenting of a brush with the Special Anti-Robbery Squad officials (Olatunji, 2020). Different sections of the media are agog with news of rampant suicidal cases, even with ongoing public enlightenment campaigns against suicides, so much that the researchers were perturbed as to whether media reporting and public enlightenment campaigns can influence suicidal tendencies. The incessant suicidal cases by the youth have, therefore, motivated the researchers to investigate the influence of media reporting and information dissemination through public enlightenment on suicidal tendencies among Oshodi youths in Lagos State, Nigeria. There is a paucity of literature in Nigeria on the influence of media reporting and public enlightenment campaigns on suicidal tendencies among youths which is a gap that this study would fill.

Mba (2010) studied the prevalence and prevention of suicidal behaviours among undergraduates of universities in south-eastern states of Nigeria: 1999-2008, using the descriptive survey research design and a sample of 891 undergraduates selected through multi-stage procedures from the universities in the study area. Using means, percentages, t-test and one way analysis of variance, as statistical tools, the findings of the study were summarized as follows: there was very low prevalence of completed suicide in 1999-2000 (27.47%); in 2001-2002 (23.07%); in 2003-2004 (19.80%); in 2005-2006 (15.48%); and in 2007-2008 (13.18%); there was very low prevalence of suicidal attempts in 1999-2000 (27.21%); in 2001-2002 (23.53%); in 2003-2004 (18.38%); in 2005-2006 (16.91%); and in 2007-2008 (13.97%); there was a low prevalence of suicidal ideation among the students studied ($x = 1.47; SD = 0.62$); and there was also a low prevalence of indirect self-destructive behaviours

among the undergraduates studied ($x = 1.47; SD = 0.59$).

Media reporting involves the use of media such as television, newspaper, internet, radio and so on, to pass the information on certain issues to a large group of people. Media reporting is a veritable instrument for educating the masses on certain salient issues in society. Media strongly influence community attitudes, beliefs, and behaviours and play a vital role in politics, economics, and social practices and in influencing suicidal behaviour (World Health Organisation (WHO), 2000). WHO (2000) further stated that one of the many ways that may lead a vulnerable person to commit suicide could be publicity about suicides in the media. In other words, media reports on suicide cases can result in more suicides. Thus, following the media report of suicide either on the television, radio or print media, youths may copy the same methods used in that case to commit suicide. This according to Cheng, Hawton, Lee and Chen (2008), is known as the modelling effect (*Werther effect or copycat suicide*). For instance, barely two weeks after a young man dived into the lagoon from the Third Mainland Bridge in Lagos, Nigeria and died, a 28-year-old UBER passenger also dived into the same lagoon from the same third Mainland bridge because his girlfriend jilted him, although he was lucky to survive (Olatunji, 2020). These two cases of jumping into the lagoon probably took a cue from the case of the medical doctor who was reported by Hanafi (2017) to have jumped into the same lagoon through the third mainland bridge. Luxten, June and Fairall (2012) in their study revealed that there is increasing evidence that the internet and social media can influence suicide-related behaviour (based on how suicide cases are reported). It is pertinent to state that the way and manner the suicide case is reported matter a lot. Therefore, care should be taken to remove from the report things that will stimulate others to commit suicide such as the implements and strategies used in committing suicide.

Stack (2003) who investigated the association of suicide deaths with suicide news in longitudinal and spatial dimensions, revealed that suicidal deaths were influenced by media reporting of both major and minor suicidal events. Cheng et al (2008) investigated the impact of the media reporting of the suicide of a male television celebrity by including all the suicides that occurred between 2003 and 2005 in Taiwan ($n=10,945$) in the study. To examine whether there was an increase in suicides during the four-

week period after extensive media reports of the celebrity suicide, they conducted a Poisson time-series autoregression analysis. Cheng et al (2008) revealed that there was a marked increase in the number of suicides, with the age groups in which the increase occurred, being younger than the age of the celebrity. This showed that media reporting could promote suicidal behaviours.

A variety of public enlightenment programmes have been on such as dissemination of information against suicidal tendencies through conferences, workshops, youth development programmes, life skill training, town hall meetings and so on. John, Alan et al (2005) cited by Jaffe (2014) reported that despite the popularity of public awareness and education campaigns as health interventions, their effectiveness in reducing suicidal behaviour has seldom been systematically evaluated. Studies revealed that public enlightenment campaigns at best improve the knowledge and attitude of people towards suicidal behaviour but did not decrease suicidal behaviour. Hor and Taylor (2010) asserted that the only consistent protective factor for suicide was delivery of and adherence to effective treatment.

A mental health awareness programme for youths targeted at suicide prevention by Wasserman, Hoven, and Wasserman, et al, (2012) revealed that there was help in improving the knowledge of and attitudes toward suicide but did not show a decrease on suicidal behaviour. Jaffe (2014), referred to a study by Dumesnil and Verger (2009) which looked at 200 publications between 1987 and 2007 describing depression and suicide awareness programs targeted to the public and found that the programs contributed to modest improvement in public knowledge of and attitudes toward depression or suicide, but could not find that the programs actually helped increase care-seeking or decrease suicidal behaviour. Sanburn (2010) in a study revealed that billboard advertisements had negative effects on adolescents, making them less likely to endorse help-seeking strategies. A study by Matsubayashi, Ueda, and Sawada (2014) on the effect of public awareness campaigns on suicides: evidence from Nagoya, Japan, however, investigated the relationship between suicide rates and a campaign meant to increase public awareness of depression and encourage people to seek help and revealed that wards of the city that had more frequent distributions of the promotional pamphlets about depression symptoms and mental health resources saw

decreases in the number of suicides in the following months. They also concluded that suicide rates among men decreased following the public awareness campaign.

The aim of this research, therefore, was to investigate the influence of media reporting and public enlightenment campaigns on suicidal tendencies. Media reporting and public enlightenment were the independent variables while the dependent variable was suicidal tendency. For this research, print media reporting and broadcast media reporting were considered as sub-variables of media reporting, while youth development programmes and town hall meetings were chosen as sub-variables for public enlightenment campaigns.

Hypotheses

1. Suicidal tendency among Oshodi youths is not significantly high.
2. There is no significant influence of media reporting on suicidal tendencies among Oshodi youths.
3. There is no significant influence of public enlightenment campaigns on suicidal tendencies among Oshodi youths.

METHODOLOGY

The study used descriptive survey research to ascertain the influence of media reporting and public enlightenment campaigns on suicidal tendencies among Oshodi youths in Lagos State Nigeria. The youths in Oshodi, Lagos State, Nigeria made up the study population. The snowball sampling technique proposed by Jones (1997) was used to select a sample of 150 youths. This involved using some youths who showed interest in the study to inform other youths who were also ready to be chosen as study participants. The instrument for data collection was a researcher-made, four-point Likert-like questionnaire called 'Media reporting and public enlightenment campaigns questionnaire (MRAPECQ)'. Section A provided information on personal data of the respondents such as sex, age, occupation, preference for print media reporting or broadcast media and preference for youth development programmes or town hall meetings. Section B comprised 20 statements arranged in three clusters according to the study variables, namely media reporting (6 statements), public enlightenment campaigns (6 statements) and suicidal tendencies (8 statements). The categories of responses were Strongly agreed (SA), Agree (A), Strongly Disagree (SD) and Disagree (D), weighing

4,3,2,1 respectively. Experts on Media Communication, Guidance and Counselling and Measurement and Evaluation helped to establish the face validity of the instrument. The reliability of the instrument was established through a test-retest method using thirty (30) youths who had similar characteristics with the study participants but were not involved in the study. A Cronbach alpha reliability coefficient of 0.65 was obtained and was deemed fit for the study. The instruments for data analysis were the population t-test and the independent t-test. The researchers

administered the instruments on the respondents and ensured a 100 per cent retrieval rate.

RESULTS

The data collected for this study was analysed based on the three hypotheses of the study which were tested at 0.05 level of significance.

Hypothesis 1

Suicidal tendency among Oshodi youths is not significantly high. The summary of the population t-test analysis of the Suicidal tendency among Oshodi youths is presented in Table 1.

TABLE 1: Population t-test analysis of the Suicidal tendency among Oshodi youths.

Variable	N	\bar{X}	SD	t-cal.
Youths' suicidal tendency	150	43.8	253.8	.668
Reference mean		30		

Significant at .05 level, df = 149, critical t-value = 1.96

The calculated t- value from table 1 was .668 while the critical t-value was 1.96 at 0.05 level of significance with 149 degrees of freedom. With the calculated t being less than the critical t, research hypothesis 1 which stated that suicidal tendency among Calabar South youths is not significantly high was retained, and the alternative was rejected. It follows that suicidal tendency among Oshodi youths is not high.

Hypothesis 2.

There is no significant influence of media reporting on suicidal tendencies among Oshodi youths. The summary of the independent t-test analysis of the influence of media reporting on the suicidal tendencies of Oshodi youths is presented in Table 2.

TABLE 2: Independent t-test analysis of the influence of media reporting on Suicidal tendencies among Oshodi youths.

Media reporting	N	\bar{X}	SD	T-value
Youths who prefer Print media reporting	70	18.3714	5.20638	.97
Youths who prefer Broadcast media reporting	80	19.1025	4.77717	

Significant at .05 level, df = 148, critical t-value = 1.96

The result in Table 2 revealed that the calculated t- value of .97 was less than the critical t-value of 1.96 at 0.05 level of significance with 148 degrees of freedom. Based on this, hypothesis 2 which states that there is no significant influence of media reporting on the suicidal tendencies among Oshodi youths was retained. This means that media reporting has no significant influence on suicidal tendencies among Oshodi youths.

Hypothesis 3.

There is no significant influence of public enlightenment campaigns on suicidal tendencies among Oshodi youths. The summary of the independent t-test analysis of the influence of public enlightenment campaigns on suicidal tendencies among Oshodi youths is presented in Table 3.

TABLE 3: Independent t-test analysis of the influence of public enlightenment campaigns on suicidal tendencies among Oshodi youths.

Public enlightenment Campaigns	N	\bar{X}	SD	T-value
Youths who prefer Youth development programmes	90	18.0667	4.6345	1.825
Youths who prefer Town hall meetings.	60	19.3833	3.8183	

Significant at .05 level, df = 148, critical t-value = 1.96

The result in Table 3 revealed that the calculated t- value of 1.825 was less than the critical t-value of 1.96 at 0.05 level of significance with 148 degrees of freedom. Based on this, hypothesis 3 which states that there is no significant influence of public enlightenment campaigns on suicidal tendencies among Oshodi youths was retained. It follows that the public enlightenment campaign does not influence suicidal tendencies among Oshodi youths.

DISCUSSION OF FINDINGS

The result of hypothesis one showed that the suicidal tendency among Oshodi youths was not significantly high. This is supported by Mba (2010) who studied the prevalence and prevention of suicidal behaviours among undergraduates of universities in south-Eastern states of Nigeria: 1999-2008 and revealed that there was a very low prevalence of completed suicide in the universities studied, there was a low prevalence of suicidal attempts among undergraduates of universities in the South-Eastern States of Nigeria, and a low prevalence of suicidal ideation.

The result of hypothesis two revealed that there was no significant influence of media reporting of suicide on suicidal tendency or behaviour among Oshodi youths. The result is not consistent with a review of studies by Stack (2003) who investigated the association of suicide deaths with suicide news in longitudinal and spatial dimensions and revealed that suicidal deaths were influenced by media reporting of both major and minor suicidal events. The finding was not also in line with the finding by Cheng et al (2008) that there was a marked increase in the number of suicides after the media reporting of the suicide committed by a male celebrity, with the age groups in which the increase occurred, being younger than the age of the celebrity.

Hypothesis three revealed that the public enlightenment campaign did not significantly influence the suicidal tendencies among Oshodi youths. This finding aligns with a study by Dumesnil and Verger (2009) cited by Jaffe (2014)

which revealed no evidence that the public awareness campaigns helped increase care-seeking or decrease suicidal behaviour. This is not in line with the findings of the study by Matsubayashi, Ueda, and Sawada (2014) which revealed that wards of the city who received more frequent distributions of the promotional pamphlet on depression symptoms and mental health resources saw decreases in the number of suicides in the following months, and that suicide rates among men decreased following the public awareness campaign.

CONCLUSION

This study investigated the influence of media reporting and public enlightenment campaigns on suicidal tendencies among Oshodi youths in Cross River State Nigeria. It emphasized that suicidal tendency is an issue of public health importance and revealed the need to curtail it. It was noted that the youths who are the future leaders of Nigeria are not spared from engaging in suicidal behaviours, therefore, all hands must be on deck to ensure that suicidal tendencies among the youths are reduced to the barest minimum. Improving the welfare of young people especially their mental health care is very paramount.

RECOMMENDATIONS

Based on the results, the study recommends the need for government, non-governmental organisations, parents, school administration, teaching staff and school-based mental health professionals to collaborate with respect to implementing a proactive suicide prevention regime. Activities that gainfully engage the minds of youths and which divert their attention from suicide and other deadly ventures should be promoted by the government, teachers, parents, and significant others. Efforts should be consciously made by all to reveal any behaviour or talks by anybody that point towards an intention to commit suicide.

COUNSELLING IMPLICATIONS

Counsellors have a big role in ensuring that programmes for the prevention of suicidal behaviour are appropriately implemented. They should encourage the government, non-governmental organisations, parents, school administration, teaching staff and school-based mental health professionals to collaborate with respect to implementing a proactive suicide prevention regime. The youths are very energetic and adventurous; hence, counsellors should ensure that their minds are gainfully engaged in things that will divert their attention from negative ventures like suicides. A more restrained reporting of suicides should be used as a way of decreasing the imitation or copycat effect. Those embarking on public enlightenment campaigns are to include youth friendliness in their campaign measures. There is a need to embark on further studies using youths from other sections of the country as study participants.

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PERSONAL VARIABLES AND ATTITUDE OF YOUTHS TO LASSA FEVER PREVENTIVE PRACTICES IN BWARI AREA COUNCIL ABUJA, NIGERIA: COUNSELLING IMPLICATIONS

DENWIGWE, CHIAKA PATIENCE AND MARIA E. NGWU

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ABSTRACT

The study investigated the influence of personal variables on the attitude of Youths in Bwari Area Council Abuja, Nigeria to Lassa fever preventive practices. The study used the descriptive survey design. Using the snowball sampling technique proposed by Jones (1997) and used by Denwigwe and Ezekwe (2017), a sample of 200 youths was selected from the study area. Four hypotheses were formulated for the study and tested at 0.05 level of significance. A researcher-made questionnaire known as the personal variables and attitude to Lassa fever preventive practices questionnaire (PVALPPQ) was used as the instrument for data collection. The population t-test and independent t-test were the statistical techniques for data analysis. Findings revealed that the attitude of youths in Bwari Area Council Abuja, Nigeria to Lassa fever preventive practices was negative, gender did not significantly influence youth's attitude while youths' education status and family type influenced youths' attitude to Lassa fever preventive practices. Recommendations were stated such as counselling youths on the strategies for Lassa fever disease prevention.

KEYWORDS: Personal Variables, Attitude, Youths, Lassa Fever, Prevention.

INTRODUCTION

The Lassa fever disease is one of the deadly diseases that have been experienced in Nigeria. The disease occurs seasonally, especially in the dry season but sometimes it occurs in the rainy season. Its outbreak is associated with so much concern by many. According to Obinna (2018), it is a viral disease that goes with some symptoms which include fever, malaise, headache, sore throat, muscle pain, chest pain, nausea, vomiting, diarrhoea, cough, and abdominal pain. The symptoms may also progress to facial oedema, mucosal bleeding, disorientation, coma, and

death in the late stages. Ilesanmi, Omotoso, Alele, and Adewuyi (2015) added headache, body weakness, and fever that is unresponsive to antimalarial medicine and antibiotics to the list of the most common symptoms.

The first outbreak of Lassa fever in Nigeria was at Lassa in Borno State, in the year 1969 when two missionary nurses died of it. According to Wogu (2018) and Adefisan (2014), Lassa fever as an endemic acute viral haemorrhagic disease was first discovered in Sierra Leone in the 1950s but the virus responsible for the infection was not known until 1969 when it claimed the lives of two missionary nurses. Odubanjo (2020) also

Denwigwe, Chiaka Patience, Department of Guidance and Counselling University of Calabar, Nigeria
Maria E. Ngwu, Department of Guidance and Counselling University of Calabar, Nigeria

reported the worsening trend of the disease and asserted that it has spread from just two states in 1969 to 23 states in 2019. Odubanjo further revealed that since its first diagnosis in 1969, the situation has increasingly gotten worse over the years and cited the Nigerian Centre for Disease Control (NCDC's) report of 2018 as the largest ever number of cases in Nigeria, with over 600 confirmed cases and over 170 deaths, with the number still rising. Even with the outcry over the outrageous increase in 2018, the reported number of suspected cases rose in 2019. The World Health Organization (2017a) had tagged Nigeria as a nation in which the Lassa fever is endemic. This could lead to the social problem of stigmatization against survivors within the nation and against the country by other nations. Olowookere, Adegbenro, Idowu, Omisore, Shabi, Ikem, Ekwere, Odeinde, (2017) asserted that there is some degree of stigmatization against persons with Lassa fever.

Nigerian Government and Non-Governmental Organizations have made some positive strides to curtail the spread of the disease. One of the steps taken to avert the spread of Lassa fever is public enlightenment. Worgu (2018) asserted that the Ebonyi State Government in 2016 embarked on community sensitization campaigns across 13 Local Government Areas using town unions, traditional rulers, and religious institutions. Adebimpe (2015 a,b,c), Picard and Yeo (2011) revealed that the aim of the sensitization and awareness campaigns was to provide information to the populace on the cause of Lassa fever, its symptoms, consequences, and prevention methods. The media (particularly social media, radio, and television), and Lassa fever health education were the veritable instruments used for creating the needed awareness. According to Abiakam (2020), the National Orientation Agency (NOA) in Abia State Nigeria carried out an enlightenment programme to create an awareness of Lassa fever among the citizenry of Abia State and to educate them on the preventive measures. The NOA was quoted to have revealed that the Social Mobilization Technical Committee (SOMTEC) of UNICEF was created to investigate the strategies of engaging an aggressive public awareness of the disease to achieve effective prevention and containment.

To lend credence to the struggle for the prevention of Lassa fever, the United Nations Organization's (2018) recommendations on the reduction of rats-to-human transmission included removing the source of attraction for rats, preventing rats from entering the house, avoiding

contact with infected rats, promoting good community hygiene to discourage rodents from entering homes, cooking all animal products thoroughly, taking preventive precautions against contact with patient's secretions when caring for patients with Lassa fever. Included in the preventive steps are educating people in high-risk areas on how to reduce rat populations in the homes, engaging with communities to promote desired health practices and behaviours, including environmental hygiene and food consumption, and accurate and timely health advice and information on the disease. The Alliance for International Medical Action (ALIMA, 2018) had reported among other things, to engage in public awareness campaigns in conjunction with the Nigerian Centre for Disease Control (NCDC) and Federal and State Health Authorities in Nigeria. The International Federation of Red Cross has also done a lot to educate the public on the issue of Lassa fever.

These efforts by government and non-governmental organizations notwithstanding, a lot needs to be done to ensure that the Lassa Fever outbreak in Nigeria is reduced to the barest minimum. According to Balogun (2017), the fatality of Lassa fever both among children, young, and adults is attributable to certain factors such as poor knowledge of the disease, unfavourable perception, and practices, especially unhygienic practices. Studies have been done on Lassa fever targeting people at various levels, but much work has not been done with respect to youths. The youth if groomed can obviously contribute a lot to the eradication of the Lassa fever disease and that is why this study is embarked on to see if personal variables affect the attitude of youths towards Lassa fever preventive practices. It is unfortunate to note that the youth can easily be infected by this virus considering their peculiarities in terms of their character traits, disposition, interactions, and activities.

The National Youth Development Policy (2001) as cited by Denwigwe (2015) described the youths as the foundation of a society and stated that their energies, inventiveness, character, and orientation define the pace of development and security of a nation. The policy further stated that through the creative talents and labour power of youths, a nation makes giant strides in economic developments and socio-political attainments. Sanders (2013) described youths as being very mobile, experimental, risk-taking, and vulnerable. National Youth Policy (2019) indicated that youth health challenges in Nigeria are multiple, have

behavioural roots and preventable, and that many youths do not have access to health facilities. Youths are usually overwhelmed by the news of an easy spread of the virus and the associated danger, but unfortunately, they may lack the needed information about the virus.

This probably is a pointer to the type of attitude that can be exhibited towards preventive practices. For instance, it has been observed that a good number of youths unknowingly do certain things that predispose them to the Lassa fever virus. They habitually consume 'garri' (cassava flakes) with sugar soaked in cold water, when they are hungry. This is not very safe because most often the women who process the 'garri' in rural areas spread it out in the sun to dry, during which the multimammate rat infected with the Lassa fever virus could urinate and defaecate over it, thereby contaminating it. When the unsuspecting youths purchase and consume the 'garri' without heating it, they easily get the Lassa fever disease. Youths also eat dry cassava chips soaked in water as snacks. These are often also poorly processed and exposed to the urine of infected rats and so predisposes the consumers to the Lassa fever virus. Thus, the Nigerian Centre for Disease Control (NCDC, 2016) cited by Balogun (2017) has advised on the need to properly cook food before consumption to avoid infection. Another way the youth encourage the spreading of the Lassa fever disease is through bush burning. As asserted by Fisher-Hoch (2005) cited by Balogun (2017) meat-hungry youths may carry out bush burning in the savanna during the dry season, and thus cause the rodents (which may harbour the Lassa fever virus) and other animals to run into the homes.

The dirty habits of some youths especially those living in dirty environments predispose them to viral disease. Dirty surroundings attract the rats into the houses, and they can contaminate food items that are not properly covered. Person to person transmission of the disease among youths is also common due to their habits of indiscriminate kissing, sexual intercourse, sneezing and coughing, and so on. The youths may not also realize the need to block the holes through which rats run into their homes and so they may be living with the havoc-causing rats. Okorie and Mbalisi (2018) attributed the worrisome incidence of the outbreak of Lassa fever to the indiscriminate waste disposal habit of people. According to them, waste that is not properly disposed of attracts rodents which are the primary carriers of the Lassa virus that causes Lassa fever.

To be worried about the existence of the virus is one thing, another is doing the right thing to prevent it. For the Lassa fever virus to be eradicated, the attitudes of people especially youths matter a lot. Their attitudes could go a long way to preventing the virus or promoting its outbreak. Cherry (2020) described the attitude as a set of emotions, beliefs, and behaviours toward an object, person, thing, or event. Attitudes are often the result of experience or upbringing, and they can have a powerful influence over behaviour; attitudes are enduring, but they can also change (Vaughn-Furlow 2017, and Cherry, 2020). Psychologists define attitudes as a learned tendency to evaluate things in a certain way and this can include evaluations of people, issues, objects, or events; such evaluations are often positive or negative, but they can also be uncertain at times (Cherry, 2020). According to Collins Dictionary Online (2018), attitude is the way one thinks and feels about something, especially when this shows in the way one behaves. It was probably in view of this that Denwigwe (2015) suggested the need to equip youths with the knowledge, skills, attitudes, and values that are necessary to transform them into well-adjusted citizens. Exercises that promote the inculcation of the right attitudes among youths should be encouraged. Bad habits should also be discouraged among the youths. Denwigwe and Ezekwe (2019) asserted that it is good to avoid bad habits such as not having one's bathe regularly, not brushing the teeth, wearing dirty clothes, nail-biting, and so on.

The researchers were also interested in whether personal variables of youths such as gender, family type, and educational status could have anything to do with their attitudes to the Lassa fever preventive practices. Gender as a personal variable in this study refers to the sex of a person either as a male or a female, boy or girl, man, or woman. Family type refers to whether one comes from a monogamous or polygamous family while educated enough youths in this study are those who can read and write and have secondary school certificate and above. Those who are below the secondary school level of education and who cannot read and write are seen in this study as illiterates. If attitude involves a person's disposition or orientation towards something, then it can be said that one's family can impact how he does things or reasons towards issues. This is probably why Anigbogu (2010) opined that children from monogamous families develop a better attitude towards issues because their parents are closer to them and show commitment

to their responsibilities than those from polygamous homes. It is likely too, that an illiterate person may not understand the dangers of the Lassa fever disease and how to prevent it. It is possible that illiteracy can predispose youths to the possession of a negative attitude.

At this juncture, it is necessary to review some empirical works on Lassa fever in Nigeria. Ogboghodo, Adam, Omuemu, and Okoye (2019) investigated the knowledge, attitude, and preventive practices against Lassa fever among residents in a rural community in Southern Nigeria. Their findings indicated that the majority of the respondents representing 89% had heard of Lassa fever, out of this number, 82.9% had poor knowledge of Lassa fever, and 85.3% had a positive attitude towards Lassa fever preventive measures. Over half (59.1%) had poor preventive practices against Lassa fever. Knowledge, attitude, and preventive practice were found to be better among educated respondents. Uduak (2018) investigated the knowledge, attitude, and practices to Lassa fever virus among shop owners in four community markets in a military barrack in Kaduna State, Nigeria, and discovered a good knowledge and positive attitude of respondents towards preventive practices of Lassa fever.

Balogun (2017) revealed a significant relationship between respondents' gender and knowledge of Lassa fever prevention. Ekanem, Ekwere, Akwaowo, Akpanekpo, Mbaba, Monday, Umoh, and Akwaowo (2018), however, revealed from the investigation of knowledge and prevention of Lassa fever among adults in a rural community in Southern Nigeria that gender was not significantly associated with prevention of Lassa fever. Ekanem et al (2018) cited the study on Awareness of Lassa fever in a rural community in Southwest Nigeria by Ilessanmi, Omotoso, Alele, and Adewuyi (2015) as revealing that respondents with tertiary education were more aware of Lassa fever prevention compared to those with a secondary level of education and below. Ighedosa, Odigie, Usifo, and Osador (2016) in a study on knowledge, attitude, and practice of Lassa fever prevention by students of the University of Benin found that the level of study of students was significantly associated with Lassa fever preventive practices, while Usuwa et al (2020) in their study on knowledge and risk perception towards Lassa fever infection among residents of affected communities in Ebonyi State, Nigeria revealed that the educational level (including that of youths) had no association with perception of benefits of Lassa

fever preventive practices. Against this background, the researchers investigated personal variables and attitudes of youths to Lassa fever preventive practices in Bwari Area Council, Abuja, Nigeria.

Hypotheses

The following hypotheses were formulated to guide the study and were tested at 0.05 level of significance.

1. The attitude of youths in Bwari Area Council Abuja, Nigeria to Lassa fever preventive practices is not significantly positive.
2. There is no significant influence of gender on the attitude of youths in Bwari Area Council Abuja, Nigeria towards Lassa fever preventive practices.
3. There is no significant influence of youths' education status on the attitude of youths in Bwari Area Council Abuja, Nigeria towards Lassa fever preventive practices.
4. Family type does not significantly influence the attitude of youths in Bwari Area Council Abuja, Nigeria towards Lassa fever preventive practices.

METHODOLOGY

This study is a descriptive survey that investigated personal variables and attitudes of youths in Bwari Area Council Abuja, Nigeria to Lassa fever preventive practices. The population comprised all the youths in Bwari Area Council Abuja, Nigeria. Using the snowball sampling technique proposed by Jones (1997) a sample of 200 youths (114 males and 86 females) was selected from Bwari Area Council Abuja, Nigeria. Firstly, some youths who showed interest in the study were approached, and they contacted other youths who were ready to participate in the study as respondents. A researcher-made, four-point Likert-like questionnaire termed 'personal variables and attitude to Lassa fever preventive practices questionnaire (PVALPQ)' with the options strongly agreed, agreed, disagreed, and strongly disagreed was used for data collection. Section A of the questionnaire elicited information on personal variables (gender, youths' educational status, and family type) while section B with 20 items provided information on attitude to Lassa fever preventive practices. The positively worded items were scored 4, 3, 2, and 1 respectively while the negatively worded items were scored in the reverse order. Two experts each from Guidance and Counselling and Measurement and Evaluation Departments in the University of Calabar, Nigeria helped to validate

this instrument by reading through it to make relevant corrections and suggestions. A pilot test using 40 respondents (students) from the University of Abuja who were not part of the study participants but had similar characteristics with them, gave a test-retest reliability coefficient of 0.8. The instruments for data analysis were the population t-test and independent t-test. With the help of some research assistants trained by the researcher, the questionnaires were administered on the respondents.

RESULTS

A hypothesis-by-hypothesis presentation of the result was done after testing each hypothesis at 0.05 level of significance.

Hypothesis 1

The attitude of youths in Bwari Area Council Abuja, Nigeria to Lassa fever preventive practices is not significantly positive. The summary of the population t test analysis of the attitude of youths to Lassa fever preventive practices is presented in Table 1.

TABLE 1: Population t-test analysis of the attitude of youths to Lassa Fever preventive practices.

Variable	N	\bar{X}	SD	t-cal.
Attitude of Youths	200	29.85	2.4612	.862
Test value or reference mean		30		

Significant at .05 level, df = 199, critical t-value = 1.96

Looking at the result in Table 1, it can be observed that the calculated t- value was .862 while the critical t-value was 1.96 at 0.05 level of significance with 199 degrees of freedom. With the calculated t being less than the critical t, the research hypothesis 1 which stated that the attitude of youths in Bwari Area Council Abuja, Nigeria to Lassa fever preventive practices is not significantly positive was retained, and the alternative was rejected. In other words, the attitude of youths in Bwari Area Council Abuja,

Nigeria to Lassa fever preventive practices is significantly negative.

Hypothesis 2.

There is no significant influence of gender on the attitude of youths in Bwari Area Council Abuja, Nigeria towards Lassa fever preventive practices. The summary of the independent t-test analysis of the influence of gender on the attitude of youths to Lassa fever preventive practices is presented in Table 2.

TABLE 2: Independent t-test analysis of the influence of gender on the attitude of youths to Lassa Fever preventive practices.

Gender	N	\bar{X}	SD	t-value
Male	114	57.7719	21.27570	1.5
Female	86	53.0233	22.49548	

Significant at .05 level, df = 198, critical t-value = 1.96

The result in Table 2 revealed that the calculated t- value of 1.5 was less than the critical t-value of 1.96 at 0.05 level of significance with 198 degrees of freedom. Based on this, the hypothesis 2 which stated that there is no significant influence of gender on the attitude of youths in Bwari Area Council Abuja, Nigeria towards Lassa fever preventive practices was retained.

Hypothesis 3.

There is no significant influence of youths' education status on the attitude of youths in Bwari Area Council Abuja, Nigeria towards Lassa fever preventive practices. The summary of the independent t test analysis of the influence of parental education on the attitude of youths to Lassa fever preventive practices is presented in Table 3.

TABLE 3: Independent t-test analysis of the influence of youths' education on the attitude of youths to Lassa Fever preventive practices.

Youths' education status	N	\bar{X}	SD	t-value
Literate youths	126	69.0952	13.99796	18.701
Illiterate youths	74	32.9730	11.67244	

Significant at .05 level, df = 198, critical t-value = 1.96

The result in Table 3 revealed that the calculated t- value of 18.701 was greater than the critical t- value of 1.96 at 0.05 level of significance with 198 degrees of freedom. Based on this, the hypothesis 3 which stated that there is no significant influence of youths' education status on the attitude of youths in Bwari Area Council Abuja, Nigeria towards Lassa fever preventive measures was rejected. It follows that youths' education status influences the attitude of youths to Lassa fever preventive practices. The mean for

literate youths being 69.09 showed that literacy had more influence on the attitude of youths in Bwari Area Council Abuja, Nigeria towards Lassa fever preventive measures than illiteracy, because the mean for illiterate youths was 32.97. Hypothesis 4.

Family type does not significantly influence the attitude of youths in Bwari Area Council Abuja, Nigeria towards Lassa fever preventive practices. The result of the analysis on hypothesis 4 is shown in Table 4.

TABLE 4: Summary of independent t-test result on the influence of monogamous and polygamous family types on the attitude of youths to Lassa Fever preventive practices.

Family type	N	\bar{X}	SD	t-value
Monogamy	136	66.9555	15.47656	15.945
Polygamy	64	31.8700	12.19875	

Significant at .05 level, df = 198, critical t-value = 1.96

As shown in Table 4, the results of the analysis revealed that the calculated t- value was 15.94 while the critical t-value was 1.96 at 0.05 level of significance with 198 degrees of freedom. The value of the calculated t was greater than the critical t. Based on this, research hypothesis 4 which stated that family type did not significantly influence the attitude of youths in Bwari Area Council Abuja, Nigeria towards Lassa fever preventive practices was rejected while the alternative hypothesis was accepted. This means that family type influenced the attitude of youths to Lassa fever preventive practices. Monogamous family type with a mean of 66.95 influenced the attitude of youths to Lassa fever preventive practices more than polygamous family type with a mean of 31.87.

DISCUSSION

The finding on hypothesis 1 showed that the attitude of youths in Bwari Area Council Abuja, Nigeria, to Lassa fever preventive practice was negative. This is in line with the findings by Olowookere, Adegbenro, Idowu and Omisore et al (2017) on a descriptive cross-sectional study of 400 adult residents of Ile-Ife, Southwest Nigeria on the knowledge, attitude and practices toward

Lassa fever control and prevention, which revealed that the knowledge, attitude, and preventive practices to Lassa fever were poor. The attitude of Youths in Bwari Area Council Abuja, Nigeria to Lassa fever preventive practices is therefore poor or negative. This is not in line with the study by Uduak (2018) which reported a positive attitude of respondents to Lassa fever prevention practices.

The finding on hypothesis 2 revealed that gender has no significant influence on the attitude of the youth of Bwari Area Council Abuja, Nigeria to Lassa fever preventive practices. This is in line with the finding by Ekanem, Ekwere, Akwaowo, Akpanekpo, Mbaba, Monday, Umoh, and Akwaowo (2018). The finding on hypothesis 3 is that the level of education of the youths influenced their attitude to Lassa fever preventive practice. Knowledge, attitude, and preventive practice were found to be better among educated respondents (Ogboghodo, Adam, Omuemu, and Okoye, 2019). The view by Ogboghodo, Adam, Omuemu, and Okoye (2019) therefore supports the finding that education of the youths influenced the youths' attitude to Lassa fever preventive practices. It is also in line with the finding by Ilesanmi, Omotoso, Alele, and Adewuyi

(2015) and Ekanem et al (2018) that respondents with tertiary education were more aware of Lassa fever preventive practices compared to those with secondary level and below. The finding on hypothesis 4 revealed that the family type of the youths influenced the attitude of youths to Lassa fever preventive Practices. This is because those from monogamous homes probably receive more care and attention which will help them to develop positive attitudes.

CONCLUSION AND RECOMMENDATIONS

The findings of this study revealed that the attitude of youths in Bwari Area Council Abuja, Nigeria to Lassa fever preventive practices is negative, the educational status of the youths and their family type significantly influenced their attitudes to Lassa fever preventive practices. It was therefore recommended that efforts should be made by government and non-governmental organizations to help improve the attitude of youths to the Lassa fever preventive practices. It was also recommended that an enabling environment for proper education for youths should be created in the schools since education influences the attitude of youths who can play a big role in the fight against Lassa fever. Being that family type is also a deciding factor on the type of attitude displayed by youths towards Lassa fever preventive practices, parents need to seriously weigh the pros and cons before choosing their family type.

COUNSELLING IMPLICATIONS:

Lassa fever has been recognised as a disease with high public health significance all over the globe because it is highly infectious. This implies the need for counsellors to spearhead public enlightenment campaigns both at the national, state and Local Government levels to educate people on the preventive practices against the Lassa fever disease. Such campaigns should target the youth who are the leaders of tomorrow and who when properly informed about the virus and its preventive measures will be able to seriously fight for the eradication of it. Hygienic practices such as high level of environmental sanitation should be encouraged. Youths should be counselled on the need to be schooled effectively. Lifestyle changes which include engaging in monogamy rather than polygamy should be emphasized. All hands are expected to be on deck to improve the preventive practices against the spread of Lassa Fever virus and disease.

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ENHANCING STUDENTS' LEARNING EXPERIENCE AND SATISFACTION THROUGH EFFECTIVE CLASSROOM PLANNING AND MANAGEMENT

OFFEM, ODIM OTU, INAH ROLAND AFEN AND UNAMBA, CHIOMA PRECIOUS

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ABSTRACT

The study seek to examine how students' learning experience and satisfaction could be enhanced through effective classroom management. This study adopted a descriptive survey. The study area was Calabar Urban, Cross River State, Nigeria. The population of the study consisted of 170 secondary school students (public and private). Three hypotheses were tested at 0.05 level significance. A four response structured questionnaire was used for data collection, validated by three experts with a reliability coefficient of 0.78. Data were analysed with t-test and one-way ANOVA. The findings revealed that students learning experience and satisfaction can be enhanced through effective classroom management. It was recommended that government and proprietors should provide resources for effective training and re-training of teachers for proper classroom management for better academic achievement.

INTRODUCTION

Schools are formal organisations where teaching and learning take place. Education has always been an important enterprise in all cultures and at all times. According to Ikediugwu (2014), education is important to national growth and development because the future of any nation depends quite considerably on the quality of education it provides for its citizens. Ezeocha (1990) defined education as a process through which members of a society acquire the acknowledge and skills that would enable them to fit in as useful members of the society and make the society worthy to live.

Therefore, education is the process of instruction aimed at the all round development of the individual, facilitating realization of self-potential and latent talents of an individual. It makes man a right thinker and a correct decision maker. Without education, man is as though in a closed room, and with education, he finds himself in a room with all its windows open towards the outside world (Khan, 2003). In the word of Farrant (1992) education as a universal practice engaged in societies at all stages of development for the total process of human rearing by which knowledge is imported, facilities trained and skills development. teacher have an important roles play for effective education, according to Obi

Offem, Odim Otu, Department of Educational Administration University of Calabar, Calabar, Nigeria
Inah Roland Afen, Department of Educational Administration University of Calabar, Calabar, Nigeria
Unamba, Chioma Precious, Department of Educational Administration University of Calabar, Calabar, Nigeria

(2003) "teacher" is used to refer to someone who has undergone a formal teacher training programme. Teacher has a specialized knowledge of a certain discipline in teaching subject and knowledge of the acceptable ways of teaching that subject. Teacher as one who teaches, specifically one whose occupation is to teach others (Webster, 1999).

The school is not just where teachers and pupils meet from time to time for teacher to teach and learners to learn. Rather is a place where social messages transmitted to the learners. Through this, education process, the child is socialized and positive qualities are aught and inculcated. Asuquo, Owan, Inaja and Okon, (2001). Learning advances change, growth and development in the individual. Hence experience means an organisms interactive encounter with the environment Okey in Peter and Maureen (2011). Thus for learning to occur, the change in behaviour must be a product of experience and practice. According to Obayi (2006) experience is an essential variable in education.

The classroom is a key feature of school teaching/learning environment. Important dimensions of the classroom center around the teacher, the learner, the physical aspects like the floor, the walls, the roof and the facilities and equipment in it (Uchenna and Onete, 2011). What makes the social aspects of the classroom environment are the teacher. The students and the nature of interaction between the teacher and the learners on the one hand and within the learners on the other hand. Their specific and general modes endeavour of interactions create the mood and the tone of affairs in the class and two are important moderators of classroom teaching and learning.

Learning is conceptualized in term of change, and here is meant, behavioural change. Second and Backman in Emeh and Erukoha (2004) noted that roles may change, learning to change of expectations. Similarly, Max in Emeh et al. (2004) viewed learning as a relatively enduring change in behaviour that is a function of prior behaviour usually called practice that is a process which may be defined as any phenomenon that shows a continuous change in time. Learning is concerned with the various types of behavioural change or processes, that can be identified as resulting at least to some extent for previous behaviour of the individual. The changes in behaviour are usually described as intended outcomes. They are the expectations of the teacher after the process of interaction with the learners. Now, it must not be imagined that

this interaction produces only intended outcome course unanticipated consequences may follow and unexpected barriers to goal attainment may arise (Bidwell, 1973). This implies that several variables appear to influence the learning process.

According to Denga (2002) learning can be defined as a change in behaviour or performance, which is a result of experience and practice, and which makes an individual face later situation differently. Learning involves relatively permanent behavioural change which is the result of experience. Many psychologists agree that learning in a general term, is a relatively lasting or permanent change in performance or behaviour caused or produced directly by experience. Learning as a change in behaviour resulting from the interaction of the organism with the environment (Dinkmeyer, 1985). Learning is a central process in understanding human behaviour. It is also the totality of the acquisition of factual information, the mastering of skills and means to aid further study (understanding); the entire socialization process, the acquisition of behaviour patterns, the styles of tackling problems of everyday life and more (Lindgren, 1991, Alhassan, 2000). Learning is a dynamic process whereby through interactive experience, insights or cognitive structures of life spaces are changed and so become more useful for future guidance.

Gagne (1970), added that attempts to define learning which seems to have a wide appeal when he writes that learning take space when the situation affects the learner in such a way that he/her performance changes from the time before being in that situation to the time after being it. The change in performance is what leads to the conclusion that learning has occurred. Therefore, learning is a change in human disposition or capability which can be retained, and which is not ascribable to the process of growth.

In the word of Uchenna and Onete (2011) learning does not only involve acquisition of tangible skills or body of knowledge. It is a process involving the development of habits, attitudes, perception and acquisition of drives and rewards, development including values, beliefs and the formation of cognitive structures.

Learning experience is as a result of learners under the watchful eyes of the teacher. The experience the acquires in the classroom is very much a part of the child's life. The experience may be pleasant, joyful or it could be threatening and unrewarding (Uchenna et al. 2011). Olofu

(2003), added that learning experience refer to the activities learner ages in order to bring about learning. He further stated that it must not be confused with the activities of the teacher which involves the covert and overt interaction of the learner with the environment. The experiences gathered in this processes are used to shape behaviour of the learner.

Obviously, the brutality associated with teaching is much more significant in classroom that are lacking indiscipline. And generally, teachers who are incapable of maintaining discipline and order do appreciate the immense problems they must face in their bid to teach effectively. This is primarily because an indiscipline and disorderly classroom is a disturbance to the adjoining classrooms and, indeed, the entire school (Uche, 2004). Teachers in such classrooms must contend with immense psychological trauma while administrator must deal with the brutal dimension of school governance.

Many classroom teachers do appreciate the essence of discipline and order in the classroom in order to ensure that effective teaching and learning occur. They realized that incidents of indiscipline and disorder constitute a major distraction to both teachers and students. The two serve to divert the attention of students from instructional process and the objectives of instruction. The above can only be achieve through proper/effective classroom management. Classroom management involves the establishment and maintenance of the classroom environment so that educational goals can be accomplished (Savage and Savage, 2010). Effective classroom managers create orderly life, safe environments where students feel valued and comfortable, thus setting the stage for teaching and learning. To achieve this, they strategically arrange classroom space to support a variety of independent, small and large group activities. In all classrooms, there should not be any "blind" areas in the classroom where students can be out of view. Savage and Savage added that environmental classroom consideration involves teachers ensuring plentiful room for students movement, how to store school materials and equipment. Teachers create optimal learning environments by establishing and enforcing rules addressing disciplinary behaviours and using quality communication. In a classroom settings, discipline is another highly important aspect of classroom management. Therefore, classroom management cannot be effective. According to Onyali (2014), discipline is probably the most difficult and unpleasant part of

any educator's job. When educators effectively communicate rules, set high expectations and provide frequent feedbacks, the need for discipline will likely be infrequent. However, before nay discipline action is required, there must be acceptance and understanding of the rules of conduct and the disciplinary system by both teachers and students. Students should know what is expected of them and what the consequences will be if they do not meet those expectations. The rules should be consistent and fair. The discipline system will be more effective when there is consistency between school authorities and students. The concept of discipline has viewed in various ways by different scholars depending the methods and application of discipline, according to Adesina (1990) discipline as the readiness or ability to respect authority and observe conventional or established laws of society or of any organisation. This means self-control, restraint, self-respect and respect for others.

Discipline is the sum of educative efforts, including the teaching process, the process of character shaping, the facing and setting of conflicts and the development of trust. It is also the process through which the children of today will develop the morals, values and attitudes by which they will live tomorrow (Charles, 2009, Waird, 1999). Hardin (2004) indicates that educators may view discipline as both a noun and a verb. As a verb, discipline is what educators do to help students behaviour acceptably in school; as a noun, it is the set of rules established to maintain order.

Therefore, discipline should be viewed as corrective measures that encourage learners to behave well not because they are frightened, but because they realize the negative effects of their behaviour. Onyali (2014) supported that discipline is a systematic way of teaching students to assume responsibility for their behavioural choices. As soon as rules are established, the managers must decide on the consequences for breaking a rule. Wayson and Laslay (1984), opined that indiscipline constitutes the most frustrating and perplexing problem for teachers and administrators. They stated further that discipline is the display of behaviour that is socially agreed upon as appropriate at a given situation and time. The goals of classroom discipline is to have student display appropriate behaviour, without supervision, in order to enhance the teaching and learning process. Classroom with good discipline have students who possess a good grasp of acceptable and

non-acceptable behaviour as well as the reinforcements that are consistent with these behaviours. In such classrooms punishment and sanctions are hardly ever put into use. In the world of gentile (1984) misbehavior, a discipline problem or indiscipline consist of any action or behaviour that is displayed where it is unwanted. Akubu in Offem and Anashie (2021) opined that classroom is one important pace in the operation of the school which holds students together and offers them the opportunity of achieving the purpose of a school. A classroom is characterized by board , students' seats, chalk or other writing materials timetable, teachers' table with seat, other instructional materials, the teacher to achieve the overall aims and objectives of education. Effective teaching-learning process cannot be accomplished without good classroom management.

Management is the function of an organisation that concerns the co-ordination and co-operation necessary for goal attainment. The main managerial function identified in the literature on industrial and educational management including planning, controlling and communicating (Ogunu, 2021). Babalola (2016) maintained that management is being in charge or in control. Babalola further maintained that management goes along with the quest to put a formal organisation under control, and regulation and the use of scarce resources in an effective and efficient manner. Ogunu (2001) further asserted that classroom management is the planning, management and execution of the school's programme as it affects teaching and learning in classroom. The teacher managers the physical as well as the psychological environment to create an atmosphere that is conducive to learning.

Classroom management is the bringing together in a careful manner those elements which help to create good teaching learning conditions in a class. The classroom management is also the process whereby Hyman and material resources are organized, students motivated and inspired and a co-operative working environment created to accomplish educational objectives. Hence several reasons account for good classroom management (Oruk Otan and Oladipo, 1994; Adewole and Tuoyo, 1994). To Akubue in Offem et al. (2021) maintained that the importance of proper classroom management in order to realize the aims and objectives of education. Therefor, the teacher needs to know or possess the classroom control behaviour in giving the above discussion, the classroom teachers needs to

enhance students' learning experience and satisfaction through effective classroom management.

Purpose of the study

The main purpose of the study is to enhance students' learning experience and satisfaction through effective classroom management. Specifically, the study seeks to examining;

1. Opinions of male and female secondary teachers in enhancing students learning experience and satisfaction
2. Opinions of experienced and less experience secondary school teachers on learning experience and satisfaction of students
3. Opinions of secondary school teachers on effective classroom management

Research question

The following research questions were posed to guide the study.

1. What are the differences that exist between male and female teachers in enhancing students learning experience?
2. What are the differences in opinions of experienced and less experienced of secondary school teachers on students learning experience and satisfaction?
3. Of what opinions of secondary school teachers on effective classroom management?

Statement of hypotheses

H₀₁: Significant difference does not exist in the opinions of male and female secondary school teacher in enhancing students learning experience.

H₀₂: There is no significant difference in the opinions of experience and less experienced of secondary school teachers on students learning experience and satisfaction

H₀₃: there is no significance difference in the opinions of secondary school teachers on effective classroom management

METHOD

A survey design was adopted for the study. a sample of 170 secondary school teachers was drawn from Cross River State. A structured questionnaire was used for data collection. The instrument was validated by two experts, one from educational administration and one from educational measurement and evaluation all from University of Calabar. With a reliability coefficient of 0.78 out of 100 copies of the questionnaire distributed to the respondents only 88 copies were return.

The t-test was used to test the null hypotheses 1 and 2 while one-way analysis of variance (ANOVA) was equally used to test null hypothesis 3.

Presentation/result

Table 1: t-test result of the comparison between the opinions of male and female secondary school teachers in enhancing students learning experienced and satisfaction

Source of variance	No. of cases	X	SD	Df	t-cal	t-crit	Remarks
Male teacher	90	245.13	20.11	165	*0.11	1.960	Agree
Female teacher	85	247.15	247.15	21.23			

Table 2: t-test result of the comparison between the opinions of experienced and less experienced secondary school teachers students' learning experience and satisfaction

Source of variance	No. of cases	X	SD	df	t-cal	t-crit	Remarks
Experience teacher	100	236.02	20.11	165	*0.11	1.960	Agree
Less experience teacher	70	238.11	23.09				

*No significant different at 0.05 level\

Table 3: ANOVA result of the difference in the opinions of secondary school teachers on effective classroom management

Source of variance	df	Sum of square	Mean square	f-cal	f-crit	Remarks
Between group 2	5211.5561	2652.6334	20.11	165	*0.11	Agree
				*6.088	3.000	Upheld
Within groups	16	6814.4564	447.3002			

*No significant different at 0.05 level

DISCUSSION OF FINDINGS

Result in table 1 shows that there is no significant difference in the opinions of male and female secondary school teachers on students learning experience and satisfaction. Gender differences in perception have been implicated in some studies in Obayi (2013) in favour of female in literacy (Fantama, 1998) and in favour of Boy (male) (Bruton, 1997). The findings are also in line with Adewole and Tuoyo (1994) narrating that classroom management is also the process whereby human and material resources are organized, student motivated and inspired and a cooperative working environment created to accomplish education objectives.

Equally, in table 2 result, it indicate that there is no significant difference in the opinions of experienced and less experienced secondary school teachers on students learning experienced and satisfaction. However, the result revealed significant difference in the opinions of the teachers based on the area of study. In line with the findings of Onwikol in Offem and

Ekawon, (2020) good teaching is totally absent from the thinking of most teachers in Nigeria. Most teachers in Nigeria only expect teaching to give them no obligation wage, good self-image and good status but they see no obligation on their part towards teaching. Teaching as a profession should be given prestige in schools through provision of enabling environment that would create the aptitude for and the interest in teaching irrespective of the study area. Sheidu supported stating that these activities are carried out by the teacher to mold the life and mind of the learner, assist them to develop ideas, gain and gather information, and cultivate culturally acceptable habit with a view of producing well balance personality that fit in the society. Table 3 was based on schedule multiple group comparison test, it indicate that the mean response of teachers who manage large size of classroom. However, the two groups were significantly higher than each other because both are professional teachers with full experience. This is in line with the study of Sheidu (2013)

teachers are the most important human species the skillfully develop, and nurture the potential of production citizen.

CONCLUSION

Generally, education remain a tool for any meaningful societal development therefore there is a need of teachers who have interest of the nation to enhance students' learning experience and satisfaction through effective classroom management demonstration to promote well-being of the society.

RECOMMENDATION

Based on the study, the following recommendations were made;

1. Government should create avenue for teachers retraining to conform with the molding classroom management strategies
2. Government should also create avenue for teacher motivation to enhance effective job performance through effective classroom management
3. Teachers should enhance students learning experience for effective academic outcome

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IDENTIFYING AND CATERING FOR GIFTED LEARNERS IN AN INCLUSIVE CLASSROOM: A MEANS OF REDUCING DELINQUENCY, SCHOOL DROP OUT RATE AND INCREASING NATIONAL DEVELOPMENT IN NIGERIA

NTAMU, BLESSING AGBO AND OYO-ITA MARGARET

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ABSTRACT

A regular classroom contains a diverse group of learners. Learners with very divergent characteristics sometimes. Classroom activities should be planned in such a way that every learner's needs are provided for and every learner is guided towards achieving his maximum potential. Failure to do so may lead some learners into delinquent behaviors and some may even drop out. Classroom activities seem to be planned with the average learners and the learning disadvantaged in mind. Most times learning facilitators do not factor in the needs of gifted children when planning classroom activities. It is believed that 6% of students in the public school are gifted. This percentage of students have the capacity to impact positively on national development if their gifts are identified and maximized. However, this seems not to be the case. Only the gifted students who find their way into specialized gifted schools have the privilege of having their gifts developed. The program for selection of students into gifted programs seems to be flawed in climes where statistics exist. To the extent that minority groups and low-income groups seem to be discriminated from assessing gifted programs. The researcher's position regarding this situation is that every school prepares for the gifted child as well while selecting and designing learning experiences. That every classroom facilitator be equipped to identify and to cater the needs of the gifted child within the normal inclusive classroom in order that no child's gift is ignored. Teacher's training programs should include training for identification and catering for gifted children. This will also reduce the rate of delinquency and school drop out that results from boredom of gifted children who are under-challenged and contribute to national development. This paper covers the following areas: Introduction, theoretical framework, the concept of giftedness in the classroom, characteristics of gifted learners, Giftedness as a means for reducing delinquency, school dropout rate and achieving national development, identifying gifted learners, meeting the needs of the gifted child in an inclusive classroom, and conclusion.

KEYWORDS: Gifted, talented, inclusive classroom, psychometric testing, national development

INTRODUCTION

Psychologists of the 21st century are aware of individual differences and also strive to ensure that the plethora of differences that may present

in a regular classroom are attended to, to the extent that every individual in the classroom is provided equal opportunity for growth, development, and maximization of their potentials, irrespective of their differences.

Ntamu, Blessing Agbo, Department of Educational Foundations, University of Calabar, Calabar Nigeria
Oyo-Ita Margaret, Department of Educational Foundations, University of Calabar, Calabar

Attending to individual differences in the classroom is important to ensure proper human resource harnessing and development in the nation and also to avoid problems that may arise either from ignoring or mismanagement of certain differences in the classroom.

Differences in the classroom range from, physical differences, emotional differences, intellectual differences, socio-economic differences to personality differences, etc. That is to say, in the same class, we may have learners with poor vision, normal vision, auding limitations, motor limitations such as problems with the use of their hands, feet etc. We may have learners whose Intelligence Quotient (IQ) is in the higher 15th percentile or who completely exceed records of intelligence for their age, we may also have slow learners, we may have children from very rich homes and others from poor homes etc. There may be children with significant gifts in fine and applied arts, music, athletics etc. and there may yet be others who combine very high IQ with some other talent or exceptional ability or the twice exceptional who combine giftedness with a challenge such as attention deficit hyperactivity disorder (ADHD) or other challenges. All these differences arise from genetic and environmental differences and must be attended to in order to ensure that every learner maximizes his/her potential.

Giftedness among learners seems to be an aspect of facilitating learning that is most ignored and seems to bring a lot of disagreement. Teachers are so engrossed in designing and utilizing strategies that meet the need of the average learners, the slow learners and the learning challenged; that the gifted learners seem to have been forgotten. Learning facilitators (teachers) and educators in general also seem to differ on how giftedness should be attended to in the learning environment. Many educators and facilitators of learning subscribe to having a special school for gifted children. Others however, believe in having a separate arm, that is a special class for gifted children.

Having a special school or a special arm for learners may improve the way gifted children are attended to, but first there is a process for identification of gifted learners. During this process many categories of gifted learners may be discriminated against or may go unnoticed. Research has shown that gifted children's programs are usually flooded by individuals from majority groups, from high income families etc.,

while learners from minority groups, such as Latinos, Blacks, Hispanics etc. and from low-income families have limited access to gifted programs, (Dreilinger, 2019; NAGC, 2008). Drew, (2019) also pointed out that according to a report from Purdue University's Gifted Education Research and Resource Institute (GER21) as many as 3.6 million gifted children are ignored in U. S. public schools. This statistic may be higher for Nigerian schools.

In the light of these facts, it is pertinent that every education program includes programs for identifying the gifted children and meeting their needs within the regular classroom. It is the belief of the researcher that the best approach to meeting the needs of gifted children is to have an inclusive classroom for everyone with special attention paid to the gifted, the slow learners and all learners with special needs; in order to provide enrichment and other activities to meet the needs of gifted learners. This position is also anchored on the fact that as adults these gifted children will live in an inclusive society not an exclusive one and will have to work with all types of people. An inclusive classroom seems to build tolerance and acceptance and generally make them more emotionally balanced. This position also recognizes the fact that there are diverse types of giftedness and every learner is gifted in one way or the other. It also recognizes the fact that some learners may be more gifted than others. Learning activities in an inclusive classroom can be designed and delivered in such a way that the gifts of every learner are well accounted for. This implies that the various gifts of learners are identified in the course of their school life, and their giftedness is harnessed both for personal and societal benefits.

This paper is focused on how the gifts of all children can be identified and harnessed and the needs of gifted children can be provided for within the context of a normal classroom to ensure that their potentials are maximized rather than negatively directed. Very gifted children if not properly stimulated and if their energies are not well directed could out of boredom and a need to utilize available energies; both mental and physical, channel their energies into deviant and destructive behaviors becoming a menace to society. That is why it is imperative that the classroom be so diverse and engaging that the interest of the diverse learners in the classroom are accommodated, that all learners can find opportunities for self-expression in their unique

areas of interest and gifting, particularly in the primary and secondary school level.

Gifted learners, implies learners with very high IQ, within the top 15th percentile of the IQ range, or who break IQ records for their age. Learners with exceptional talent in areas like music, fine arts, sports etc, or learners who combine exceptional talent with exceptionally high IQ; usually referred to as the doubly gifted, are also gifted. A good classroom is one in which every learner has equal opportunity for growth and maximization of their potentials; that is the kind of classroom being advocated for in this paper.

THEORETICAL FRAMEWORK

THEORY OF SUCCESSFUL INTELLIGENCE BY R. J. STERNBERG (1999)

This theory was propounded by Robert J. Sternberg in 1999. It is subdivided into the theory of Successful Intelligence and the theory of Practical intelligence or common sense. It is defined as the ability to set and accomplish successfully, personally meaningful goals within the context of the individual's culture. This is done by the successfully intelligent person; successfully identifying his strength and weaknesses, maximizing and focusing on his strengths while compensating for or correcting his weaknesses. He identified four skills that define strength and weaknesses; creative skills, analytical skills, practical skills and wisdom-based skills. The processes involved in these skills are higher order mental processing skills such as planning, monitoring and evaluation. This theory buttresses the fact that intelligence should be defined in an individual as well as cultural bases. Intelligent students may have weaknesses. The facilitators of learning can help them focus on their strengths and develop it. It also points out the fact that higher order skills are more important with intelligent people. When taken in this context, every child is gifted. The focus is in ensuring that the classroom responds to the different gifts that will manifest in the classroom and ensure that these gifts are developed.

THEORY OF MULTIPLE INTELLIGENCE BY H. GARDNER (1983)

This theory was propounded by Howard Gardner in 1983 in his book 'Frames of Mind'. This theory proposed that definition of intelligence in terms of intellectual ability or a single special ability is limiting. He proposed that different people

possess different kinds of intelligences. He proposed eight kinds of intelligence; Musical intelligence, interpersonal intelligence, spatial-visual intelligence, linguistic-verbal intelligence, logical-mathematical intelligence, bodily-kinaesthetic intelligence, Intra-personal Intelligence, naturalistic intelligence. He recently suggested the addition of a ninth type of intelligence, existentialist intelligence.

This theory supports the position of this paper, which is that a gifted child can be catered for in an inclusive classroom. Everyone is gifted in one way or the other and they are multiple intelligences. The gifted child left in an inclusive classroom has a lesson to learn from the diverse types of intelligences displayed by a vast number of individuals. Most importantly, an inclusive classroom represents a microcosm of the society for which the gifted child is being prepared. An inclusive classroom prepares the gifted child to be able to face the challenges and survive in the real world. The problem of seclusive or exclusive education for the gifted child is the fact that the child's area of giftedness maybe well developed, but the gifted child raised in an exclusive classroom may become a social misfit because his classroom does not depict the reality of the world where he would have to deal with different kinds of individuals, the gifted and the normal or even the deficient child.

SUBLIMATION PRINCIPLE, SIGMUND FREUD (1894)

Sublimation is a defense mechanism, which according to Sigmund Freud involves the channeling of available sexual and aggressive energy in individuals into societally acceptable pursuits. Young people have a reservoir of available energy that can be channeled usefully. If these energies are not properly channeled, they could be channeled destructively. Parents and facilitators of learning could leverage on this knowledge to ensure that the energies of young people are properly channeled. That is, they are sufficiently stimulated both mentally and physically. This channeling should align with their interest, their gifts and abilities. Failure to constructively channel the energies available to adolescents particularly the gifted might lead to them destructively channeling available energies into delinquent and undesirable behaviors.

CONCEPT OF GIFTEDNESS IN A CLASSROOM

The concept of giftedness often inspires a picture of an intellectual. An individual with a high intellectual capacity. Giftedness however, transcends the intellectual sphere. FRN in Ozoji, Unachukwu and Kolo (2016) views a gifted or a talented person as an individual who either possesses very high intelligent quotient or is naturally endowed with special abilities in art, creativity, music, leadership, intellectual precocity etc. and as a result of his gift or special endowment is insufficiently challenged in a regular educational setting.

According to the National Association for Gifted Children (NAGC) (n.d.) children are gifted when they have abilities that surpass the norm for their age. The association recognizes that giftedness could be in one or several domains which may include, intellectual, creative, artistic, leadership or in a particular academic field such as language arts, Mathematics etc. The National Association for Gifted Children, Washington D. C. in Amicangelo (2003) Opined that a gifted person is one who demonstrates or is potentially able to demonstrate exceptional performance in one or more areas of expression. This implies that children with potentials are also gifted but require the right environment for expression of their giftedness and maximization of their potentials. Amicangelo (2003) stated that an Intelligent Quotient (IQ) score of 130 and above is generally accepted as an indication of giftedness, but it does not tell the entire story about the gifted child. This is apparent because a child's giftedness may not be limited to the intellectual sphere. It may be in art or another area of expression hence the gifted child may not necessarily possess high IQ scores.

Renzulli (1978) opined that the interaction of three basic clusters of human traits gives rise to gifted behavior. The three basic human traits according to Renzulli (1978) are; above average level of general and or specific abilities, high levels of task commitment or motivation, and high levels of creativity. Renzulli believed that gifted or talented children possess or are able to develop these three abilities and apply them to a potentially viable area of human endeavor. The school wide enrichment model says that gifted behaviors are only found in certain people, at certain times in certain circumstances. That is to say that certain circumstances bring out the potential for giftedness in a learner and other

circumstances do not. This further implies that; the learning environment has a significant role to play in promoting or developing the giftedness in a child. It is the believe of the researcher however, that every individual possesses some kind of gifts, some of which may not be academically relevant. More learners than are usually acknowledged seem to be gifted.

According to research as a result of the wide range of abilities involved in the definition of giftedness, inclusive education is necessary in other to avoid many gifted groups being unaccounted for and hence neither provided nor catered for within the educational environment, (McCoach, Kehle, Bray & Siegle in Ozoji, Unachukwu & Kolo, 2016). This position is apt, we must cast our nets wider.

The word gifted is sometimes used interchangeably with talented. Some schools of thought have however attempted to differentiate between talent and gift. One of such is Gagne. Gagne in Page (2006) opined that the terms gifted and talented do not mean the same thing and hence cannot be used interchangeably. He states that the natural or innate abilities with which a child is endowed in the different domains constitutes the child's gifts, while the development of these gifts through certain modalities to its full potential is talent. Hence talent, is the gift developed.

Gagne's opinion thus opens a discussion on the fact that gifted children are naturally endowed. Clark in Manning (2006) stated that the growth of intelligence depends on the interaction between the natural endowment of the gifted and environmental opportunities. There is therefore, undoubtedly a huge role for educators, parents and other stakeholders in determining the path of the gifted. Moore (2020) stated that, it is believed that approximately 6% of all public-school students are gifted. This 6% are a minority in comparison to the 94% that are not gifted and so it is easy to forget about them and prepare for the average student. This, however, will be an error. Taking this minute population into consideration and harnessing their gifts could be a major change broker.

In summary, gifted individuals display a level of competence in their area of giftedness that is above the norm for their age group. They are exceptional in their area of giftedness. Gifted children require a catalyst in order to develop their gifts into talents and maximize their potentials. The school environment should

provide the catalyst in terms of environment and programs in order to maximize the potential of every child particularly the gifted. Every school, every classroom should be equipped to identify and cater to the educational needs of the gifted.

CHARACTERISTICS OF GIFTED LEARNERS/ DIVERSE MANIFESTATIONS OF GIFTEDNESS IN THE CLASSROOM

Gifts of learners', manifest in different ways both in and out of their classrooms. It is important to note that one gifted learner is unlikely to manifest all the characteristics that will be listed and the available characteristic may not manifest in the learner in the wrong environment. It becomes pertinent to fall back on the root word of Education which is said to be derived from the Latin word Educere which means 'To lead forth' or 'to draw out' to ensure that gifts of all learner, particularly the gifted, are drawn out. Facilitators of learning may need to intentionally adopt strategies and create a learning environment and learning experiences that will draw out or lead out learners' giftedness.

Some characteristics that are manifestations of giftedness as listed by Okoye (2013) include: unusual alertness in infancy and later, early and rapid learning, rapid language development as a child, superior language ability (verbally fluent, large vocabulary and complex grammar), academic superiority, large knowledge base, superior analytic ability, reasoning, and high-capacity memory, high curiosity and exploration (for example, having interest in new topics, going beyond what was taught and exploring how and why), high career ambitions, active in getting and sharing information, enjoying learning, reading, asking many and critical questions, motivating others, demonstrating self-confidence, thriving on complexity and becomes unusually upset at injustice, criticizing works for self and others, making sophisticated use of techniques and media, discussing in detail, enjoying debating, relating well with adults, etc.

Amicangelo (2003) of the Stepping Stone School for Gifted Education listed the following additional characteristics of giftedness observed in gifted children:

1. High level of intensity in terms of emotion, passion and interest. This intensity can be sustained for long periods and may tend towards obsessive compulsive behavior.

1. Depth of perception: gifted children are unique in their perception of life and experiences.

There is an unusual depth to their perception. They are able to view life and experiences from different perspectives, are able to recognize patterns, perceive problems and identify unique problem-solving methods. They are able to recognize authenticity in people, display compassion, fairness, need for justice and demonstrate a good sense of humor.

2. Keen sense of observation and extra ordinary memory - They have a keen sense of observation and pay great attention to details that are usually salient and unnoticeable to others. They also have an enormous memory with details and extraordinary ability for recall.

3. Ability to recognize more options - Gifted children can identify and recognize more options in diverse situations than the regular child. They can adopt unique trajectories to providing solutions to problems.

4. Dislike repeating or practicing something they already know - Gifted children will learn faster and grasp concepts faster than their peers. This implies that when the teacher in a classroom is repeating a certain piece of information for the benefits of the average learner the gifted learner is likely to be bored. Also, when practice questions are kept too simple and not challenging for the gifted child boredom may set in which could translate to disruptive behavior. The facilitator of learning has to be prepared to handle this. Methods of dealing with this characteristic will be addressed in later subheadings.

5. Perfectionist - Gifted children recognize and seek perfection. Inability to achieve perfection could lead to frustration. Emphasis should be on these children putting in their best in all situations.

6. Perseverance - They can persevere in areas related to their passion in learning more about it and achieving their goals.

7. High level of sensitivity - They are more emotionally sensitive than the average child. They are sensitive about themselves and others too. They are morally sensitive and empathic and this is related to their ability to notice details in tone of voice, gestures etc.

Manning (2006) categorized the characteristics of gifted children into cognitive and affective characteristics, completely ignoring the psychomotor characteristics. His works focusses on the intellectually gifted. That is one of the errors of the teachers in identifying giftedness. Giftedness may be in specific areas such as art, music, ICT,

mechanical etc. Learners gifted in these areas also need help in developing their gifts and should not be ignored. Some characteristics of giftedness that surfaced from Manning (2006) categorizations include: Cognitive characteristics -goal oriented, innovative and unique solution pathways, need for freedom and individuality in learning situations; may prefer to work alone, prefer complex and challenging tasks, transfer and apply knowledge to new situations. Affective characteristics include: a lot information about emotions, keen or subtle sense of humour. Idealism, sense of justice and advanced moral judgement. High expectations of self and others, a strong need for consistency in self and others. Teachers should look out for these characteristics in learners as a first step towards identifying gifted learners.

GIFTEDNESS AS A MEANS FOR REDUCING DELINQUENCY, SCHOOL DROP OUT RATE AND ACHIEVING NATIONAL DEVELOPMENT IN NIGERIA

Harnessing the gifts of the 25% of the population that may be gifted is definitely a strategy for national development. Helping gifted children discover and develop their gifts will make room for innovations and discoveries in the different works of life. This fact has been alluded to in the National Policy of Education (1981) which states that for technological and scientific development and the achievement of a self-reliant nation; it is imperative that the gifted population in Nigeria be given a kind of education that meets their needs and is commensurate with the rate of their mental growth. Hildreth in Ahmed (n.d.) and Kobo in Ahmed n. d.) are of the opinion that special attention must be given to nurturing the gifted child in order to release the potentials of the gifted for the benefits of society and forestall the negative consequences to society that is likely to be the faith of the nation if the gifted are not identified and their gifts nurtured, focussed and directed positively.

Failure to positively direct the gifts of gifted children may lead to them destructively applying their gift and energies. According to the Hechinger's report in Drew (2019), some gifted learners who fail to make it into gifted programs end up bored, disengaged, under perform or even drop out from school. This is due to the fact that they are insufficiently challenged and their potentials underexploited. If every school ensures that they are prepared for identification and

sufficiently challenging the gifted child, it will invariably lead to a reduction in delinquency and school drop-out rates.

Emerson (2007) stated that when instructions is not rigorous and expectations are not high the gifted learners are likely to settle into patterns of underachievement, develop poor organization and study skills and may not reach their full potentials.

National development is achieved based on a number of factors. All hands need to be on deck for the achievement of national development. However, history has shown that the input of a few individuals in the nation can greatly accelerate national development. Examples will be in developed nations such as the United States of America where the gifts and exceptional skills displayed by a few can bring about global change. Individuals like Bill Gates the founder of Microsoft Corporation, Steve Jobs the Founder of Apple and Mark Zuckerberg are individuals whose exceptional works has not only brought enormous development to their nations but has changed the course of global interactions forever. If an enabling environment is provided, it is believed that individuals with exceptional endowments will also rise up with innovations in art, technology and other fields that will benefit the nation. It is also believed that harnessing the gifts of gifted individuals will bring a reduction in the rate of delinquency, gang activities and the likes as most of the gang groups according to Ahmed (n. d.) are led by highly gifted individuals. Based on the characteristics of gifted individuals listed above; gifted children are able to device innovative solutions to problems. They are lots of problems both global and local begging for solutions. Harnessing the gifts of the gifted population is likely going to lead to solutions to these problems.

IDENTIFYING A GIFTED CHILD

Gifted children are part of regular classrooms particularly in public schools. This premise is based on the fact that apart from the tiny fraction of Nigerians who make an attempt to send their children to the school of the gifted, there do not seem to exist a program in most of our schools in Nigeria for the identification of gifted learners in the classroom.

Having outlined several characteristics of gifted learners; being aware of the fact that giftedness does not manifest in the same way in learners, based on the principle of individual difference,

there should be a deliberate program designed to identify giftedness in learners.

According to the NAGC (n. d.) the following factors must be considered in identifying gifted learners:

1. Giftedness is dynamic not static. Evaluation for giftedness should be carried out over a period of time using multiple methods that provide ample opportunity for expression of gifts.
2. Giftedness is not limited based on race, ethnic group, income levels or any other criteria. Giftedness occurs across all races, ethnic groups, income levels etc. Identification processes must be culture sensitive in order not to place any group at a disadvantage.
3. Giftedness maybe exhibited within a specific interest group, or sub-interest group. Drawing from the theory of multiple intelligence, giftedness may be in other categories beyond intellectual intelligence. Hence opportunities must be provided for identifying various types of giftedness.
4. Early identification is an advantage. Identification must start at lower levels of learning.

The NAGC, (2008) opines that the process of identifying gifted children for gifted programs must include the use of “defensible measurement practices”, NAGC (2008, par 2.). Both the selection of the type of psychometric tests to be used, to the administration and interpretation of results must be professionally done by adequately trained and qualified personnel. NAGC (2008) advocates the use of multiple assessment types and methods, such as individual testing, group testing, objective tests, performance tests, rating scales, interviews, classroom observation of student behaviors etc. They also advocate that testing be carried out in a fair and ethical manner.

According to NAGC (n.d.) a multi phasic method including the use of objective and subjective methods for identification is encouraged. Objective methods include: Individual Intelligence and achievement tests, students’ cumulative records. Bear in mind that relying on IQ scores may ignore other areas of giftedness. Subjective methods prescribed by NAGC (n.d.) include:

nominations by self, parent, teachers, administrators etc. By completing gifted characteristics check-lists, inventories and nomination forms; Teacher observations and ratings using learning and motivational scales, Portfolios and performances in language arts, mathematics, creative arts such as speech, art, music pursuits etc; and student educational profiles which are case studies of the students.

Peter, Carter and Plucker (2020) outlined some best practices in gifted students’ identification. They include:

1. Establish the purpose of Identification.
 1. focus on the needs of the students and services not labels, identification of students for advanced learning or accelerated programs should be seen as temporary not permanent. This criterion seems to support the position that giftedness is dynamic and not static as stated by NAGC (n. d.).
2. Cast a wide net: Test large amounts of students. This reduces the risk of ignoring minority populations.
3. Choose the right comparisons: Focus on comparisons with local populations. Norm reference tests should use norms suitable for the particular population being tested.
4. Be proactive about equity. Choose tests that are appropriate for the population and do not discriminate. Such as culture fair tests.
5. Be careful when using multiple measures: Ensure that multiple measures does not introduce bias
6. More services for more students: This advocates for using a more inclusive approach that makes a wide range of specialized and personalized advanced learning services available to a wider group of learners who may need it. This is indeed the crust of this paper. Our schools should integrate services that are capable of meeting the needs of all types of students on an individual level within an inclusive classroom. This ideology may seem far-fetched but with more commitment, training and hard work it is achievable. The following are some of the tests that could be used as part of a multi-phasic program for identification of gifted learners.

TABLE 1: SELECTED LIST OF TESTS FOR IDENTIFYING GIFTED LEARNERS

SCALES	ACHIEVEMENT TESTS	ABILITY TESTS	NON VERBAL TESTS	GROUP TESTS
Purdue Academic Rating Scales (PARS)	Test of Mathematical Abilities for Gifted Students	Stanford Binet (L-M)	Naglieri Nonverbal Ability test	CogAT
Whitmore Underachievement Scales	Screening Assessment for Gifted Elementary Students (SAGES)	Wescher Intelligence Scale for Children 4 th Edition	The test of Non verbal Intelligence	Otis-Lenon
Rimm Underachievement Scale		Woodcock Johnson		Hemmon-Nelson
Scales for Rating behavioral Characteristics of Superior Students (Renzulli and Smith 1977)				Ravens Progressive Matrices
				Matrix Analogies test

Adapted from NAGC (n. d.)

CATERING TO THE NEEDS OF A GIFTED CHILD IN AN INCLUSIVE CLASSROOM

In order for the gifts of children to be identified and harnessed in an inclusive classroom the school authorities and the facilitators of learning most especially, have to be sufficiently motivated, well trained, sufficiently creative and be willing to put in a lot of work and dedication. Identifying the gifts of learners and harnessing or honing their subjective gifts is something that must be done intentionally. It should make up path of the objectives of the school.

ACCELERATED COURSES

The definition of accelerated programs may differ with the author. Acceleration to this author means, progressing on the curriculum on a particular subject or course based on the level of cognitive development and comprehension of the individual student. Accelerated programs do not keep all learners at the same level but

progresses on the curriculum as the individual learner progresses.

Colangelo et al in Emerson (2007) stated that the goal of acceleration is adapting the level and complexity of the curriculum to the specific abilities and academic readiness of the individual learner. This will ensure that the intellectually gifted learner, or even learners gifted in specific subject areas are not bored in the classroom as they wait for classmates to level up to their abilities. This will in turn ensure that the energies of the gifted learners are not destructively channeled into delinquent activities. Many strategies for meeting the needs of gifted learners could be classified under this subheading.

ENRICHMENT PROGRAMS

Enrichment programs involves diversifying the curriculum for individual learners beyond the general curriculum and including elements based on the general curriculum that are more

challenging. Wu (2013, 2) attempted to differentiate between accelerated programs and enrichment programs thus:

“Enrichment programs can be seen as “horizontal” programs within the same grade levels that includes academic modifications on speed, depth and breadth regarding learning content, process and products, while acceleration can be referred to as “vertical” programs that include different levels of grade skipping, early entrance to school or college”

Acceleration, could be done without grade skipping, particularly if the learner is gifted only in specific subject areas. Skipping classes based on intellectual capabilities sometimes leads to setbacks due to the fact that the learners may not have developed the affective skills to deal with higher classes and the process of skipping. Skipping, based on personal experience, seems to leave gaps that the learner maybe left to fill without the support of the learning facilitators (the teachers). Skipping, if chosen as a method for meeting the needs of gifted learners should be accompanied by support from the teachers both academically and psycho-emotionally to equip the learner to deal with academic gaps and also establishing relationships and settling down in the new class with older classmates. Should the learner display exceptional ability in all subject areas, a special school maybe a good idea.

Wu (2013) stated that enrichment programs may include within-class ability groups, special classes within or without the school, special schools, after school activities and weekend classes. The aim of these program according to Piirto in Wu (2013) is to broaden the curriculum and include dimensions that are not included in the regular curriculum.

INDIVIDUALIZED ASSIGNMENTS, PROJECTS AND GRADING

This is a strategy that could be used during the implementation of an enrichment program. Assignment and projects that are more complex, challenging and may require higher order skills than what has been included in the curriculum could be given to the gifted learner while the rest of the class grapples with less complex material.

Grading could also be individualized based on the teacher’s knowledge of their specific interest and abilities. A higher level of delivery may also be required of the gifted learners. Hence, in instances where the assignment given to classmates are the same; if the gifted learner

submits a work that is at the same level with the other learners, he receives lesser grades because more is expected of him. While the other learners, whose work demonstrate their maximum efforts are given better grades. The grades could serve as motivation for more efforts for the different category of learners. While the gifted learner realises that there is a gap to fill and works harder. The other learner finds motivation in his high scores to continue to put in maximum efforts.

IMPLEMENTING ENRICHMENT GIFTED PROGRAMS IN AN INCLUSIVE CLASSROOM

From the insight program on SBS, learners identified as gifted explained that there exists a mismatch between how they preferred to learn and how they were taught. The students indicated that they required multimodal forms of information to be able to represent what they know. Modes of communication such as drawing pictures of their interpretation, acting out their understanding in role plays, building models to represent their understanding among others. According to Munro (2019) gifted learners benefit from open ended tasks and assignments. Tasks that deal with application of learning. Higher order learning objectives in the region of analysis, evaluation and synthesis could be targeted instead of recall objectives etc. Some of the ways in which we can implement suggestions for catering to gifted learners in an inclusive classroom are:

According to Azzam (2016) Identified strategies for challenging gifted learners we must;

1. Offer the most difficult first – This strategy as presented by Azzam (2016) is excellent for working with gifted children in an inclusive classroom. It proposes that when giving work to a class of learners to do, be it class work or homework you give out the most difficult questions first. For instance, in a work of 25 questions give out the five most difficult for the entire class to complete. Students who are able to tackle the most difficult questions on the said concept are excused from that assignment and given the next concept on the curriculum to try out or given extension work which carries the concept to a higher level, while other students do the work. Competence on the most difficult questions is a demonstration of mastery on the concept. Moving on to other concepts either following the curriculum or the child’s interest and giftedness saves time, widens the child’s horizon,

develops and increases child's abilities and prevents boredom.

2. Pre-Test for volunteers – In this case after a concept is taught, the teacher could call for volunteers to do the end of chapter exercise. A score of 90 percent and above excuses the volunteers from class practice work and homework and they move to the extension work which takes the concept a little higher.

3. Prepare to take it up – This involves making available a wide range of differentiated activities that either take a concept up or down depending on how the students grasp the concept. They are optional challenge works. There are also several options through which learners can approach class work. They could use an application in their Ipad to answer the question, they could create an app, create a game. This opportunity enables the teacher to identify giftedness and allows the learners exploit their talents and giftedness.

4. Speak to students' interest – In classes such as computer or architecture, learners are allowed to tailor projects to their interest. Example, they are instructed to create a robot and individual groups or students can choose the level of complexity. The 'Ignite presentation' format, where students are instructed to create slides on their topic of interest related to the unit and present to the entire class is also another method.

5. Working together (within ability grouping)– this includes grouping gifted learners together when having group work. This ensures that there can share ideas, develop new dimensions to each other's ideas. They learn that they need to exert themselves and challenge self in order to keep up with the group. They should however not be grouped together all the time. Sometimes the groups formed should also be inclusive in order to prepare them for existence in an inclusive world.

6. Plan for tiered learning – This includes planning learning activities with multiple tiers of difficulty. This ensure that there are activities that are challenging enough to keep the gifted students occupied. This way they will not get bored and begin to act out or distract the class. This also ensures that the learners needing help can get help while the gifted children are engaged.

According to Jenny Grant Rankin in Azzam (2016) knowing the learner's emotional intensities also referred to as overexcitabilities is key in teaching gifted children. Dabrowski in Azzam

(2016) Identified five areas of excitabilities related to giftedness as; psychomotor, sensual, intellectual, imaginational, and emotional. These over excitabilities will present in the classroom in the form of compulsive talking or organizing, restlessness, heightened sensitivity to smell or taste, insatiable curiosity or daydreaming. These excitabilities are often negatively viewed but are a key to creativity, imagination and drive.

Cox (n.d.) on Teachhub.com proposed the following methods for meeting the needs of gifted children: 1. Teachers should be well acquainted with blooms taxonomy and ensure that they utilize content that stimulate higher order learning objectives such as synthesis, analysis, evaluation and creation. This will stimulate creative thinking in the child. 2. Teachers should employ teaching strategies that utilize technology. Technology provides an opportunity for learners to explore their individuality and diverse interests in the process of learning. Take for instance the use of educative tablets that are connected to the internet. This will allow a very curious child to satisfy his curiosity on a particular subject by searching for information on the net Care should be taken however, to prevent abuse. 3. Differentiate instruction through the provision of choice boards that allow learners choose the problems they want to tackle and the activities they want to partake in. 4. Independent projects. This includes giving extra projects to gifted children after they complete classwork. Other strategies proposed are challenge learning, sending the learner temporarily to a different class that is able to drive the learner's interest and collaboration with parents ensuring that even at home the gifted child is sufficiently challenged. Out of classroom activities such as excursions are activities that can greatly help in stirring students interests and creative thinking. Providing additional reading to gifted children is also a method of engaging them, additional reading could be done either in the classroom or as homework. Tasking them on their knowledge of current events and challenging them to follow special news features on channels like CNN and write reports is also a way of ensuring they are stimulated. Engaging them in extracurricular activities such as science clubs, arts and craft clubs, music clubs, sporting activity is also a good way to ensure sufficient stimulation and engagement.

Benny and Blonder (2016) pointed out one very important issue in the education of gifted children

in an inclusive or mixed abilities classroom. They identified the need for a teacher who is intelligent and well versed in the subject matter, and who also has the right personality and attitude to be able to meet the needs of a gifted child. The educational system in Nigeria should be revised to ensure that only the best brains who fall within the upper 25th percentile of intelligence become teachers.

CONCLUSION

The goal of every school and every classroom should be that every learner should be helped to maximize their potential. The gifted learner should not be left out in this goal. Special learning centers are not sufficient to accommodate every gifted learner in the country. Not every gifted learner will have access to evaluation for a special school. The only way to ensure that all gifted learners have their gifts identified and developed in order to maximize their potentials is by ensuring that every classroom situation is designed with the gifted learner in mind and every learning facilitator is equipped to identify and cater to the needs of the gifted child.

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NEUROTICISM AND INTROVERSION PERSONALITY CHARACTERISTICS AND ADOLESCENTS' SCHOOL SOCIAL ADJUSTMENT IN A SOCIAL INCLUSION IN NORTHERN EDUCATION ZONE OF CROSS RIVER STATE

SUNDAY, M. O., ADIE, R. U. AND ECHENG DOMINIC E.

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ABSTRACT

This study was undertaken to determine the influence of Neuroticism and introversion Personality Factors on Adolescents' School Social Adjustment in a social Inclusion Education, in Northern Education Zone of Cross River State, Nigeria. The sample for the study consists of one thousand and eighteen (1018) students who were randomly selected from senior secondary one classes (SS1) in nineteen (19) purposively selected schools out of the seventy-three (73) schools in the study area. The researcher adopted a causal comparative design also known as the ex-post facto, and data were collected using NEO-PI scale and school social adjustment questionnaire as the main instrument. To guide the study, two research questions were raised and two statement of hypotheses were postulated and tested at 0.05 levels of significant using independent t-test and one-way analysis of variance (ANOVA) statistic. The results from the analyzed data indicated that there is significant difference of neuroticism on early adolescent's school social adjustment. Sidak post hoc test was performed to show where the difference lies; also, introverts significantly differ from extroverts regarding their school social adjustment. In view of the above findings, it was concluded that Neuroticism factor is significantly related to adolescents' school social adjustment in the study area in an inclusive education. It was recommended among others, that the effort of teachers, parents, educational psychologist, guidance counselors and the government are needful in all secondary schools to help students overcome the problem of poor adjustments in schools. Word count: 240

KEYWORDS: Neuroticism, Introversion, School Social adjustment, Social inclusion

INTRODUCTION

Inclusive education is the cornerstone of a "transformational agenda, committed to addressing all forms of exclusive and marginalization, disparities and inequalities in access, participation and learning outcomes.

Inclusive education is committed to making necessary institutional policies to support the disadvantaged especially those with disabilities to ensure that the no one left behind policy of vision 2030 is achieved. Technically speaking inclusive education, therefore means educational practices which make provision for functional and effective

Sunday, M. O., Department of Educational Foundations Faculty of Educational Foundation Studies University of Calabar, Calabar, Nigeria

Adie, R. U., Department of Educational Foundations Faculty of Educational Foundation Studies University of Calabar, Calabar, Nigeria

Echeng Dominic E., Department of Guidance and Counselling Faculty of Educational Foundation Studies University of Calabar, Calabar, Nigeria

learning and training for all learners within all settings most readily available to them. (Ataben & Sunday, 2021). As a United Nations Educational, Scientific and Cultural Organization (UNESCO) Salamanca (1994) declaration summed up, "schools should accommodate all children, regardless of their physical, intellectual, emotional, social, linguistic or other conditions."

The school is a social system with its authority, structure and program of activities. It has its own culture and acceptable conduct which may be different from the home culture. When the child first finds himself at school, he finds out that there are certain ways of life that are strange to him. Where such is the case, a state of disequilibrium is created to which he must strive to attain a balance. School social adjustment therefore, refers to the extent to which the child is able to interact with fellow children and teachers at school and his level of participation in activities as well as the ability to act within the set rule of conduct. The important thing about the children's perception of their school learning environment is that, what they get adjusted depends on how they perceive the school environment. Social adjustment incorporates components such as ability to interact with others, ability to adopt oneself to social activities and ability to cope with rules and regulations governing behaviour.

The socially adjusted person is one who is able to master challenges, able to interact with others including his peers and able to develop good moral standards, according to Anagbogu & Owor (2021) some students attribute their failure to school factors especially in Examination situations. An adjusted person is one who possesses such skill as would allow him to deal diplomatically with people (both friends and strangers) in such a manner, that they develop a positive attitude towards him which allows for his being accepted within the group. A well-adjusted child finds school life as an interesting and satisfying experience. He is the type of person who relates with other people in a way that provides for him pleasure, satisfaction and a sense of purpose in life and which indulges in fantasy, or day dreaming, he seeks it for what it is. Such a child would always have realistic goals and would not dwell too much on past glories or failures, rather he would live in the present and plan well for the future.

The reverse is the case for a socially maladjusted child whose predicament is rooted in emotional tension. At school, children make effort to get adapted to the school norms and values. They try to meet the social expectations in order to get

social approval. However, while some succeed in adjusting, some are not able to adjust opposing behavioural patterns of conformity and rebellion emanate from the need to identify either positively by acting like others or negatively by exhibiting deviant behaviour. Sometimes, the dilemma brings about psychological tension with consequence on behaviour. Generally, school social adjustment is relative, some children are better adjusted than some. What needs to be noted is that children's psychological health in school is dependent on their level of adjustment. An adjusted child is a psychologically healthy child, but it is the life events in school that really shape children's psychological health. (Ataben, & Sunday, 2021).

The first of the identified big five was neuroticism. It refers to affect and emotional control. Neuroticism is the extent of the individual's degree of emotional stability encompassing extent of anxiety, moodiness, irritability and sadness. To that extent, a low level of neuroticism indicates emotional stability while high level indicates emotional instability with associated depressed mood, irritability all of which incline the individual toward being reactive and sensitive to environmental stimuli. The researcher is postulating that the child's social adjustment in school is associated with his level of neuroticism and introversion. The speculation is that; a high level of neuroticism inclines one toward social maladjustment. In the context of the study, it means that the higher a child's level of neuroticism and introversion, the less will he/she be able to relate well with other students and teachers, participate in co-curricular activities, engage well in daily school learning activities or cope with school rules and regulations. The rationale for the position is that since high neuroticism and introversion inclines one toward emotional instability, depressed mood, isolation, withdrawal tendency, anxiety and irritability; a child who is high in it may be ill-equipped for effective social role playing like exhibition of warmth in relationship or adjusting to social events or activities.

Purpose of the study

The purpose of this study was to determine the influence of the neuroticism and introversion\extroversion on adolescents' school social adjustment in the Northern Education Zone of Cross River State, Nigeria.

Research questions

Research question was answered in the study;

1. To what extent does Neuroticism influence adolescents' school social adjustment?
2. To what extent does introversion differ from extroversion regarding their school social adjustment?

Statement of hypotheses

The null hypotheses were tested in the study.

1. Neuroticism does not significantly influence early adolescents' school social adjustment
2. There is no significant influence of introversion regarding their school social adjustment

REVIEW OF LITERATURE

Bracket and Mayer, (2003) declared that emotional disturbances affect social relations. The emotionally disturbed person has greater difficulties in maintaining social relationships, emotional instability, maladjustment to reality, lower self-repaid and self-acceptance. They are of the opinion that, children who have difficulty regulating emotional reactions or impulsive behavior, because they are temperamentally over reactive or lack emotional skills, are likely to experience difficulties in adapting to school, work, and social environments. They carried out a large number of studies with children and further suggest that the capacity to decode, understand, and regulate emotions is associated with social and emotional adaptation. Among college students, emotional abilities are positively associated with the quality of social interactions. Evaluations of school-based interventions emphasizing the development of emotional competencies also suggest that emotional learning contributes to social and academic adjustment.

Anderson (2007) also found out that in adolescents, neuroticism has also been positively associated with delinquency and diagnoses of conduct disorder and substance use disorders). An adolescent emotional state, that is, his emotional stability or instability can affect his ability to cope with different emotional trauma that comes his way, at school, home, or in the society. A child who is nervous, tensed and moody will be more upset within different part of the world, students whose emotional behaviours do not conform to the standard set by the society and academic institution concerned are said to have behaviour problems.

Iheanacho (2002) opines that emotion influence students' adjustment and selection of information from their environment, and their consequent display of behaviour for him, adjusted and happy students tend to be more attentive to their studies than sad students. Venting emotions also are reactions originating from internal physiological changes with the help of the sympathetic neurons system and the endocrine secretions. He reports also that good academic performance is enhanced by the learner's emotional state. More so, Iheanacho (2007) carried out a study to find out the effect of positive and negative emotionality on children academic achievement. He restricted his study to the emotionality that is not prolong beyond the divination of an examination 60 children aged 5 to 8 years constituted the sample. He taught them for two weeks after when he assigned them into three groups, using stratified random sampling. The groups which differed in emotionality include those in the interesting condition and the anxiety-pack condition, which constituted the exemplary groups. The third was the control group; Iheanacho found that the negative emotionality condition performed significantly worst.

Owuh (2011) investigate the relationship between extraversion-introversion, neuroticism and school adjustment in Government Secondary School Anambra State. The research adopted a descriptive correlational survey method. The sample consists of 260 students drawn from six schools. Eysenck personality inventory and school adjustment questionnaire were used to collect data. Pearson Product Moment Correlation was used to analysed data. The result revealed that there is a significant relationship between extraverted and introverted students and their relationships with peers, attitude to classroom and school activities. The result also revealed that significant relationship exists between neurotic students and their relationship with school activities.

Janowsky, Morter and Tancer, (2000) are of the opinion that When individuals have fears of being evaluated negatively, they will often do everything in their power to avoid social situations where they may face evaluation due to a concern of being embarrassed. It is impossible for them to avoid these interactions altogether and this avoidance causes an immense amount of stress for some individuals. Those who have an intense fear of social interaction often take on characteristics of introverts. Furthermore, many patients who are being treated for social phobias are found to be introverted. The question then

becomes: was it the introversion that caused the social phobia or vice versa?

Asendorpf and Wilpers, (1998) carried out a research on an 18-month study of 132 German university students from the beginning of their first year of college found significant effects of three of the Big Five personality factors on their social relationships. Students scoring high in extraversion made more friends during the 18-month period and were more likely to fall in love than students low in extraversion. Those high in agreeableness experienced less conflict with acquaintances of the opposite sex, and those high in conscientiousness were more likely to maintain contact with parents and siblings. The factor of openness showed no significant effect on social relationships. Although little research has been done to examine the effect of personality type, specifically introversion-extraversion, on fear of negative evaluation, it appears that those who are introverted experience a greater fear of negative evaluation than those who tend to thrive in a social setting (Cowden, 2005). The social interactions of these individuals are often hindered due to their fears (Larsen & Buss, 2002). It is a basic human desire to avoid rejection and search for approval, and those who are introverted doubt that they have the ability to make successful impressions on others (Leary & Buckley, 2000)

RESEARCH METHODOLOGY

The research design that was used in this study is the causal comparative design also known as the ex-post facto. The population of the study consisted of all public senior secondary school one (SSI) students in Northern Education Zone of Cross River State.

The sampling technique used for subject selection was the stratified random sampling

technique. First the Northern Education zone was stratified on the basis of the Local Government Areas. In each of the L.G.A, 25 percent of the secondary schools were randomly selected for the study. At the school level, the simple random sampling technique was used in selecting 60 percent of the SS1 students for the study. The sample of this study comprised 1,018 SSI students. These consisted of students who fall within the range of 12 and above found in SSI. They were basically male and female.

A research instrument titled students NEO-PI Scale and School Social Adjustment questionnaire was used for data collection. The questionnaire had three sections (sections A, B and C). Section A elicited from the respondents, demographic data such as name of school, class, age and gender. Section B consists of scale that measures respondents' NEO-PI personality factors and sections C and D consists of scale that measures respondents' school social adjustment. The instrument was validated by experts in measurement and evaluation who vetted the items developed. The reliability estimate of the instrument was established through Test-retest reliability method. The reliability coefficient ranges from 0.76 to 0.81 which is considered high.

RESULTS AND DISCUSSION.

The data collected for this study was analyzed using independent t-test and analysis of variance (ANOVA). In each of the hypothesis tested, the independent and dependent variable were identified and data was transformed to fit the appropriate statistical requirement. The results are presented in tables and interpreted at .05 level of significance.

Hypothesis one

TABLE 1: Descriptive statistics of the influence of Neuroticism on school social adjustment

Variable	Group	N	Mean	SD
Adjustment to rules & regulation	Low	240	15.88	4.65
	Moderate	638	17.57	3.77
	High	122	18.48	3.12
	Total	1000	17.27	4.02
Adjustment to academic culture	Low	240	11.43	3.92
	Moderate	638	12.56	3.38
	High	122	12.52	3.51
	Total	1000	12.28	3.56
Adjustment co-curricular activities.	Low	240	11.66	4.14
	Moderate	638	12.84	4.07
	High	122	12.97	4.17
	Total	1000	12.57	4.13
Adjustment to student-student relationship	Low	240	12.40	4.56
	Moderate	638	13.50	3.49
	High	122	13.80	3.58
	Total	1000	13.27	3.82
Adjustment to student-teacher relationship	Low	240	11.34	4.52
	Moderate	638	12.39	3.86
	High	122	12.44	3.66
	Total	1000	12.14	4.03
Overall school social adjustment	Low	240	70.20	16.71
	Moderate	638	68.85	12.11
	High	122	62.70	10.85
	Total	1000	67.54	13.50

TABLE 2: Result of ANOVA for influence of Neuroticism on school social adjustment

Source of variance		SS	DF	MS	F-ratio	SIG.
Rules & regulations	Between groups	703.741	2	351.87	22.716	.000
	Within groups	15443.18	997	15.490		
	Total	16146.92	999			
Academic culture	Between groups	228.156	2	114.07	9.117	.000
	Within groups	12474.75	997	12.512		
	Total	12702.91	999			
Co-curricular activities	Between groups	266.346	2	133.17	7.906	.000
	Within groups	16794.17	997	16.845		
	Total	17060.52	999			
Students-student relationship	Between groups	247.67	2	123.83	8.611	.000
	Within groups	1438.96	997	14.382		
	Total	14586.63	999			
Teachers-student relationship	Between groups	205.191	2	102.59	6.376	.002
	Within groups	16043.36	997	16.092		
	Total	16248.55	999			
Overall School Social Adjustment	Between groups	7580.835	2	3790.4	21.657	.000
	Within groups	174497.34	997	175.02		
	Total	182078.15	999			

*significant at 0.05 level of significance

One-way analysis of variance (ANOVA) was used to analyze the data. The result is presented in table 1 and 2. The results of the one-way analysis of variance for hypothesis one is presented in Table 1. As shown in table 1, each of the calculated F-value is greater than the critical F-value of 3.00 at 2 and 997 degrees of freedom, at 0.05 level of significance. With these results, the null hypothesis that neuroticism does not significantly influence early adolescents' school social adjustment is rejected, and the alternative hypothesis accepted. This implies that neuroticism has a significant influence on students' adjustment to rules and regulations ($F = 22.716$, $p < .05$); adjustment to academic culture ($F = 9.117$, $p < .05$); adjustment to extracurricular activities ($F = 7.906$, $p < .05$); adjustment to students-student relationship ($F = 8.611$, $p < .05$);

adjustment to teacher student relationship ($F = 6.376$, $p < .05$) and also for overall school social adjustment ($F = 21.657$, $p < .05$).

The results agree with the findings of Iheanacho (2002) who pointed out that emotions influence student's adjustment and selection of information from their environment and their consequent display of behaviour. For him adjusted and happy students tend to be more attentive to their studies than sad students. He reports also that good academic performance is enhanced by the learner's emotional state. The result also agreed with the results of previous studies carried out by Bracket and Mayer, (2003) they found out that emotional disturbances affect social relations. According to them, emotionally disturbed person has greater difficulties in maintaining social relationships.

Hypothesis two

TABLE 3: Independent t-test Analysis: Influence of introversion-extroversion on adolescents' school social adjustment

School social ADJ	Grouping variables	N	Mean	SD	t-value	Sig.
ADJ rules and regulations	Introverts	569	17.06	4.19	1.93	.053
	Extroverts	431	17.56	3.76		
	Total	1000				
ADJ Academic culture	Introverts	569	11.69	3.64	6.164	.000*
	Extroverts	431	13.07	3.30		
	Total	1000				
ADJ extracurricular activities	Introverts	569	11.99	4.06	5.174	.000*
	Extroverts	431	13.34	4.10		
	Total	1000				
ADJ stud-student relationship	Introverts	569	12.80	3.88	4.471	.000*
	Extroverts	431	13.88	3.65		
	Total	1000				
ADJ stud-teacher relationship	Introverts	569	11.74	4.16	3.68	.000*
	Extroverts	431	12.68	3.78		
	Total	1000				
overall school social ADJ	Introversion	569	65.28	14.25	6.200	.000*
	Extraversion	431	70.52	11.80		
	Total	1000				

*significant at 0.05 level; df = 998

Introverts do not significantly differ from extroverts regarding their school social adjustment. The independent variable in this hypothesis is personality type and it's categorized two groups (introversion and extraversion), while the dependent variable is adolescents' school social adjustment. To test the hypothesis, independent t-test was used to analyze the data. The results of the independent t-test analysis as presented in Table 3 shows that the calculated t-value for adjustment to school academic culture, (t=6.164); co-curricular activities, (t=5.174); student-student relationship,(4.471); student – teacher,(t=3.68) and overall school social adjustment(t=6.20) are each greater than the critical t-value of 1.96 at 998 degree of freedom, at 0.05 level of significance The calculated t-value for adjustment to rules and regulation is however; lower than the critical t-value of 1.96. With these results, the null hypothesis that extroverts do not significantly differ from

introverts in respect of school social adjustment is rejected, and the alternate hypothesis accepted. This implies that extraversion-introversion has a significant influence on students' adjustment to school rules and regulations. The results also show that in each aspect of school social adjustment, the mean score of extroverts is higher than that of the introverts. This means that extroverts are better than introverts in almost all aspects of school social adjustment. This result is supported by the findings of Asendorf and Wilpers (1998) who carry out a study Big five, negative evaluation and social adjustment and specifically find out that those who were introverted experience a greater fear of negative evaluation than those who tend to thrive in a social setting (Cowden, 2005).

CONCLUSION

Based on the above findings, the researcher arrived at the conclusions that Neuroticism and introversion have significant influences on adolescents' school social adjustment.

RECOMMENDATIONS

Based on the study findings and the conclusions reached in this research, the following recommendations are made:

1. School should introduce some forms of intervention program aimed at helping those who are highly neurotic tone down those unhealthy and unbecoming pattern of behaviours associated with them.
2. School guidance counsellors and psychologists should introduce in schools diagnostic and intervention based strategic measures aimed at helping school administrators and teachers to have a fair knowledge of their adolescents students who are excessively introverted. By so doing, they will be able to help students who are at the extremes of introversion to adjust and be well adapted socially.

IMPLICATIONS FOR COUNSELLING

1. In order to develop adequate social adjustment among the introverted and neurotic in the classroom, counsellors should ensure that they are able to work together most effectively, understanding their personalities, abilities and needs, and also provide an environment and activities which will help to enhance their self-esteem.
2. Counsellors should create programmes to enable the schools make a way of helping students recognize their place as social contributors through cooperative learning and help-seeking behaviour.
3. Schools should introduce some forms of intervention programmes aimed at helping those who are highly neurotic tone down those unhealthy and unbecoming pattern of behaviours associated with them.
4. School guidance counsellors and psychologists should introduce in schools' diagnostic and intervention based strategic measures aimed at helping school administrators and teachers to have a fair knowledge of their adolescent's students who are excessively introverted. By so doing, they will be able to help students who are at the extremes of introversion to adjust and be well adapted socially

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ENVIRONMENTAL VARIABLES AND ACADEMIC PERFORMANCE OF JUNIOR SECONDARY SCHOOL STUDENT'S IN BASIC SCIENCE IN CALABAR SOUTH LOCAL GOVERNMENT AREA OF CROSS RIVER STATE, NIGERIA

IGWEBUIKE, OSEDUMME, OKRI, JOHN ARIKPO AND OBI, JOY JOSEPH

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ABSTRACT

The main purpose of this paper was to evaluate the extent to which Environmental variables influences secondary school students' academic performance in Basic Science in Calabar South Local Government Area of Cross River State. To achieve the purpose of this study, two research questions were posed and two null hypotheses were formulated and tested at .05 level of significance. Review of literature was carried out according to the sub-variables of the study. The study adopted the descriptive survey design. The population of the study is restricted to all junior secondary three (JSS 3) students in Calabar south L.G.A. of Cross River State with a population of 1830, comprising of 912 males and 918 females respectively. The instrument was "Basic Science Performance Test (BSPT)". Face and content validity of the instrument was done by the supervisors and three experts in Test and Measurement Department Faculty of Education University of Calabar. Kuder Richardson formula 20. (KR-20) was used to determine the reliability of the instruments. From the administered test (BSPT), data was organized and analysed using One-way Analysis of Variance (ANOVA). The findings of the study revealed that the two environmental variables used in the study significantly influences secondary school student's academic performance in Basic Science in Calabar South Local Government Area of Cross River State. The researcher recommends among other things that, the government should make science education free to motivate people to go into sciences discipline which is the bedrock of every economy.

KEYWORDS: Environmental variables, Academic performance, junior secondary school students, Basic Science, Cross River State, Nigeria.

INTRODUCTION

Science is gotten from the Latin word "scientia" meaning "knowledge".

It is hence a systematic enterprise that builds and organizes knowledge in the form of testable explanations and predictions about the universe. Science plays a major role in society, and even

Igwebuike, Osedumme, Department of Curriculum and Teaching, University of Calabar, Calabar, Nigeria
Okri, John Arikpo, Department of Science Education, University of Calabar, Calabar, Nigeria
Obi, Joy Joseph, Department of Science Education, University of Calabar, Calabar, Nigeria

nonscientists can appreciate scientific progress. Because of science, human understanding of the past, present, and future is constantly in a state of flux. Time and distance have been empowered by science. Within a few hours, we are on the other side of the globe. The traditional ploughs and bullocks have been replaced by tractors making agriculture and cultivation an easier process and with science there is also a great improvement in medical sciences like the invitro fertilization that makes it possible for almost everybody to have a child (Esiobu, 2000).

Basic Science in Nigerian schools Science covers Biology, Physics and Chemistry and provides students with the key, or core, scientific ideas and theories. Science education plays a vital role in the lives of individuals and the development of a nation scientifically and technologically (Alebiosu & Ifamuyiwa, 2008). It is widely and generally acknowledged that the gateway to the survival of a nation scientifically and technologically is scientific literacy which can only be achieved through science education. To make her citizens show interest in science education, Nigerian government came up with a policy that 60% of the students seeking admission into the nation's universities, polytechnics and colleges of education should be admitted for science oriented courses, while 40% of the students should be considered for arts and social science courses (Ajibola, 2008). This government's effort cannot be said to have yielded much fruits given the dwindling nature of number of students seeking admission into science-oriented courses in the Nation's tertiary institutions. Integrated science is defined as a cumulative approach of scientific study that synthesizes the perspectives of the individual disciplines, and integrates them during all phases of the approach to a question or problem, with the results having an influence on policy and management decisions (Gallagher et. al. 2008).

Basic Science is a revolutionary introductory science curriculum developed at Princeton, intended for students considering a career in science. By breaking down traditional disciplinary barriers, a year-long course taken in the freshman year provides students with first-rate preparation for a major in any of the core scientific disciplines, and in such a way that helps retain the connections to the other disciplines. The curriculum is founded on the expectation that learning, physical and socio-economic environment and it plays a key role in quality of educational activities of students, as dynamic and living factor. In fact, in science communication,

education is considered as a kind of providing information. In this view, student education not only is influenced by teacher speech, but also numerous other elements are involved in the transmission of the message to him.

According to education experts, in a systematic perspective, school environment and its constituent elements such as student-teacher relationship, teacher teaching method, equipment, etc. as well as other factors can have significant impacts on learners and students. Learning involves the experience of the environment. This environmental experience is in three broad settings, which are, home, the school and the society. The home is the child's first social setting and the parents, the first batch of significant adults that the child associates with (Isangedighi, 2010). The very nature of the family is a very important agency of education. This is because the specific purpose of the family is generation, development and or formation of the offspring. Since the family is the initial take off point of any human being, it then implies that the child's education must begin at home and extend to the society at large. The aim of this study was to investigating the impact of environmental factors (teacher-students relationship, teachers teaching method, parent-child relationship and parental education) on learning and academic achievement of secondary school students.

When teachers form positive bonds with students, classrooms become supportive spaces in which students can engage in academically and socially productive ways (Hamre & Pianta, 2001). Positive teacher-student relationships are classified as having the presence of closeness, warmth, and positivity (Hamre & Pianta, 2001). Students who have positive relationships with their teachers use them as a secure base from which they can explore the classroom and school setting both academically and socially, to take on academic challenges and work on social-emotional development (Hamre & Pianta, 2001). This includes relationships with peers, and developing self-esteem and self-concept (Hamre & Pianta, 2001). Through this secure relationship, students learn about socially appropriate behaviors as well as academic expectations and how to achieve these expectations (Hamre & Pianta, 2001).

The purpose and goals of science education are to, develop creativity in learners, improve scientific and technological literacy of citizens, and prepare citizens for an active contribution towards their own culture and to inculcate the spirit of scientific thinking in the learner. To be

effective in teaching, the teacher must adopt varying strategies to satisfy the varying capabilities of students. There is no single method that meets the entire child's requirement. The teacher needs a combination of methods in order to achieve the goal of a particular lesson especially in the area of sciences (Uche, 1998). American Association for Advancement of Science (1989) argued that, an understanding of science concepts and principles is crucial to developing scientific literacy and meaningful, productive careers which require people who have the ability to learn, reason, think, make decisions, and solve problems as well as engage in scientific discourse. These views have been echoed by National Research Council (1996) which indicates that, scientific literate persons are those who can think, ask questions, and provide logical and coherent answers to any situation in everyday experiences. Constructivist theorists as John Dewey believe that education must engage with and expand experience and that methods used to educate must provide for exploration thinking, reflection and interaction with the environment necessary and uphold democracy (Kliebard, 1992). This research study sought to find out if teachers at Rev. Muhoro School were aware of these goals and how the teaching strategies adopted in class were contributing on performance in sciences

The effect of these environmental variables on academic achievement on students in Basic science was investigated in this work. As a result of the broad variables involved, a few environmental variables like home and school factors was the major concern of this study. The study is therefore meant to answer the question, is there any significant influence of environmental variables on secondary school students academic performance in Basic science in Calabar south, Cross River State, Nigeria?

THEORETICAL FRAMEWORK

This study is anchored on the theory of classical conditioning by Ivan Pavlov (1904).

Ivan Pavlov (1849-1936) was a Russian scientist interested in studying how digestion works in mammals. He observed and recorded information about dogs and their digestive process. As part of his work, he began to study what triggers dogs to salivate. It should have been an easy study: mammals produce saliva to help them break down food, so the dogs should have simply began drooling when presented with food. But what Pavlov discovered when he observed the dogs were that drooling had a much more far-

reaching effect than he ever thought: it paved the way for a new theory about behavior and a new way to study humans. The people who fed Pavlov's dogs wore lab coats. Pavlov noticed that the dogs began to drool whenever they saw lab coats, even if there was no food in sight. Pavlov wondered why the dogs salivated at lab coats, and not just at food. He ran a study in which he rang a bell every time he fed the dogs. Pretty soon, just ringing a bell made the dogs salivate. Pavlov said the dogs were demonstrating classical conditioning. He summed it up like this: there's a neutral stimulus (the bell), which by itself will not produce a response, like salivation. There's also a non-neutral or unconditioned stimulus (the food), which will produce an unconditioned response (salivation). But if you present the neutral stimulus and the unconditioned stimulus together, eventually the dog will learn to associate the two. After a while, the neutral stimulus by itself will produce the same response as the unconditioned stimulus, like the dogs drooling when they heard the bell. This is called a conditioned response. Think of an unconditioned response as completely natural and a conditioned response as something that we learn.

The basics of Pavlov's classical conditioning serve as a historical backdrop for current learning theories (William, Manning & Smith, 2001). However, the Russian physiologist's initial interest in classical conditioning occurred almost by accident during one of his experiments on digestion in dogs (Tarpay, 2005). Considering that Pavlov worked closely with animals throughout many of his experiments, his early contributions were primarily about animal learning. However, the fundamentals of classical conditioning have been examined across many different organisms, including humans (William; Manning & Smith, 2001). The basic underlying principles of Pavlov's classical conditioning have extended to a variety of settings, such as classrooms and learning environments.

Classical conditioning focuses on using preceding conditions to alter behavioral reactions. The principles underlying classical conditioning have influenced preventative antecedent control strategies used in the classroom (Mugulis, 2001). Classical conditioning set the groundwork for the present day behavior modification practices, such as antecedent control. Antecedent events and conditions are defined as those conditions occurring before the behavior (Mugulis, 2001). Pavlov's early experiments used manipulation of

events or stimuli preceding behavior (i.e., a tone) to produce salivation in dogs much like teachers manipulate instruction and learning environments to produce positive behaviors or decrease maladaptive behaviors. Although he did not refer to the tone as an antecedent, Pavlov was one of the first scientists to demonstrate the relationship between environmental stimuli and behavioral responses. Pavlov systematically presented and withdrew stimuli to determine the antecedents that were eliciting responses, which is similar to the ways in which educational professionals conduct functional behavior assessments. Antecedent strategies are supported by empirical evidence to operate implicitly within classroom environments. Antecedent-based interventions are supported by research to be preventative, and to produce immediate reductions in problem behaviors

By implication to this work, a poor environment may not provide stimulation and reinforcement that is needed for academic performance. Students should be active respondents to learning and the learning processes. They should be given an opportunity to actually behave or demonstrate learning. But when a behavior is learned it is easily displayed. Therefore drill, practice repetition of stimulus response habit can strengthen those habits. For example, some believe that the best way to improve reading is to have the students read more and more.

STATEMENT OF THE PROBLEM

Basic Science in Nigeria context treats scientific concepts in a manner free of the restrictions imposed by the arbitrary subject boundaries of the separate sciences. It has a dynamic process approach to the teaching and learning of science. Science is a body of knowledge characterized by unbiased observation and systematic experimentation. In all level of education and in any nation of the world science is the same but the teachings differ. There is no good foundation for teacher teaching science teaching in secondary school especially in the unit discipline under integrated science

Since introduction of Basic science into Nigeria secondary schools a lot of achievement has been

made but at the same time there are many challenges like the presence of unqualified science teachers in secondary schools as one of such challenges. Science is different from all other disciplines and its teaching and curriculum must be different too. Akinola (2006) observed poor teacher's method of teaching and structuring of curriculum as problems of secondary science teaching. Uchenna (2005) affirmed that, the greatest challenge in education in Africa has been the question of curriculum development, especially science curriculum at all levels of education. Maduabum (1991) in a paper titled primary school science teaching in Nigeria: Other challenges include teacher student relationship, home environment and parents' socioeconomic status playing a role in influencing students' performances in science.

Sequel to the challenges above, the researcher was poised to investigate the influence of environmental variables on secondary school students' performance in Basic science in Calabar South Local Government Area Cross River State, Nigeria.

PURPOSE OF THE STUDY

The main purpose of this study is to investigate influence of environmental variables on secondary school students' performance in Basic science in Calabar South Local Government Area Cross River State, Nigeria.

METHODOLOGY

The study adopted a survey research design. The population of the study is restricted to all junior secondary students (JSS 3) in Calabar south L.G.A. of Cross River State. The study area has 30 secondary schools, with a population of 1830, comprising of 912 males and 918 females respectively.

The sample for the study consisted of ten (10) schools; one hundred and fifty junior secondary school students were used for the study. From each junior secondary school, 15 sampled students were taken, making a total sample of 150 used for the study. The brake down of study sample is shown in Table 1.

TABLE 1: Sample distribution by gender

S/N	Name of School	Total	Male	Female	Total
1.	Calabar Academy, Mayne Avenue	200	7	8	15
2.	Modern Comprehensive Collage Ekpo Abasi	200	7	8	15
3.	Government Technical College Mayne Avenue	200	7	8	15
4.	Holy Child Secondary School Goldie	200	7	8	15
5.	Government Science School Idang	200	7	8	15
6.	Pin Margaret Commercial Secondary Sch. Atakpa	200	7	8	15
7.	Duke Town Secondary School Henshaw Town	200	7	8	15
8.	Government secondary School Anantiga	200	7	8	15
9.	Government Science School Atu	200	7	8	15
10.	Government Secondary School Atu	200	7	8	15
Total		1,830	70	80	150

The instrument used in collecting data is Basic Science Performance Test (BSPT) to test students' academic performance.

Research questions

1. Is there any significant influence of teacher-students' relationship on students' academic performance in Basic science in Calabar South Local Government Area Cross River State, Nigeria?

2. How does teaching method influence students' academic performance in Basic science in Calabar South Local Government Area Cross River State, Nigeria?

Research hypotheses

1. There is no significant influence of teacher-students' relationship on students' academic performance in Basic science in

Calabar South Local Government Area Cross River State, Nigeria

2. There is no significant influence of teacher's teaching method on students' academic performance in Basic science in Calabar South Local Government Area Cross River State, Nigeria

Presentation of result

The data in both variables wear analysed using One-way Analyses of Variance (ANOVA), at .05 significant level and 2 and 147 degrees of freedom

Hypothesis 1 There is no significant influence of teacher-students' relationship on students' academic performance in basic science in Calabar South Local Government Area Cross River State, Nigeria. Result presented in Table 2.

Table 2: ANOVA analysis on influence of teacher-students' relationship on basic science performance

S/N	Teacher-Students' Relationship	N	\bar{X}	Sd
Variable				
	Low	39	7.11	2.93
	Average	53	8.42	3.85
	High	58	6.32	2.63
	Total	150	5.62	3.14
Source of Var				
	B/W Group	683763	2	418.82
	Within Group	368002.10	147	160.45
	Total	1051765.1	149	
				F-cal
				4.62*

*Significance of groups at $p < 0.05$, $df = 2$ and 147 , $\text{crit } f = 3.20$

From table 2, it could be observed that the calculated F-value of 4.62 is higher than the critical f- value of 3.20, required for significance at 0.05 level with 2 and 147 degree of freedom. The null hypothesis is therefore rejected. Implying that teacher-students' relationship does not influence students' academic performance in basic science in Calabar South Local Government Area of Cross River State, Nigeria.

Hypothesis 2: There is no significant influence of teacher's teaching method on students' academic

performance in basic science in Calabar South Local Government Area Cross River State, Nigeria

The independent variable in this hypothesis is teacher teaching method. The dependent variable in this hypothesis is students' academic performance in basic science. One way analysis of variance (ANOVA) was the statistical tool used for this data analysis. Result of the analysis is presented in Table 3.

TABLE 3: One-way analysis of variance of the influence of teachers' teaching method on students' performance in basic science

S/N	Teachers Teaching Methods	N	\bar{X}	Sd	
	Variable				
	Poor	35	7.11	2.93	
	Fair	65	8.42	3.85	
	Good	50	6.32	2.63	
	Total	150	5.62	3.14	
	Source of Var	SS	Df	Ms	F-cal
	FRCP b/w Group	683763	2	418.82	
	Within Group	368002.10	147	160.45	4.53*
	Total	1051765.1	149		

*Significance of groups at $p < 0.05$, $df = 2$ and 147 , $\text{crit } f = 2.30$

From Table 3 above, it could be observed that the calculated F-value of 4.53 is higher than the critical F-value of 3.20, required at 2 and 147 degree of freedom respectively. The null hypothesis is therefore rejected. Implying that, there is a significant influence of teachers' teaching method on students' academic performance in basic science.

DISCUSSION OF FINDINGS

• Teacher-students' relationship and students' academic performance in basic science

The result of hypothesis one show that there is indeed a significant influence of teacher-students relationship on students' performance in integrated science. The conclusion was sequel to the fact that F-calculated value of 4.62 is higher than F-crit. of 3.20 tested at .05 sig. level and 2 and 147 df. Thus the null hypothesis was rejected and the alternate hypothesis retained meaning that there is a significant influence of teacher-students relationship on students' performance in integrated science.

This finding is in line with Asuquo (2010), who explains that clear understanding of the behavior

of teacher and students towards one another will certainly improve their interactions and ultimately teaching and learning activities. This is because relationship with students is an important feature of a teacher's life and may exert a considerable influence on their classroom behavior. Although most research regarding teacher-student relationships investigate the elementary years of schooling, teachers have the unique opportunity to support students' academic and social development at all levels of schooling (Baker et al., 2008).

• Teacher teaching methods and students' academic performance in Basic science

The result of hypothesis one show that there is indeed a significant influence of teachers teaching method on students' performance in basic science. The conclusion was sequel to the fact that F-calculated value of 4.53 is higher than F-crit. of 3.20 tested at .05 sig. level and 2 and 147 df. Thus the null hypothesis was rejected and the alternate hypothesis retained meaning that there is a significant influence of teachers teaching method on students' performance in basic science.

This finding is in line with American Association for Advancement of Science (1989) argued that, an understanding of science concepts and principles is crucial to developing scientific literacy and meaningful, productive careers which require people who have the ability to learn, reason, think, make decisions, and solve problems as well as engage in scientific discourse. These views have been echoed by National Research Council (1996) which indicates that, scientific literate persons are those who can think, ask questions, and provide logical and coherent answers to any situation in everyday experiences.

RECOMMENDATIONS

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

1. Teacher-students relationship should be more cordial to give every student equal opportunities to learn.
2. The teacher should be given on job training through compulsory seminar/workshops on the new improve methods of teaching sciences to enhance their teaching and promote students understanding of science concepts.
3. Parents should be more concerned about their children educational welfare and be ready to advise them and solve their finances problem
4. Finally, the government should make science education free to motivate people to go into sciences discipline.

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RESOURCE SUPERVISION AND TEACHING EFFECTIVENESS: PERSPECTIVES OF PHYSICAL AND HEALTH EDUCATION LECTURERS IN TRAIN-THE-TRAINER INSTITUTIONS IN NIGERIA

LEVI UDOCHUKWU AKAH, MARTINA AYIBEYA APIE, JOSEPH ODEY OGABOR,
NSAHA NKANG OSAJI, EMMANUEL AHUEANSEBHOR AND STEPHEN USHIE AKPA

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ABSTRACT

The study assessed perspectives in the supervision of human and material resources and its contribution to the teaching effectiveness of Physical and Health Education Lecturers' in Colleges of Education in South-South region of Nigeria. Two null hypotheses were formulated based on the specific objectives of the study. A 35-item questionnaire was developed by the researchers and used for data collection. A sample of 69 Physical and Health Education lecturers from 7 colleges out of 12 who offer Physical and Health Education were selected through the status sampling technique. Pearson Product Moment correlation was used in data analyses. It was revealed that teaching effectiveness of Physical and Health Education lecturers had significant relationship with the supervision of human resources in the colleges of education; also, involvement of lecturers in facilities supervision had significant influence on Physical and Health Education lecturers teaching effectiveness. Based on the findings, it is concluded that human resource and facilities supervision are institutional predictors of Physical and Health Education lecturers teaching effectiveness in these colleges of education. It was recommended that staff selection process should strictly be supervised by credible academics and recruitment based on merit. In addition, that lecturer (human resource) should be given opportunity to develop their professional capacities, through in-service training, conference and workshop. Thirdly, Lecturers of Physical and Health Education should be made to participate in practical supervision of equipment, facilities and other materials used in the facilitation of physical and health education activities.

KEYWORDS: Facilities supervision, Human resource, Perspectives, Physical education lecturers, Teaching effectiveness, Train-the-trainer institutions.

INTRODUCTION

Education, apart from being the most powerful instrument for social progress, is the greatest power yet known to man for his improvement.

However, like every goal-oriented organization, adequate supervision of both human and material resources is paramount, if the goals and objectives of such organization must be accomplished.

Levi Udochukwu Akah, Department of Human Kinetics and Health Education, University of Calabar, Nigeria
Martina Ayibeya Apie, Department of Human Kinetics and Health Education, University of Calabar, Nigeria
Joseph Odey Ogabor, Department of Human Kinetics and Health Education, University of Calabar, Nigeria
Nsaha Nkang Osaji, Department of Human Kinetics and Health Education, University of Calabar, Nigeria
Emmanuel Ahueansebhor, Department of Human Kinetics and Health Education, University of Calabar, Nigeria
Stephen Ushie Akpa, Department of Human Kinetics and Health Education, University of Calabar, Nigeria

Human resources supervision includes selection and recruitment, induction and orientation, development programmes, performance appraisal and promotion, retirement as well as industrial relations (Schermerhorn, Hunt and Osborn, Idih, Peretomode and Graham in Herman, 2007). Where proper and adequate supervision is omitted, the incompetent personnel may be engaged and would surely breed poor results and undesirable attitudes in task of grooming intellectuals, a functional and productive labour force. It may be important to note that supervision transcend all levels in the educational system. However, this will be more critical in the process that produces the teacher. When proper supervision is omitted in this process, train-the-trainer institutions (Colleges of Education) may end up producing incompetent or half-baked teachers. This would definitely have a spiral and ripple effect on the entire educational system, and the nation at large. The researchers also believe that it is easier to supervise a competent staff, in that if the necessary working conditions are put in place, such staff will perform very high in his or her job. Such a well trained workforce will definitely be innovative and productive. But what can an incompetent teacher/workforce do? Absolutely nothing, except constituting herself a liability. Thus, the place of supervision cannot be over emphasised in teaching effectiveness of the PE teacher who needs to be alert, creative, able and ready to improvise where need arises; in order to make well rounded, socially, physically and emotionally balanced workforce in the teaching profession.

The fundamental considerations upon which business organizations are established are productivity, profitability and efficiency, which are highly dependent on individuals' educational attainment (Afe, 2003). The attainment of an organization's primary aim is dependent upon education, productivity and profitability. Andrew (2007) noted that organizations of all kinds should be regularly called upon to provide evidence of their effectiveness or performance after the content and context of the school. In another dimension, James (2011) posited that educational evaluation is a professional responsibility for academic staff. The preparation of the would-be teacher or academic staff requires a multi-dimensional approach and multidisciplinary exposures. It was in this vein that the National Policy on Education (2004) made physical and health education a

compulsory/core course for the teacher in training in all colleges of education in Nigeria.

Physical education can be beneficial to an individual in the development of a positive self-image (Ekperign & Uti, 2000). From the social perspective, physical education competence is essential for the preparation of an informed citizenry and the production of highly skilled personnel required by industries and institutions. Without highly skilled personnel, no nation in the modern world can progress or become economically viable or independent. The progress and development of a nation depends upon the volume of her scientific and technological advancement, which can only result from the contribution of physically, mentally, and socially healthy individuals.

In the school system, the learners are very important; they are the centre of concentration or attraction. Facilities are procured to make learning possible and enhanced. The teachers are employed to facilitate the teaching and learning process. There is an adage by Federal Government of Nigeria (FRN, 2004:9) that "if you can read and write, thank your teacher". The teachers at all levels of education need to be valued. At the primary level, the teacher lay the solid foundation; at the secondary level, the teacher help the learner to realize who he is and what he can do; at the tertiary level, they help the learners to specialize and enter the labour market. As noted by Afe (2003), generally teachers, especially in Nigeria are often caricatured and ridiculed. They work in crisis ridden environment; often frustrated, humiliated, given derogatory names; treated like beasts and sinners against government, their employers, parents, society and even the student they labour to teach and turn into self-reliant citizen.

Unfortunately, teachers are often neglected, even though they are the ones that actually prepare and produce the work force needed for employment. Andrew (2007) posited that, teachers at all levels of education are not fairly treated in Nigeria. This apart, poor funding of education results in inadequate tools and materials to enhance teachers' teaching effectiveness. In contemporary colleges of education, it has been observed that the problem of inadequate resources due to dilapidation and increased intake of student teachers, including scarcity of physical education facilities/equipment has not changed; hence, the complaint by physical and health education lecturers about poor teaching materials and facilities in their

departments. This has resulted to a seeming or apparent ineffectiveness in their job delivery. The apparent ineffectiveness of the teacher trainer would definitely have a ripple effect on the quality of labour force they produce which may manifest in their poor job delivery. There seem to be evidence that low performing teachers skip work more often and are more likely to resign or pursue other vocations at the expense of the teaching profession for which they are supposedly trained. This apathy or lack of innovative skill among many in the teaching profession today seems to be overwhelming. Many in the profession appear to be there for the gains rather than productivity. Teachers who are satisfied with the teaching profession tend to more productive, and have better health and appear to live longer and exhibit a level of satisfaction on the job. These observed problems motivated the researchers to conduct this study. This research will be useful to college of education administrators to enhance institutional variable and improved teaching effectiveness. In addition, it will enable physical education lecturers identify their roles to enhance their teaching effectiveness.

LITERATURE REVIEW

SUPERVISION OF RESOURCES

Every administrator has a great task of supervising the staff in order to achieve the goals of the organization. This is because qualified personnel's human resource plays a prominent role in the supervision of other resources, such as materials, equipment and facilities as well as money entrusted into their care. Many activities are involved in human resources supervision, but the major ones as enumerated by Schermerhorn, Hunt and Osborn, Idih, Peretomode and Graham in Herman (2007) include planning, recruitment and selection, induction and orientation, development programme, performance appraisal and promotion, retirement as well as industrial relations.

Human resource supervision as defined by Graham in Henman (2007) is an attempt to forecast how many and what kind of employee will be required in future, and to what extent this demand is likely to be met. Ayuokoaguo (2013) pointed out that candidate with strong personality traits are generally selected for appointment. This has often resulted in eliminating the unqualified from working in the system. Where proper and adequate supervision is omitted, the incompetent personnel would surely breed poor results and

undesirable attitudes in student towards education. The researchers believe that it is even easier to supervise a competent staff in that if the necessary working condition are put in place such staff may perform very high in his or her job, but in the case of an incompetent lecturer what can be done to make him/her perform well? Absolutely nothing! Therefore, if the Departmental Heads must supervise the lecturer effectively and efficiently they must have a hand in the recruitment and selection process.

In a study carried out by Odoegbulem (2013) to investigate the strategies adopted by principles in Owerri educational zone in the supervision of human resources, using 100 principals; found out that amongst other factors, organizing workshops and enlightenment programme for staff, providing staff with teaching equipment and facilities, were accepted strategies for principals supervisory effectiveness.

The involvement of physical education lecturers in the supervision of facilities and equipment is as not only a cost saving or cost reduction device, but also it promotes initiative, sense of belonging and professionalism among lecturers in colleges of education. As is the case in industrial production, (Eteng, 2003) asserted that the spirit of creative thinking must pervade the conscious minds of a company's engineer, development engineers and production engineers. Without it, the company stands the risk of being out witted by the more imaginative competitors in the market place.

This submission is a true representation of the position of lecturers in colleges of education in Nigeria of the 21st century. It shows clearly the aspect of their professional roles which if neglected, for lack of appropriate involvement in facilities and equipment planning and development, can lead to poor teaching effectiveness. This is because the materials usually provided by the institutional administrators are not adequate, may be below standard and specification, in most cases they are not available, hence the need for them to do whatever they can to improvise instructional materials for effective teaching and learning. Therefore, the head of department should involve the lecturers in the production improvisation of equipment and supervision of these aids as in case of "reading primers" for students with disability (Etor, 2001, Apie, Akah, Ogabor, Usoro & Ukpong, 2021)

Maduwesi (2005) believed that supervision of facilities, equipment should be participatory by all concerned, and this can be achieved if the

wellness status of the person involved is taken into consideration. Ogabor, Saba, Ahuensebhor and Apie (2014) opined that wellness is largely achieved by individuals who properly manage his or her life style and resources, paying attention to aspect of a healthy life style or having such physical powers to contribute to the effective management of materials resources

TEACHING EFFECTIVENESS

Bassey (2012) conducted a study on the role of motivation on the efficient performance of teachers. Using a sample of 300 teachers, Bassey found out that there is a significant influence of training (in-service training, workshops, and seminar) on the level of job performance of teachers in educational institution. This emphasizes the need for the head of department in colleges of education to utilize any available opportunity to recommend lecturers for staff development programmes, conferences, workshops and so on, with a view to enhancing their efficiency at work, as well as for improved level of teaching effectiveness among them. The head of department should not practice favouritism when opportunity for training programme arises. According to Aguokoaguo (2013), recommendation for training should be done on merit.

In a study carried out by Ajayi (2001) on an investigation to find out whether there is relationship between workers' level of teaching effectiveness and involvement in the universities of Ibadan and Ilorin, using a sample of 200 lecturers, the finding revealed that there is a significant relationship between lecturers job involvement and performance in work itself. Ideally, this also applies to senior workers like administrative staff and lecturers in colleges of education who work under the same condition of service and job involvement. This view was upheld by Bassey (2005) when he submitted that the terms and conditions of service for teaching and non-teaching staff in our schools system are the same with their counterparts in the civil service. Therefore, the head of department should involve the lecturers in equipment production through improvisation of instructional aids and in the supervision of these facilities and equipment in the careful use and storage of equipment after each class. Effective teaching helps students learning. It has become even more important as the emphasis on quality in higher education has increased. According to him, teaching effectiveness involves continuously

developing one's own skill and professionalism in order to better and improve the learner's achievement. It also has the component of engaging students at all levels of ability rather than teaching to the middle and readily identifying those levels in students. The author further identified four core component of teaching effectiveness to include Self-control, classroom design technique, teaching to appropriate behaviour, and student-teachers' relationship.

PURPOSE OF THE STUDY

The main purpose of this study was to ascertain whether the supervision of resources predict the teaching effectiveness of physical education lecturers. Specifically, the study sought to:

1. Find out whether the supervision of human resources has any relationship with the teaching effectiveness of physical education lecturers in colleges of education;
2. Establish whether the supervision of facilities has any relationship with the teaching effectiveness of physical education lecturers in colleges of education.

RESEARCH QUESTIONS

The following research questions were formulated to guide the study.

1. To what extent does the supervision of human resources relate with the teaching effectiveness of physical education lecturers in colleges of education?
2. To what extent does the supervision of facilities relate with the teaching effectiveness of physical education lecturers in colleges of education?

METHODOLOGY

Ex-post facto research design was adopted for this study. Isangedighi, Joshua, Asim and Ekuri (2004) state that, Ex-post facto is a systematic empirical inquiry, in which the researcher does not have direct control of independent variables because their manifestation have already occurred or because they are inherently not manipulable. This design was considered because it enabled the researchers study the phenomena after they had occurred.

The population for this study was made of all the physical education lecturers in both federal and state colleges of education in south-south Nigeria. The total population of lecturers is 69, distributed across seven colleges of education that offers Physical Health Education (PHE) out of the 12 colleges of education in the zone. The

census technique was implemented in view of the fact that the total population of physical education lecturers in both Federal and State Colleges of Education in the zone is small. Sambo (2005) argued that a study that covers the whole population of interest and describes the situation in totality is called status or census study.

The instrument for data collection was a structure questionnaire which was constructed on a 4-point modified Likert scale option titled "Resource Supervision and Teaching Effectiveness Questionnaire (RSTEQ). The RSTEQ was used to collect information from both the demographic data and institutional variables of human resource supervision and lecturer's involvement in facilities supervision. Also, the dependent variable of the study teaching effectiveness was sub-divided into 4, based on the categories of the major variables; (i) Measured teacher self-control; (ii) Measured classroom design technique; (iii) teaching to appropriate behaviour; (iv) student-teachers relationship.

The instrument used for data collection went through content and face validity. This was done

by using two experts in measurement and evaluation, and Human Kinetics and Health Education Departments respectively, of the University of Calabar. Reliability of the instrument was ascertained through a trial test in which Cronbach Alpha method was used. The reliability coefficient obtained ranged from 0.68 to 0.86. Six trained research assistants did data collection. The purpose of the study was made known to the respondents who voluntarily and willingly responded to the instrument. Retrieval of the instrument was done on a different day within same week.

RESULTS

Teaching effectiveness of Physical education lecturers is not related to institutional variable of human resource supervision in college of education. To test this, the Pearson Product Moment Correlation Coefficient (r) analysis was employed. The result of the analysis as tested through all the four sub-scale of the dependent variable are presented in table 1.

TABLE 1: Pearson Product Moment Correlation Analysis of the relationship between the supervision of human resources and the teaching effectiveness of physical Education lecturers teaching effectiveness. N = 69

Variable	Mean	Std. Div	r-cal
Supervision of human resources (x)	14.281	3.173	
Self-control (y ₁)	14.522	2.934	0.563*
Class room DES Tech (y ₂)	14.812	3.243	0.387*
Teach APPr BHNR (y ₃)	15.464	2.816	0.357*
STU TEACH REL (y ₄)	16.377	2.250	0.410*

* Significant at P<.05, df = 67, crt-r = 0.195 (2 tailed)

From table 1 the calculated r values of 0.563*, 0.387*, 0.357* and 0.410* were all found to be greater than the critical r-value of 0.195 needed for significance at 0.05 alpha level, with 67 degrees of freedom. With these results, the null hypothesis was rejected for all sub-scales of the dependent variable. This means that teaching effectiveness of Physical Education lecturers is significantly influenced by the supervision of human resources in colleges of education. Further observation of the calculated r-values shows that they were all positive, this is indicative that the more and higher the rate of the supervision of human resources, the more

effective lecturers of Physical Education become in colleges of Education particularly in terms of self-control, classroom design technique, teaching to appropriate behaviour and students-teacher relationship respectively.

There is no significant relationship between the supervision of facilities and the teaching effectiveness of Physical Education lecturers (operationalized into four dimensions: self-control, classroom design technique, teaching to appropriate behaviour and student-teachers relationship). To test this, Pearson Product Moment Correlation analysis was used and the result of the analysis presented in table 2.

TABLE 2: Pearson Product Moment Correlation Analysis of the relationship between the supervision of facilities and the teaching effectiveness of Physical Education lecturers. N = 69

Variable	Mean	Std. Div	r-cal
Facilities supervision (x)	16.732	3.524	
Self-control (y ₁)	14.522	2.934	0.487*
CLRM DES TECH (y ₂)	14.812	3.243	0.580*
TEACH APPr BHNr (y ₃)	15.464	2.816	0.368*
STU TEACH REL (y ₄)	16.377	2.250	0.270*

* Significant at $P < .05$, $df = 67$, $crit-r = 0.195$ (2 tailed)

From table 2 all the calculated r-values of 0.487*, 0.580*, 0.368* and 0.270* were found to be higher than the tabulated r-value of 0.195 needed for significance at 0.05 alpha level with 67 degrees of freedom. With these results, the null hypothesis was rejected across all the dimensions of the dependent variable. This means that there is significant relationship between the supervision of facilities and the teaching effectiveness of Physical Education lecturers in colleges of education. From the table, it could be observed that all the calculated r-value were positive. This indicated that the more the involvement in facilities supervision the higher the teaching effectiveness of Physical Education lecturers in college of Education.

DISCUSSION

The statistical analyses of this hypothesis have led us to the understanding that the supervision of human resources significantly contributes to the teaching effectiveness of Physical Education lecturers in colleges of education. Further more, that the more or higher the rate of the supervision of the human resources, the higher the teaching effectiveness of the crop of Physical Education lecturers in colleges education. This finding agree fervently well with Udo and Akpa (2007) and Akpa (2008) who in their separate studies recognized human resources as being of great important to any organization or nation as it constitutes not only a usable commodity but also a factor upon which the achievements as well as national advancement in society depends upon its interaction with other resources in the social system.

Corroborating the above facts, Herman (2007); Bassey (2012) saw human resources supervision as an onerous task of coordinating of all other resources of a nation (or of an organization like an academic institutional set-up) to achieve not only the objectives of the organization but also the satisfaction and development of the staff. The study also concurs with Aguokoaguo (2013) who

identified that such supervisory activities like human resource planning, recruitment and selection, induction and orientation, development, programmes, performance appraisal and promotion, retirement as well as individual relations, are all related to the role of head of department as supervisor.

The statistical analyses of hypothesis 2 of this study made it clear that there is significant relationship between the supervision of facilities and Physical Education lecturers' teaching effectiveness in colleges of education. The more lecturers are involved in facilities supervision the higher their teaching effectiveness in their institutions. This indeed concurs very well with Eteng (2003) who in his study found out that involvement of Physical Education lecturers in supervision of equipment and facilities is not only as a cost-serving or cost-reduction device, but it promotes initiative, sense of belonging and professionalism among lecturers in colleges of education. It also concurs with Etor (2011) who asserted that this representation shows clearly the aspect of their professional roles which if neglected for lack appropriate involvements in facilities and equipment planning and development may lead to poor teaching effectiveness. The study that was carried out by Ajayi (2001) revealed that there is a significant relationship between lecturers' job involvement and performance in work itself. This view is correlated by the findings of Bassey (2005), who submitted that the term and conditions of service for teaching and non-teaching staff in our school's system are the same with their counterparts in the civil service.

CONCLUSION

Based on the findings of the study, the following conclusions were made: That teaching effectiveness of Physical Education lecturers has significant relationship with human resource supervision. On the same note, involvement of Physical Education lecturers in supervision of

facilities had significant influence to the teaching effectiveness. Therefore, all are institutional predators of physical education lecturers' teaching effectiveness.

RECOMMENDATIONS

On the basis of the findings and conclusions, it was recommended that:

1. The lecturers should be given opportunity to develop their professional capacities through in service course, conference and workshop.
2. Lecturers of Physical Education should be made to participate in practical supervision of equipment, facility and other materials used in the facilitation of physical education activities.
3. The government (Federal and State) is a major stake-holders in the colleges of education system should beef up number of Physical Education lecturers.

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LEADERSHIP DEVELOPMENT PRACTICES AND SECONDARY SCHOOL EFFECTIVENESS FOR SUSTAINABLE GROWTH AND DEVELOPMENT IN CALABAR MUNICIPALITY AREA OF CROSS RIVER STATE

OKOI, I. I., OGBECHE, M. M. AND ETIM, CAROLINE EPHRAIM

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ABSTRACT

This study aimed at determining the influence of leadership Development Practices and secondary School Effectiveness for sustainable growth and development in Calabar Municipal Area of Cross River State. Two research questions were stated to direct the study. Descriptive survey design was adopted. The population of the study consists of 32 principal and vice Principals in 16 schools. The sampling technique adopted for this study was census. The sample size is 32 principals and vice principals. Questionnaire title Leadership Development Practices and Secondary School Effectiveness Questionnaire (LDPSSEQ) was used for data collection. A reliability estimate of 0.61 and 0.76 was obtained using Cronbach alpha. Mean and standard deviation was used in data analysis. The result revealed a positive influence of succession planning, ($x=3.92$, $SD=0.56$) mentoring ($x=3.91$, $SD=0.55$) on school effectiveness. It was therefore recommended that the Ministry of Education should provide opportunities for leadership growth and development through on-the-job training, reflective practices, and assigned field experience in order to enhance school effectiveness.

KEYWORD: Leadership Development Practices, succession planning, mentoring.

INTRODUCTION

Education is the bedrock of development of any nation. This is the reason that a government invest in the education of citizens.

Secondary education, a sub-set of the education level is very necessary in human capital formation. It therefore, presupposes that the provision of qualitative education is the sine quo non for the attainment of the goals for secondary

Okoi, I. I., Department of Educational Administration and Planning Faculty of Education University of Calabar, Calabar, Nigeria

Ogbeche, M. M., Department of Educational Administration and Planning Faculty of Education University of Calabar, Calabar, Nigeria

Etim, Caroline Ephraim, Department of Educational Administration and Planning Faculty of Education University of Calabar, Calabar, Nigeria

education.

It has been observed in the recent past that secondary education in Calabar Municipal area are not living up to expectation in delivering quality products expected of the system. Many problems seem to be bedeviling the secondary school system thereby making the system ineffective. Schools need to be able to deliver the good tidings expected of them at every point in time. School effectiveness in this contexts refers to the extent to which schools are able to accomplish their predetermined objectives. School effectiveness transcends beyond student passing their final examinations. It also encompasses students attainment in other domains of learning (the affective and the psychomotor domains). According to Barele (2002), these other domains apart from having influence on the cognitive achievement, also make the beneficiary of the education system, live a fulfilled life and contribute meaningfully to the development of the society.

Observations have shown that today, there is persistent poor performance of students in both internal and external examinations (Adeyemi 2008) has shown in his research the extent of the poor performance of students in public examinations. The mass failure of students in public examinations has no doubt made parent lose confidence in the ability of the public school to produce good products. Observations have also shown that there is a high rate of indiscipline in the secondary schools. According to Oladele (2016), there is evidence of student's moral paucity that are more conspicuously seen in the high crime in the society and that of higher institutions.

Developing leaders is a formidable challenge for today's global organization, be it the school or business environment. The deficit of leadership talent is widely cited as the greatest limits of growth. It is on this note that, Sunday, Obogo and Adie (2021) stated that individual, groups including government have in various ways engaged in activities aim at improving the level of our national development. Cracking the code on developing effective leadership has the potential of conferring incredible competitive advantage and organizational increase, profitability and organizational development (Hundle, 2008).

Headship in school is usually for a period of time. Despite the huge responsibility, a school principal will not serve a school forever, there will be changes in the personnel caused by retirement of the principal. Good school management requires that the administrative

head hands over to a successor at the end of the tenure of office. The change in the principal creates a situation known as leadership succession (Okpa, Okoi and Uchendu, 2016).

One of the most significant factors affecting the life of a school and the strength of it improvement is the leadership succession (Hargreaves, 2005). The cost of building an effective school administrator through appropriate placement, transitional guidance, and mentoring is small compared to the cost of repairing the damage done by an ill-prepared leader. In fact, any funds channeled into creating a quality mentoring programme could be viewed as a cost-effective way to run the school (Wallace, 2009).

The idea of finding a successor to a serving principal in the school organization is a process that should be carefully planned and executed methodically. Building infrastructural leadership capacity in our secondary schools should be the function of the Ministry of Education. Unfortunately, because of the large number of school leaders who are eligible to retire and the number each year of those who choose to do so, leadership development practices is becoming imperative for all systems (Fink & Brayman 2004).

This study is limited to the following leadership practices; these are succession planning and mentoring. The essence of succession planning is for school systems to have plans in place that can address the issue of the need for leadership that continuously cultivates future leaders who are skilled in the abilities to bring about continuous improvement. (Okpa, Okoi & Uchendu, 2016).

Succession planning ensures that future leaders are prepared by developing a pool of people with a range of leadership competencies. The focus is on future requirement and providing high potential and high performing employees with developmental experiences that will enable them to meet the future demand of the organization. It is based on this that Rothwell (2010) stated that succession planning ensures leadership continuity in key positions, retaining and developing intellectual and knowledge capital for the future and to also encourage individuals.

Another leadership development practices is mentoring this involve a more knowledgeable and more experienced person developing some specific skills that will enhance the less experienced person's professional and growth. Okpa, Okoi & Uchendu (2016) stated that mentoring plays a nurturing role in guiding those new in administrative positions through the first

critical years and in providing them tools and skills needed in actual practice. The mentoring strategy of succession planning entails pairing an experienced and highly successful educator with a less experienced colleague. Regular interaction between both allows the discussion of professional goals, new idea, as well as effective strategies that may lead to the achievement of school goals and improvement in students learning (Mgbekem 2004).

Realizing the importance of the position and to minimize the effect of poor leadership is a critical need to plan ahead for the perfect fit for effective succession, it is based on this that this study aimed at determining the influence of leadership development practices and secondary school effectiveness for sustainable growth and development in Calabar Municipality Council of Cross River State.

STATEMENT OF PROBLEM

The issue of secondary school effectiveness has caused so much attention. Observations have shown that today, there is a persistent poor performance of students in both internal and external examinations. The mass failure of students in public examinations has no doubt made parents lost confidence in the ability of the public schools to provide good products that will contribute to the development of the society.

Observations have shown that there is so much laxity, absenteeism, lateness and low commitment on the part of teachers. Observations have also shown that there is a high rate of indiscipline in the secondary schools. The perceived ineffectiveness of the secondary schools in Calabar Municipal Local Government area could be attributed to several factors such

as lack of motivation, none payment of regular salaries, lack of staff development programmes etc, but this study was restricted to leadership development practices as a potent factor in school effectiveness. Therefore, to what extent does leadership development practices influence school effectiveness in Calabar Municipal council?

RESEARCH QUESTIONS

The following research questions were stated to guide this study.

1. To what extent does succession planning influence school effectiveness?
2. To what extent does mentoring influence school effectiveness?

METHODOLOGY

This study adopts description survey design. The population of the study consist of thirty two principals and vice principals. The sampling technique adopted for this study was census. Sixteen (16) principals and sixteen (16) vice principals were use as sample size given a total of 32 respondents. Questionnaire titled: Leadership Development Practices and School effectiveness Questionnaire (LDPSEQ) was used for data collection. The questionnaire was divided into two sections A and B. Section A considers demographic data of respondents while section B was 12 items statement, six items for each variable. A reliability estimate of 0.61 and 0.75 was obtained using Cronbach alpha reliability.

RESEARCH QUESTION

To what extent does succession planning influence school effectiveness?

Table 1: Mean and standard deviation of respondent on succession planning and school effectiveness

S/N	Items	Mean	SD	Decision
1	The organization is in excellent condition to manage succession	4.71	0.98	Agree
2	The board evaluates its process to manage its own leadership succession	3.81	0.78	Agree
3	The board reviews and updates its governance plan (including term limit)	4.22	0.86	Agree
4	The ministry knows when it need to start to create a viable plan for succession	2.87	0.28	Disagree
5	There is systematic means to identify possible replacement needs from retirement or other predictable losses	4.08	0.35	Agree
6	Objectives have been established for succession planning in the school organization	3.98	0.16	Agree
TOTAL/AVERAGE		3.92	0.56	

The result in table one showed the views of the respondents on leadership development practices in terms of succession planning and school effectiveness. The result showed a mean rating of 4.71, 4.22, 4.09, and 4.08 with a standard deviation of 0.98, 0.86, 0.35 and 0.16 respectively. This result implies that there is a positive influence of succession planning on school effectiveness. The result of the table also

showed a mean rating of 3.81 and 2.87 with a standard deviation of 0.78 and 0.28 below the total average scores of 3.92. These two items reveal that succession planning as a measure of leadership development practice is relatively low.

RESEARCH QUESTION

To what extent does mentoring influence school effectiveness?

Table 2: Mean and standard deviation of respondents based on mentoring and school effectiveness.

S/N	Items	Mean	SD	Decision
1	There is a carefully formulated materials that new work through when they first commence at this school	4.03	0.82	Agree
2	Careful consideration is given to the pairing of mentors with new teachers	3.48	0.29	Disagree
3	Mentor and new teacher have sufficient time allocated to meet and work together.	3.95	0.41	Agree
4	School leaders provide active, direct support for both new teacher and mentor.	3.98	0.75	Agree
5	Mentor and new teacher work in close physical proximity	4.06	0.31	Agree
6	Mentor and new teacher are teaching the same subject, level/class	4.00	0.74	Agree
TOTAL/AVERAGE		3.91	0.55	

The result of table 2 shows that the news of the respondents of leadership development practices in terms of mentoring and school effectiveness shows a mean rating of 4.03, 3.95, 3.98, 4.06 and 4.00 with a standard deviation of 0.83, 0.41, 0.75, 0.31 and 0.74 respectively which is relatively high in terms of mentoring with the mean ratio of 3.48 and the standard deviation of 0.29 shows relatively low in terms of mentoring and school effectiveness. The result therefore implies that mentoring as a measure of

leadership developing practice has an influence on school effectiveness.

DISCUSSION

The result of research question one revealed a positive influence of succession planning as a leadership development practice measure in school effectiveness. The result of this study implies that teachers and vice principals who have not acted as a principal have very limited and inaccurate perception of the role. Succession planning entails giving teacher's opportunities to

develop and understanding of leadership roles such as providing information session outlining information of particular jobs (Fink and Brayman 2004).

The result of this finding also implies that acting in a leadership role has a significant and positive impact on teacher's leadership aspirations. Schools can increase acting leadership opportunities, these can be short term, or four days while the principal attends a conference, or longer term while a senior staff member is on leave. Even short term acting experiences have a positive impact if they are genuine leadership opportunities and not simply sitting in the principal's chair and contacting them via their mobile phone every time a decision has been made. Longer term acting positions can be noted around a number of staff, providing two or three staff members the opportunity to act in a leadership role for a month to a term at a time. It is on this basis getting finding that Wallace (2009) stated that the idea a finding a successor to a serving principal in the school organization is a process that should be carefully planned and executed methodically. It is on this note that Okpa, Okoi and Uchendu, (2016), stated that despite the huge responsibility, a school principal will not serve a school forever, there will be changes in the personnel caused by retirement of the principal. Thus, school management requires that the administrative head hands over to a successor at the end of the tenure of office. The change in the principal creates a situation known as leadership succession.

CONCLUSION

Strategic succession planning at a school level would increase leadership aspiration and application rates, therefore many opportunities for acting in leadership role need to be provided, Mentoring promotes healthy and positive relationship between mentees and mentors which in turn builds community capacity.

RECOMMENDATIONS

1. Ministry of Education should provide opportunities for leadership growth and development through on-the-job training,

reflective practices, and assigned field experience in order to enhance school effectiveness.

2. Schools should develop a well-structural monitoring programme for young or new teachers as a means of preparing and training future leaders.

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CLASSROOM MANAGEMENT STRATEGIES AND DISRUPTIVE BEHAVIOUR AMONG PUPILS IN CALABAR MUNICIPAL, CROSS RIVER STATE, NIGERIA.

SUNDAY, MARIA O., OGBECHÉ, M. M. and ADIE, R. U.

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ABSTRACT

This study was determined to investigate the influence of Classroom management strategies and pupil's disruptive behaviour in Calabar Municipal, Cross River State, Nigeria. The sample for the study consisted of two hundred and forty (240) pupils who were randomly selected from primary five classes in all the fifteen (15) schools in the study area. The research adopted ex-post facto research design; data were collected using Pupils' Classroom Management strategies and Disruptive Behaviour Questionnaire. To guide the study, three research questions were raised and three research hypotheses proposed and tested at 0.05 levels of significance using Independent t-test and Pearson Product Moment Correlation Co-efficient analysis. From the analyzed data, results indicated that there was significant relationship in all the three variables of the classroom management in schools. In view of the findings above, it was revealed that poor or lack of classroom management can affect or bring about disruptive behaviour among pupils in school. It was recommended among others that effective management styles and positive supportive discipline climate should be encourage in school to in order to help pupils overcome the problem of disruptive behaviours in school.

KEYWORDS: Classroom management, disruptive behaviour

WORDS COUNT: 170

BACKGROUND TO THE STUDY

In today's society, schools are being held accountable for every aspect of pupil's achievement. Classroom management plays a major role in a pupil's classroom achievement. Classroom management as a whole is the process of organizing and conducting the business of the classroom. Many perceive it as the presentation of order through teacher control.

It is much more than that as it involves establishing and maintaining of the classroom environment so that educational goals can be accomplished.

Unfortunately, many of the education reforms have failed to mention or address the relationship between pupil's classroom management strategies and disruptive behaviour (American Association of School Administrators, 2002; Brannon, 2010). Throughout the decades,

Sunday, Maria O., Department of Educational Foundations Faculty of Educational Foundation Studies
University of Calabar, Calabar, Nigeria

Ogbeche, M. M., Department of Educational Management Faculty of Educational Foundation Studies University
of Calabar, Calabar, Nigeria

Adie, R. U., Department of Educational Foundations Faculty of Educational Foundation Studies University of
Calabar, Calabar, Nigeria

classroom disruptive behaviour has been cited as a major issue for teachers (Martin & Sass, 2010). According to Shupe (1998), pupil's achievement has been affected in schools where discipline and behavioural issues are not appropriately handled. School discipline issues are increasing in public focus. Despite longstanding attention to the problem, there is a growing perception that not all public schools are safe places of learning, highlighted by extensive media coverage of school-based violent acts, like the recent (December 14, 2014). Disruptive behavior varies in types, severity and prevalence. (There are actions that negate the principles of decency and orders, including conflicts with the societal rules, ranging from such misdemeanor as disobedience, lying, stealing, cheating, dishonesty and disrespect etc. (Egaga, Ataben & Sunday, 2021), in line with these views Anagbogu & Owor (2021) had claimed that some students attribute their examination malpractice to school factors

According to Bassey (2012), the wider view of classroom management shows increased engagement, reduction in inappropriate and disruptive behaviors, promotion of student responsibility for academic work, and improved academic performance of students. In same vein, adopting innovative management in classes requires the acquisition and utilization of specific managerial skills that will facilitate the realization of goals in school (Sule & Okoi, 2019). Poorly managed classrooms are usually characterized by disruptive behaviors such as sleeping, late coming, noise making, miscopying of notes, eating, calling of nicknames, verbal or physical threat to fellow students or the teacher (Ekere, 2006). These disruptive behaviors disorganize learning processes and hamper academic performance of students. In most schools, children are seen roaming the streets instead of staying in the school to learn or to help their teachers in some school duties. These disruptive behaviours are very common in our primary schools today. Aletan (2013) in his research findings observed that pupils in primary schools in Calabar urban get into repeated conflicts with customs, rules and laws of the society, portraying them as those that are deviant.

According to Killiam (2016), disciplinary issues consistently rank as one of the largest concerns in America's society. In Nigeria, resulting from their findings, Anagbogu, Onu & Owor (2021), recommended that many supervisors be engaged in Examination supervision, sincere implementation of disciplinary actions on culprits

irrespective of who they are and lecturers who do not do not report disciplinary cases should be queried, in all issues of malpractice. This may be attributed to the fact that discipline is handled in some different ways today. In the past, pupils may have been paddled for offenses. However, today, this type of discipline is seldom used in public schools. Due to societal changes over the past 100 years, schools have more behaviour issues that affect the way a teacher manages the classroom (Etheridge, 2010). As research shows, disruptive behavior does not only affect the student who is noncompliant with the rules, but every other student in the classroom (Daly, 2005). According to Daly (2005), There's not a teacher alive who has not felt the frustration of trying to manage a classroom with at least one student who repeatedly pulls other students off-task with annoying, disorderly behavior. In addition, Canter (2009) and Marzano (2013) have both documented harmful results of having continuous classroom disruptions. Based on the studies above, classroom management issues are having a devastating impact on student achievement

Boynton and Boynton (2005) explained how ineffective classroom management skills might waste instructional time, reduce time-on-task, and interrupt learning environments. In addition to interrupting the classroom environment, if proper classroom management is not exercised, disruptive behaviour by students can have a negative effect on teacher's instruction, which can lead to other pupils joining-in and can cause pupils to question the abilities of their teachers (Braden & Smith, 2006). For these reasons, it is important to study instructional and behavioural classroom management. In schools today, teachers are concerned about disciplining pupils in ways that will remove the pupils from the learning environment, because when pupils are removed from the classroom environment, they are losing instructional time, which may result in learning gaps (Etheridge, 2010).

Class size as well as classroom management is concern is a significant parts of an effective learning process. Due to the effective classroom management pupils flourish in a positive class climate and a compassionate environment. From pupils perspective effective classroom management provides the pupils the opportunities to socialize themselves while learning. From teachers perspective effective classroom management involved precautionary discipline and fruitful teaching (Neh, 2011). Okli (2010) asserted that physical environment of the

classroom and seating arrangement are interrelated and managed alongside. The ability to manage, lead and supervise pupils during the learning process has been shown to be an indispensable component of effective teaching and learning. In a country like Nigeria, school population increases as class size also increase. The performance of pupils become an issue. According to Dfor (2013), class size has become a phenomenon often mentioned in the educational literature as having influence on pupils feelings and academic performance, administration, quality and school budgets.

STATEMENT OF THE PROBLEM

The classroom is the umbrella of any learning environment and so, no curriculum planning is complete without implementation and evolution both of which are mainly carried out in the classroom. Most of the class activities take place while pupils are seated. The seating arrangement is therefore too important to suffer the kind of neglect being experienced by many primary schools in the state.

Reports from the mass media, juvenile court showed the increasing rate of deviancy in schools. A good number of school children roam the streets in their uniforms when they are expected to be in their classroom learning (Ekpo, 2011). In our society today the teachers, school administrators, researchers, guidance counselors, psychologists and social workers all remark on the increasing behaviours of pupils engage in fighting, stealing and vandalizing of school properties (learning resources). The greatest hazard posed by these offenders is that they become more unrepentant in crime and develop more avenues and improved techniques of perfecting in their destructive and truant tendencies. It has become imperative therefore to find out if classroom management like the classroom size, the classroom environment and discipline could possibly influence disruptive behaviours among primary school pupils in Calabar South Local Government Area of Cross River State, Nigeria. This situation has had multiple negative effects on teaching and learning as well as pupils' disruptive behaviour. This evidenced in the rate of failure now leads to the following questions: Does classroom management influence pupil's disruptive behaviour? This study is an attempt to find answer to the question.

Research questions

The following research questions were posed to guide the study:

- i. To what extent does class size influence disruptive behaviour of pupils.
- ii. To what extent does classroom environment relate with disruptive behaviour of pupils
- iii. To what extent does classroom discipline relate with disruptive behaviour.

Statement of hypotheses

To provide answer to these questions the following null hypotheses were formulated: -

- i. There is no significant influence of class size and disruptive behaviour.
- ii. There is no significant relationship between classroom environment and disruptive behaviour.
- iii. There is no significant relationship between classroom discipline and disruptive behaviour.

An inquiry of class size as a correlate of students' discipline in Nigerian secondary schools was carried out by Jacob, Olawuyi and Jacob (2016) in a study predicated on a descriptive survey approach. Teachers of schools in Kogi State served as the population while 127 respondents were purposively selected. A questionnaire was used for data collection and the study's hypotheses sought to determine the extent to which class size related with students' discipline. PPMC was used for data analysis and class size was found to be a significant correlate of students' discipline. Therefore, the finding here meant that a significant and positive correlation existed between class size and students' discipline. Unlike most of the previously reviewed studies which revealed statistically significant effects and relationships between class size and academic achievement, this one has revealed the effect of class size on another dimension which is closely related to academic achievement of students.

As school population increases, class size also increase and therefore behavioural problems of pupils become an issue. According to Dror (2013) class size has become a phenomenon often mentioned in the educational literature as an influence on pupil's performance, on administrative quality and school budgets. In his words, he noted that class size is almost an administrative decision over which teachers have little or no control. Most researchers start from the assumption that size of the class prove a significant determinant of the degree of success of pupils. Infact, with the exception of a few, many studies have reported that under ideal

situation class size in itself appears to be an important factor. The first issue that calls for immediate clarification is what number of pupils should constitute a large group a what should be described as a small group? In describing a small group, Bray (2010) observed that they have few teachers with small pools of talent, offer limited range of subjects and characteristically finding it hard to justify costly investment on libraries, their pupils lack competition and interest with relatively few peers as they get sucked with same teacher for an entire school career.

The descriptive appears to be an anti-type of what obtains in large group. Large class sizes on the other hand are often impersonal, having broader circular with teacher being given wider support, while pupils may suffer discipline problems as teachers cannot get to know their pupils very easily. They find it easy to stream pupils according to ability while commitment to work may stand a test of time. In terms of numerical strength, the National Policy on Education (1981 revised in 2004) specified 20 in pre-primary, 30 in primary and maximum 40 in secondary school. These directives appear unrealistic in urban areas as a result of high population. An inquiry of class size and students' discipline, engagement and communication in Nigerian secondary schools was conducted by Ajayi, Audu and Ajayi (2017). A descriptive survey approach was utilized for the study while all senior secondary school teachers in Ekiti State composed the population. Quantitatively designed data was obtained from 128 purposively drawn respondents and inclusive in the study's posers was an inquiry of the influence of class size on classroom discipline. Chi-square statistical technique was employed for data analysis and class size was revealed as a significant determinant of classroom discipline. The result therefore suggested that students in large classes are most likely to be more ill-disciplined than those in smaller classes.

The finding here seems to corroborate that of Jacob and Olawuyi (2016), thus strengthening the assertion that large classes could be detrimental to the discipline levels of the students therein. The digression of this review into the effect of class size on classroom discipline is based on the perception that when there is discipline in the class, it makes a teacher's job of interacting with, and facilitating the students towards his/her set objectives easier but when discipline levels are low, the reverse could most possibly be the case. Thus, the poser created by the finding here is - is it possible for a pre-school

teacher to maintain a high level of discipline in a large class of children, say 50 of them? The above reviewed study was earmarked as being reasonable for review contingent upon its appraisal of the association between class size and discipline of students.

The school environment, classrooms, libraries, technical workshops, laboratories, teachers' quality, school management teaching methods, peers etc, are variables that affect pupils academic performance. Hence the school environment remains an important area that should be studied and well managed to enhance pupils' academic performance (Ajayi, 2015). The physical characteristics of the classroom management by the teacher have a variety of effects on pupils and learning process. Poor lighting, improper seating arrangement, noise high levels of carbon-dioxide in classroom and inconsistent temperatures make teaching and learning difficult. Poor maintenance and ineffective ventilation systems lead to poor health among pupils, which leads to poor academic performance and disruptive behaviour (Frazier, 2013).

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The finding here seems somehow unique in that class size has been found to serve as a significant correlate of students' discipline and another intriguing feature of this finding is that unlike all other reviewed studies in this subsection, the respondents here are the teachers themselves. Could it be that pre-school teachers would most possibly also yield similar responses about their children's discipline in terms of its

perceived relationship with class size if investigated? The above reviewed study was valued as being well-suited for review in consequence of its determination of class size as a correlate of students' discipline.

An inquiry of class size and students' discipline, engagement and communication in Nigerian secondary schools was conducted by Ajayi, Audu and Ajayi (2017). A descriptive survey approach was utilized for the study while all senior secondary school teachers in Ekiti State composed the population. Quantitatively designed data was obtained from 128 purposively drawn respondents and inclusive in the study's posers was an inquiry of the influence of class size on classroom discipline. Chi-square statistical technique was employed for data analysis and class size was revealed as a significant determinant of classroom discipline. The result therefore suggested that students in large classes-are most likely to be more ill-disciplined than those in smaller classes.

Empirically, King (2011) conducted a study to investigate the influence of discipline management on student's achievement in geography. The study area was Ikom Local Government Area of Cross River State. In this study, two (2) null hypotheses were formulated and tested at .05 level of significance. The research design adopted for the study was ex-post facto research design. Two instruments namely: Teacher discipline management questionnaire (TDMQ) and geography achievement test (GAT) were used for the collection of data. The data collected were collated and analyzed used one-way analysis of variance and multiple regression. From the statistical analysis, the following findings emerged: discipline management has a significant influence on students' achievement in geography.

RESEARCH METHODOLOGY

The research design for this study was ex-post facto design. This design is considered most suitable because it does not involve any direct control of independent variable. Moreso, the ex-post-facto is a design in which the data had already occurred fair before the period the researcher undertakes the study. The area was Calabar municipality Local Government Area of Cross River State, Nigeria. The population of the study comprised all the primary 5 pupils in the study area in 2020/2021 academic session. From the state universal basic education board (SUBEB) Calabar South has fifteen (15) public

primary schools with the pupils' population of 26.36 in the area as at 2020/2021 academic session. The total population of primary 5 pupils in Calabar South is 800 in the year of focus. From this 800, three hundred and eighty-six (386) are males and five hundred and fourteen (514) are females.

Simple random sampling technique was used to select schools including the sample for the study. Again, since the distribution of pupils not even in the selected schools 30 percent of the schools and 30 percent of the population in each of the primary 5 classes were selected to form the study sample. A total of two hundred and forty (240) respondents formed the sample for the study. Out of the 240 of the respondents, 96 (40%) were males and 144 (60%) were female. In all, two instruments were used for the study. One which measured the independent variables namely: class size, classroom environment and classroom discipline is tagged "classroom management questionnaire (CMQ)". The researcher with the help of the lecturer who supervised the work developed the instrument. The CMQ consisted of two sections (A and B). section A was designed to obtain information on the respondents' personal data such as school name, sex and class while section B on the other hand consisted of statements to which the respondents were meant to school their levels of agreement or disagreement based on the 4 point likert type scale. The section consists three subsections with emphasis on the major variables of the study. The 4-point likert scale adopted is as follows: strongly agree (SA), Agree (A), disagree (D) and strongly disagree. The instruments were face validated by experts in measurement and evaluation who modified some of the items by adding and subtracting as well as correcting the grammatical errors. The data for this study were collected with the aid of an instruments namely: classroom management and Disruptive Behaviour Questionnaire (CMDBQ).

RESULTS AND DISCUSSION

In this chapter, hypothesis-by-hypothesis analysis of data and discussion of findings shall be carried out.

General description of data

The different statistical measures namely, Pearson product moment correlation analysis and independent t-test analysis were used for testing the hypothesis. The main independent variables involved in this study were class size, classroom environment and classroom discipline.

This study was a predictive one and these three independent variables were used as predictive tools for disruptive behaviour. The mean (\bar{x}) and

standard deviation (SD) were computed for each of the three continuous research variables of the study the results are presented in table 1.s of the

TABLE 1: Descriptive statistic of the three continuous research variables

Variables	No of items	N	\bar{X}	SD
Classroom environment	3	240	6.34	3.08
Classroom discipline	3	240	6.00	3.11
Disruptive behavior	10	240	6.03	3.02

Hypothesis testing

For each hypothesis, the following procedures were adopted at .05 level of significance with appropriate 238 degree of freedom.

Hypothesis one

The null hypothesis states that there is no significant influence of class size on disruptive

behavior of pupils. The independent variable was class size while the dependent variable was disruptive behaviour of pupils. In testing the hypothesis, independent t-test analysis was applied. The result of the analysis is presented in table 2.

TABLE 2: Independent t-test analysis influence of class size on disruptive behaviour of pupils (N= 240)

Class size	N	\bar{X}	SD	Tcal	tcrit
Small class size	138	6.29	2.26	2.85	1.96
Large class size	102	3.87	2.02		

(* $p < .05$, $df = 238$)

From table 10, it could be seen that the calculated t-value of 2.85 is greater than the critical t-value of 1.96 at .05 level of significance and with 238 degree of freedom based on the null hypothesis was rejected. This means that there is a significant difference between small class size and large class size of disruptive behavior of pupils in favour of the pupils in small class size.

Hypothesis two

The null hypothesis states that there is no significant influence of classroom environment on disruptive behavior of pupils. The independent variable was classroom environment while the dependent variable was disruptive behaviour of pupils. In testing the hypothesis, Pearson product moment correlation analysis was employed and the results of the analysis are presented in table 3.

TABLE 3: Pearson product moment correlation analysis of classroom environment and disruptive behaviour (N = 240).

Variables	Σx Σy	Σx^2 Σy^2	Σxy	Rcal	Rcrit
Classroom environment	1522	9661	9184	0.257	.195
Disruptive behavior	1448	8739			

(* $p < .05$, $df = 238$).

From table 3, it could be seen that calculated r-value of .257 is greater than the critical-value of .195 at .05 level significance and with 238 degree of freedom. With this result, the null hypothesis was rejected this means that classroom environment has a position significant relationship with disruptive behaviour of pupils.

Hypothesis three

TABLE 4: Pearson product moment correlation analysis of classroom discipline and disruptive behaviour of pupils. (N=240).

Variables	Σx Σy	Σx^2 Σy^2	Σxy	Rcal	Rcrit
Classroom discipline	1920	8646	8689	.246	.195
Disruptive behavior	1448	8739			

(* $p < .05$, $df = 238$).

From table 4, it could be seen that the calculated r-value of .246 is greater than the critical r-value of .195 at .05 level of significance and with 238 degree of freedom. With this result, the null hypothesis was rejected. This means that there a significant relationship between classroom discipline and disruptive behaviour of pupils.

DISCUSSION OF FINDINGS

The discussion of the research findings is presented in three sections based on the three hypothesis tested in the study. These were class size, classroom environment, classroom discipline and disruptive behaviour.

In order to determine the influence of class size as a major variable of this study and disruptive behaviour of pupils. Independent t-test analysis was performed, the results of the analysis showed that there was a significant difference between small and large class size in favour small class size. This is so because the mean disruptive behaviour of pupils ($X=6.29$) in small class size was by far higher than the mean disruptive behaviour of pupils ($X=3.87$) in large class size. The result of the findings of this hypothesis has thus demonstrated that the outcome of pupil's disruptive behaviour was not due to chance, the strongly agreed that their behaviours was due to small class size. The findings of this hypothesis is in agreement with the findings of Selman (2014) whose study revealed a strong positive relationship between class size and academic performance of students in College Entrance Examination Beau.

The null hypothesis states that there is no significant relationship between classroom discipline and disruptive behaviour of pupils. The independent variable in this hypothesis was classroom discipline while the dependent variable was disruptive behaviour of pupils.

In testing this hypothesis, Pearson product moment correlation analysis was employed and the results of the analysis are presented in table 4.

The findings from testing hypothesis two shown that there was a significant relationship between classroom environments on primary school pupils academic performance in English language in Calabar South Local Government Area of Cross River State, Nigeria. This is because English language educators claim that classroom environment is very important and influential to learning outcomes. The result of the hypothesis is in agreement with Rosenberg (2015), whose study on the relationship between classroom environment and academic performance revealed a strong relationship between classroom environment and academic performance of students in the study area.

The findings from testing hypothesis three has also shown that there was a significant relationship between classroom discipline and academic performance of pupils in English language. This is so because the level of discipline in classroom and school at large could be easily managed then and the level of indiscipline though existed was not so strange. The only existing schools by then were government owned schools when admission centralized and dismissed students could not easily access the schools without recommendation from previous schools. Therefore had to behave well and maintain discipline for fear of not easily accessing new school. Most of these schools were day schools where parents could also participate in keeping a watch over their children's behaviours at home.

The findings of this hypothesis is in agreement with King (2011) who studied the

influence of classroom discipline on students' academic performance in geography. Here, it was discovered that all the two variables used for the study significantly influence academic performance in the subject

CONCLUSION

This paper examines effective classroom management and disruptive behavior among pupils. The paper concluded that disruptive is a pattern of antisocial behaviour in which the rights of others or major social norms are violated. The situation create havoc to the life of the child which is capable of retarding his/her academic achievement, affect their interpersonal relationship with their peers, teachers and parents.

RECOMMENDATIONS

Based on the findings and conclusion of this study, the following recommendation were made.

i. Since the class size has been found to influence disruptive behaviour of pupils, small class size is highly recommended because in small class size the pupils may be properly watched and corrected as the case may be. As the teachers get to know their pupils very easily.

ii. Classroom environment has been found to influence disruptive behaviour of pupils, it could be necessary to encourage teachers (educators) to develop a positive supportive climate within classroom to promote cognitive and affective outcome.

iii. It has also been observed that the classroom discipline has been found to influence disruptive behaviour of pupils, it could be necessary to ensure that parents participate in keeping a watch over their children's behaviours at home and adjust their parenting styles as well.

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