POLITICS OF MANAGING UNIVERSITY EDUCATION WITH EMERGING TECHNOLOGIES IN THE COVID-19 PANDEMIC ERA: PERSPECTIVES OF ACADEMIC STAFF IN CROSS RIVER STATE, NIGERIA.

MICHAEL EKPENYONG ASUQUO, UDUAK IMO EKPOH, KELECHI VICTORIA UDEH,

ABSTRACT

The aim of this study was to analyze academic staff perception of politics of managing university education with emerging technologies in the Covid-19 pandemic era in Cross River State, Nigeria. Descriptive survey research design was adopted in this study. The population of the study was made up of all the 2867 academic staff academic staff cutting across the University of Calabar and Cross River University of Technology, all in Cross River State, Nigeria. To collect data for the study, the sample of the study was 1432 academic staff randomly selected from the entire population of academic staff of the two universities. Questionnaire was the major instrument for data collection. Data collected were coded and analyzed using mean, standard deviation and frequency counts. It was found among others that; appointment, funding, employment, award of contract and payment of EAA are all areas with political interference in the university system; YouTube, Edmodo, Facebook WhatsApp, Blogging, Telegramm, Digital White Board, Wechat, EasyBib, Notability, Projector and Zoom are among the emerging technologies in the university for teaching and learning in the covid-19 pandemic era. Among the recommendations was that university management and the government should ensure that emerging technologies are made available and optimally utilized by both academic staff and students for effective teaching, learning, assessment of students, research result dissemination and for the general management of the public universities.

KEYWORDS: Academic Staff, Covid-19 pandemic, Emerging technologies, Management and Politics,

INTRODUCTION

In the contemporary society, technologies become prerequisites in every operation in educational institutions. University education which is the apex of teaching and learning is not an exception in the application of technologies in its day-to-day activities and progrmmes.

It is common knowledge that in addition to research, university is noted for the production and development of high level manpower to meet the needs of the society. Stressing on the role of university, Asuquo & Ekpoh (2021) highlighted generation of knowledge, ideas, skills and dissemination of same via teaching, learning, researches and community services.

Michael Ekpenyong Asuquo, Department of Educational Management, Faculty of Educational Foundation, University of Calabar. Calabar Nigeria

Uduak Imo Ekpoh, Department of Educational Management, Faculty of Educational Foundation, University of Calabar. Calabar Nigeria

Kelechi Victoria Udeh, Department of Educational Management, Faculty of Educational Foundation, University of Calabar. Calabar Nigeria

Technological revolution has brought tremendous changes in pedagogical processes in the university system. As such, Kamani (2019) opined that revolutionizing education sector is the consequence of technological innovations. The impact of technologies in educational organization is evidence in enhanced and transformed teaching, learning, research and general school management. For more than two decades, technological advancement/emergent is observed to have been globally pervasive.

From ordinary point of view "emergent" means facts, ideas, invention, values to mention a few that become known as well as those yet to come into existent. Progressive nature of the technologies is what informed "Emerging technologies (ETs)" as a concept. Neira, Salinas and Crosetti (2017) conceptualized ET as "resources, artifacts, tools, concepts and innovations associated with digital, that have a disruptive potential to transform or generate changes in the processes where they are used, regardless of whether these are new or old technologies." The authors stressed that ETs are expected to transform or generate changes in different educational processes. Emerging technologies in terms of Artificial Intelligence (AI), Big Data analytics, cloud computing, Augmented and Virtual Reality are already finding their footing in the learning industry (Kamani, 2019). In this context, ETs are the known and used digital tools as well as those that are yet to be in existence, known and introduced into educational institutions to enhance and sustain pedagogy and the general school administration. Leoste, Jõgi, Õun, Pastor, López and Grauberg (2021) emphasized that ETs have a potential for future impact on the developments in higher education and teaching practices at the universities. Veletsianos (2008) stressed that ETs are "tools, concepts, innovations, and advancements utilized in diverse educational settings (including distance, face-to-face, and hybrid forms of education) to serve varied education-related purposes (e.g., instructional, social, and organizational goals)." These technologies no doubt, have affected, transformed and will keep improving all spheres of works and particularly the traditional/conventional university educational system in terms of teaching, learning, research and general management of the university in particular.

Management in the context of educational institution entails administrative approaches directed towards satisfying both the present and future educational needs of the students (Ekpoh & Asuquo, 2017). The authors stressed that the unprecedented advancement in technologies around the globe and the need to complement the traditional management techniques to salvage educational institutions from entropy informs effective management techniques in the school system. Therefore, managing university education with emerging technologies in the Covid-19 pandemic era became a herculean task. The disruption caused by Covid-19 in educational sector was unprecedented because the system was affected by the global lockdown imposed by various governments of the world. In relation to university system, the covid-19 era is described as a period of rapid pedagogical shift from traditional to online class sessions, personal to virtual instruction, and seminars to webinars. The issue of bended learning (the combination of e-learning technology with the traditional face-to-face teaching) was suspended. Only e-learning was in vogue for those who could afford it.

During the covid-19 era, inequalities played out in educational system because only those who could afford the cost associated with online teaching and learning benefitted from educational services. This was a new normal and a deviation from the traditional/conventional system. To worsen the matter, the pandemic of COVID-19 resulted in school closures/ shutdown of educational institutions. In schools, colleges and universities, face-to-face education and school management were put on hold. Synchronous and asynchronous teaching and learning strategies were on the increase. Irrespective of the stimulated growth of online educational activities in order to mitigate educational disruption occasioned by the pandemic in education system, covid-19 pandemic impacted negatively on educational activities and programmes (Zalat, Hamed, and Bolbol, 2021). The governments of various countries round the globe could not tolerate the threat of the covid-19 in educational system. Policies were put in place to ensure that university educational activities and programmes continue for the benefit of all. Such policies include but not limited to the following; social distancing, using of handsanitizer, regular washing of hands, using of nosemask to mention a few. All these among others, were the strategies to reverse the paradigm shift in educational system to sustain blended teaching and learning strategies and the general school management at the same time. The policies indicate interactions between politics and management of university education with

emerging technologies in the covid-19 pandemic era.

To achieve educational predetermined goals, all educational activities and programmes are done under a given governance (Edet, Asuquo and Okon (2020). Governance are the values and rules through which public affairs are managed in a manner that is transparent, participatory, inclusive and responsive (Ogbodo, 2019). The author further stressed that politics is a precondition for governance and this makes politics necessary for the provision of public education. Ebegbulem (2010) viewed politics as the art of influencing, manipulating or confronting groups so as to advance the purpose of some against the opposition of others. From the point of view of Harold (2010), politics is a system of who gets what, when and how. Politics has permeated every aspect of human life, the home, religious institutions, public and private organizations as well as educational institutions (Ekpoh & Edet, 2017). Edet et al (2020) affirmed that politics exists in every group or organization whether formal or informal and also within a political party that controls the government policies at the Local, State and Federal levels.

The issue of politics of managing university education with emerging technologies in the covid-19 pandemic era appeared unavoidable because university system is a subsidiary of the society where politics reside. Leadership at the political cycle determined the level of adopting emerging technologies in the school system. Whatever any university was doing during covid-19 pandemic era was designed by the political leaders. It is common knowledge that various times, each political class/government determines when to go to school, why going to school (aims and objectives), where to be educated, who is to be educated and by who, and what to teach (curriculum contents). Edet et al (2020) stressed that any form of government in power wants every sector and education sector in particular to function vis-à-vis the needs and interest of the incumbent government. Based on the foregoing background, the present study was conducted to assess academic staff perceptions of politics of managing university education with emerging technologies in the Covid-19 pandemic era in CRS, Nigeria.

Empirical evidence abound with respect to academic staff perceptions regarding how university education is being managed. For instance, the result of a study by Lodesso and Warito (2016) indicated that academic staff of the universities in Ethiopian perceived the internal quality management practice as poor. The result of another study by Adetunji and Ogunleye (2015) on the effect of government policies on university administrators: A review of Nigeria, indicated that government policies and practices on the implementation of decisions influenced universities administrators' responses to the development of the university system. In a study on politics and university administration in Nigeria, it was found that politics had not impacted much on administration of universities in Nigeria (Afolabi, Ekundayo and Ogbiye ,2020). In 2016, Mamedu and Ahiakwo examined academic staff perception of quality of working-life and university goal attainment in the south – south geo-political zone of Nigeria. The study recorded a state of satisfactory quality of work - life for the staff as well as a state of unfavourable university goal attainment as amongst the findings. Mamedu and Ahiakwo's work is related to the present study because academic staff perception is a common variable in both studies. However, the two studies differ from each other because the former addressed staff perception of quality of working-life and university goal attainment while the current study focused on perspectives of academic staff of politics of managing university education with emerging technologies in Covid-19 pandemic era. In Pakistan, Ahmed, Baloch and Ghani (2015) conducted a study on the impact of organizational politics on the productivity of employees. Two hundred and eighty (280) respondents working in different organizations across Pakistan at different management levels were used for the study. The result of the study showed that there was no significant relationship between politicking in organization and productivity of employees in lower and higher management level.

The previous studies reviewed have similarities with the present study in such areas as focusing in the university system, internal quality management/organizational politics and using academic staff as respondents. However, the present study is different from the reviewed studies as it addressed academic staff perception of politics of managing university education with emerging technologies in the covid-19 pandemic era. It is on the basis of the dissimilarities, that the present study was carried out to fill the gab identified in the literature.

Statement of the problem

There is no doubt that the university educational sector is not totally free from political control. The governments always interfere in the management

of university especially the public institutions. The issue of institutional autonomy becomes limited as a result of political influence on educational sector. It is expected that in an ideal situation, public university institution should conduct its own affairs and determine means of pursuing and achieving goals independent of external control or outside interference.

Unfortunately, within the public university system in Cross River State, Nigeria, observation indicates that the management of the system during covid-19 era is characterized by many challenges ranging from system shut-down occasioned by the outbreak of covid-19 pandemic and changes in policies to inadequate technological facilities. In the world of emerging technologies, lecturers could not easily reach out to their students via emerging technologies. Where it is applicable, ineffectiveness abound in terms of poor network, inadequate technological tools and inability of many academic staff members and students to have access to the emerging technologies. Consequent upon these problems, this study emerged to analyze academic staff perception of politics of managing University Education with emerging technologies in the Covid-19 Pandemic era in Cross River State, Nigeria.

Purpose of the study

In a general term, this study analyzed academic staff perception of politics of managing University Education with emerging technologies in the Covid-19 Pandemic era in Cross River State, Nigeria. Specifically, the study sought to analyze;

1.   Areas with political interference in the management of university education.

2.   Forms of emerging technologies in the university for teaching and learning in the covid-19 pandemic era..

3.   The advantages of using emerging technologies in teaching and learning.

4.   The extent of utilization of the emerging technologies in the covid-19 pandemic era.

Research questions

1.   What are the areas with political interference in the management of university education?

2.   What are the forms of emerging technologies in the university for teaching and learning in the covid-19 pandemic era..

3.   What are the advantages of using emerging technologies in the university in the covid-19 pandemic era?

4.   What is the extent of utilization of the emerging technologies in the covid-19 pandemic era.

METHODOLOGY

Descriptive survey research design was adopted in this study. This design was considered as being suited for the study because it describes phenomena as they occur in the population. Asim, Idaka and Eni (2017) stressed that descriptive research design involves collection of data to provide an account and to describe individuals, groups or situation. The population of this study comprised all the public university lecturers of 2019/2020 academic session. Data available in Academic Planning of both University of Calabar (UNICAL) and Cross River University of Technology (CRUTECH) indicate 2410 and 457 academic staff respectively. This resulted in a total population of 2867 academic staff. The sample of the study was one thousand seven hundred and twenty (1720) academic staff randomly selected from the entire population of academic staff of the two universities.

Population and sample distribution of academic staff in the study area is indicated in Table 1.

Table 1

S/N	Institution	Population	60% of the population	Sample
1.	University of Calabar	2410	1446	1446
2.	Cross River university of Technology	457	274	274
	Total	2867	1720	1720

The instrument for data collection was the researchers' designed questionnaire. The questionnaire was designed in sections A, B, C, D and E. Section A obtained demographic information of the respondents. While section B, C, D and E collected data with respect to areas with political interference in the management of university education, forms of emerging technologies available in the university for teaching and learning, the advantages of using emerging technologies in the university in the covid-19 pandemic era and the extent of utilization of the available emerging technologies in the covid-19 pandemic era respectively. Section B, C, D and E contained 7, 14, 15 and 18 items respectively. Except section E which takes

such respond items as High Extent of Utilization (HEU) and Low Extent of Utilization (LEU), items in sections B, C and D were measured using a four-point Likert-scale of Strongly Agree (AS). Agree (A), Disagree (D) and Strongly Disagree (SD).

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 indices of 0.81- 0.86 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 1720 copies of the copies of questionnaire distributed to the respondents for data collection, 1708 copies were retrieved while 12 copies were not return. This indicates 99.3% rate of return and attrition rate of .7%. The data collected and coded were analyzed using mean, standard deviation and frequency counts.

RESULTS

Research question 1: What are the areas with political interference in the management of university education?

Table 2: Perception of academic staff of the areas with political interference in the management of university education

S/N	Areas with political interference in the management of University Education	$\overline{X}$	STD	Decision
1.	Appointment	3.02	1.357	Agree
2.	Admission	2.76	1.345	Agree
3.	Funding	3.10	1.124	Agree
4.	Employment	2.83	1.033	Agree
5.	Award of contracts	2.61	1.131	Agree
6.	Monitoring of minimum academic standard	2.43	0.524	Disagree
7.	Payment of Academic Allowance (EAA)	3.37	1.242	Agree

The result of the analysis as indicated in Table 1 shows that, except monitoring of minimum academic standard, academic staff perceived that management of university education in terms appointment, admission, funding, employment, award of contract and payment of EAA are all areas with political interference in the university system.

Research question 3: What are the forms of emerging technologies in the university for teaching and learning in the covid-19 pandemic era?

Table 2: Perception of academic staff of the emerging technologies in the university for teaching and learning in the covid-19 pandemic era?

S/N	Emerging technologies in the university for teaching and learning in the covid-19 pandemic era	$\overline{X}$	STD	Decision
1.	Google classroom	2.12	1.957	Agree
2.	You Tube	2.86	1.245	Agree
3.	Edmodo	3.00	1.294	Agree
4.	Facebook	2.53	1.033	Agree
5.	WhatsApp	2.51	1.141	Agree
6.	Blogging	2.83	1.124	Agree
7.	Telegramm	3.67	1.142	Agree
8.	Digital White Board	3.88	1.267	Agree
9.	Wechat	2.88	1.126	Agree
10.	Google Drive	3.00	1.224	Agree
11.	EasyBib	2.65	1.026	Agree
12.	Notability	3.00	1.125	Agree
13.	Projector	3.28	1.255	Agree
14.	Zoom	3.12	1.145	Agree

The result of the analysis in Table 2 shows that, YouTube, Edmodo, Facebook WhatsApp, Blogging, Telegramm, Digital White Board, Wechat, EasyBib, Notability, Projector and Zoom are among the emerging technologies in the university for teaching and learning in the covid-19 pandemic era?

Research question 4: What are the advantages of using emerging technologies in the university in the covid-19 pandemic era?

Table 3: Perception of academic staff of the advantages of using emerging technologies in the university in the covid-19 pandemic era.

S/N	Advantages of using emerging technologies in the university in the covid-19 pandemic era?	$\overline{X}$	STD	Decision
1.	Effective teaching and learning	3.12	1.357	Agree
2.	Instant connection with others	2.86	1.345	Agree
3.	Immediate access to information	3.00	1.124	Agree
4.	Information retrieval enhancement	2.53	1.357	Agree
5.	Ease data analysis	2.51	1.131	Agree
6.	Promotion of students centered learning	2.83	1.124	Agree
7.	Reinforcing of referencing rules	3.67	1.242	Agree
8.	Information storage	3.88	1.467	Agree
9.	Editing of information	2.89	1.057	Agree
10.	Facilitating online teaching and learning	3.01	1.257	Agree
11.	Online payments	2.56	1.357	Agree
12.	Enhancement of research skills	3.14	1.367	Agree
13.	Freedom to upload lectures at one's comfort	2.64	1.34	Agree
14.	Increased access to research materials	3.02	1.257	Agree
15.	Promotion of Webinar among faculties	2.66	1.057	Agree

The analysis of research question 3 in Table 3 indicates the agreement of the academic staff that all the 15 items are the advantages of using emerging technologies in the university in the covid-19 pandemic era. These advantages are; effective teaching and learning, instant connection with others, immediate access to information, information retrieval enhancement, ease data analysis, promotion of students centered in learning, reinforcing of referencing rules, information storage, editing of information, facilitating online teaching and learning, online payments, enhancement of research skills, freedom to upload lectures at one's comfort, increased access to research materials, promotion of Webinar among faculties

Research question 5: What is the extent of utilization of the available emerging technologies in the covid-19 pandemic era?

Table 5: Perception of academic staff of the extent of utilization of the emerging technologies in the covid-19 pandemic era

S/N	Extent of utilization of the available emerging technologies in the covid-19 pandemic era in the universities	N	HEU	LEU
1.	Google classroom	1708	-	1708
2.	Edmodo	1708	-	1708
3.	Facebook	1708	1708	-
4.	WhatsApp	1708	1708	-
5.	Blogging	1708	120	1588
6.	Telegramm	1708	1700	08
7.	Digital White Board	1708	-	1708
8.	WeChat	1708	90	1618
9.	Google Drive	1708	91	1617
10.	EasyBib	1708	-	1708
11.	Notability	1708	-	1708
12.	Projector	1708	1708	-
13.	Zoom video	1708	1600	108
14.	ResearchGate	1708	1708	-
15.	Google Scholar	1708	1708	-
16.	Academia.edu	1708	1599	109
17.	E-mail	1708	1708	-
18.	YouTube videos	1708	1500	208

The analysis in Table 5 indicates that academic staff perceived facebook, whatsApp, telegram, projector, zoom video, researchgate, google scholar, e-mail youtube video as the utilized emerging technologies in the covid-19 pandemic era. This result is upheld because the frequency counts of the "HEU" opinions are greater than "LEU" opinions. However, the result also showed that notability, easybib, google drive, wechat, digital white board, blogging, edmodo and google classroom were perceived as emerging technologies considered by academic staff under LEU in public universities in Cross River State.

DISCUSSION OF FINDINGS
The findings of research question one indicated a mixed results. It showed that apart from monitoring of minimum academic standard, academic staff perceived that management of university education in terms appointment, admission, funding, employment, award of contract and payment of EAA are all areas with political interference in the university system. The outcome of this study is not surprising because politics is pervasive and cannot be avoided in the management of university education. This result is in line with Edet et al (2020) who found among others that administrative processes in terms of allocation of courses to the lecturers, methods of offer of appointment in recent time, appointment of principal, officers within the university, appointment of membership into various committees within university, appointment of academic advisers, office of the HODs, Deanship

position, award of research grants, award of Honorary Degrees by Universities to political office holders and academic staff promotion criteria are highly politicized within the universities.

The possible justification for the result of this finding appearing the way it did is attributed to the fact that educational sector has since been become increasingly politicized in recent times. There is no doubt that government is a function of political activities and such politics affects the affairs, activities, programmes and decision making of the public university system. For instance, appointment or election of Principals Officers within public universities is not devoid of external political influence. Again, to maintain certain level of political motives, university system adopted some admission policies/criteria such as catchment areas, quota system, Vice Chancellors' (VCs') lists to mention a few.

With regards to funding, evidence abound to show that public universities have been grossly affected over the years by inadequate budgetary allocation to educational sector. For instance, "Between 2009 to 2018 the federal government budgetary allocation to education were as follows: 7.25% in 2009; 4.83% in 2010; 6.16% in 2011; 8.20% in 2012; 8.55 in 2013; 9.94 in 2014; 7.74 in 2015; 6.10% in 2016; 7.38% in 2017 and 7.03% in 2018" (Ekpoh & Asuquo, p. 34). In 2019, the same government allocated 7.02% to education sector (Amoo ,2018 and Iyoha ,2019). In 2020, 6.7% was allocated (Amoo (2019). Olufemi (2020) stated 5.6% as budgetary

allocation to educational sector. It is clear that none of these annual budgetary allocations to education sector is up to half of 26% let alone 26% recommended minimum benchmark by United Nations. Besides, it may be difficult to say that employment, award of contracts and payment of academic allowance are devoid of political influence.

The respondents responses to research question two provide insight to the emerging technologies in the university for teaching and learning in the covid-19 pandemic era. These technologies include; You Tube, Edmodo, Facebook WhatsApp, Blogging, Telegramm, Digital White Board, Wechat, EasyBib, Notability, Projector and Zoom. The result is in line with Veletsianos (2008) who stressed that ETs are "tools, concepts, innovations, and advancements utilized in diverse educational settings (including distance, face-to-face, and hybrid forms of education) to serve varied education-related purposes (e.g., instructional, social, and organizational goals). The result is an indication that emerging technologies in the university system is a paradigm. These technologies have in no small measure extent brought a huge advancement and motivation into teaching, learning, research result dissemination and the general management of the university system.

The finding of this study also indicated that advantages of emerging technologies to include; effective teaching and learning, instant connection with others, immediate access to information, information retrieval enhancement, ease data analysis, promotion of students centered in learning, reinforcing of referencing rules, information storage, editing of information, facilitating online teaching and learning, online payments, enhancement of research skills, freedom to upload lectures at one's comfort, increased access to research materials, promotion of Webinar among faculties. This collaborates with Leote et al (2021) who stressed that emerging technologies have a potential future impact on the developments in higher education and teaching practices at the universities. The result depicts that academic staff considered emerging technologies as what make teaching and learning flexible at any time because of facilitating access to online educational materials, online teaching and learning at one's convenience and access to global best practices. The result also show that emerging technologies have impacted positively in the management of university system in all aspects such as teaching, learning, assessment of students, research findings dissemination general management of the university system.

The findings of research question 4 indicated that facebook, whatsApp, telegram, projector, zoom video, researchgate, google scholar, e-mail and youtube video as the emerging technologies with high extent of utilization. However, the result also showed that notability, easybib, google drive, wechat, digital white board, blogging, edmodo and google classroom were perceived as emerging with low extent of utilization in public universities in Cross River State. This may be attributed to the fact that academic staff in the area of study may have perceived that notability, easybib, google drive, wechat, digital white board, blogging, edmodo and google classroom were not common in the public universities. Implying that utilization of emerging technologies in the university system is a function internal management and external influence arising from the government of the day.

CONCLUSION

Politics in educational management is inevitable. It influences almost every programme and activity as well as the extent of adoptation of emerging technologies in the university system. The institutional autonomy of the university is not absolute because of the influence of the government of the day in the system.

Recommendation

1.   University management and the government should ensure that emerging technologies are made available and optimally utilized by both academic staff and students for effective teaching, learning, assessment of students, research result dissemination and for the general management of the public universities.

2.   Academic staff members and students with little or no knowledge with respect to utilization of emerging technologies for the purpose of pedagogy and research result disemination, should make themselves available for capacity building programme.

3.   Efforts of the university stakeholders should be directed towards ensuring availability, functionality and effective utilization of emerging technologies in the to sustain educational programmes in the event of any pandemic.

REFERENCES

Adetunji, A. T. and Ogunleye, K. A., 2015. The effect of government policies on university administrators: A review of Nigeria. Ge-internatioal Journal of Management Research, 3(5),55-69 https://www.researchgate.net/publication/308962272-the-effectgovernment- policies on university administrators a review of Nigeria

Ahmed, M. , Baloch, A. and Ghani, H., 2015 . The impact of organizational politics on the productivity of employees:An empirical investigation from Pakistan. Gomal University Journal of Research, 31(2).https://www.researchgate.net/public cation/330873251_the_impact_of_organizational_pitics_on_the_productivity_of_employees_an_empirical_investigation_from_pakistan

Afolabi, C. Y., Ekundayo, H. T., and Ogbiye, C. A., 2020. Politics and University Administration in Nigeria, British Journal of Education, 8(5), 15-25. https://www.eajournals.org/journals/british-journal-of-education-bje/vol8-issue-5-may-2020/politics-and-university-administration-in-nigeria/

Amoo, A., 2018. Education Ministry gets 7.02% of Nigeria's 2019 budget.https://educeleb.com/education-ministry-nigerias-2019-budget/

Amoo, A., 2019. Nigeria allocates 6.7% of 2020 budget to Education Ministry. https://educeleb.com/nigerian- 2020-budget-education-ministry/

Asuquo, M. E., and Ekpoh, U. I., 2021. Leadership and institutional effectiveness of Federal Universities in South-South Nigeria. African Journal of Educational Foundations   (AFIJEF), 2(1), 115-125.

Ebegbulem, J., 2010. Government and politics of the modern States: Enlarged edition. Kings   View Publishing House.

Edet, A. O., Asuquo, M. E., and Okon, J. E., 2020. Academic staff perception of the extent of politicizing administration of Universities: Implications for National Development. Mediterranean Journal of Social Sciences, 11(4), 38-47.

Ekpoh U. I., and Asuquo, M. E., 2017. Management techniques and sustainability of post basic education in Calabar Education zone of Cross River State, Nigeria. Africa Journal of Studies in Education, 12(2), 39-53.

Ekpoh, U. I. and Edet, A. O., 2017. Politics of programme accreditation practices in Nigerian Universities: Implications for quality assurance. Journal of Educational and Social Research, 7(2), 73-79.

Harold, L., 2010. What is politics? Retrieved from ordinary-gentlemen.com/2010/12.

Kamani, V., 2019. Emerging technologies: Reimagining how students learn with eLearning. https://elearningindustry.com/emerging-technologies-reimagining-students-learn

Leoste, J., Jõgi, L., Õun, T., Pastor, L., López, J. S. M., and Grauberg, I., 2021. Integrating Emerging Technologies into Higher Education –The Future Perceptions. https://www.preprints.org/manuscript/202108.0039/v1

Lodesso, S. L. and Warito, F. A., 2016. Perceptions of academic staff: Does internal quality management contribute to the improvement of teaching-learning process? The case of Ethiopian higher education. IOSR Journal Of Humanities And Social Science, IOSR-JHSS, 21 (2), 39-45. http://www.iosrjournals.org/iosr-jhss/papers/Vol.%2021%20Issue2/Version-4/G021243945.pdf

Mamedu, O. P. and Ahiakwo, M. J., 2016. Academic staff perception of quality of working-life and university goal attainment in the south – south geo-political zone of Nigeria. Journal of Good Governance and Sustainable Development in Africa (JGGSDA), 3(3):1-19. http://rcmss.com/2017/JGGSDA/Academic-Staff-Perception-ifQuality-of-Working-Life- and-University-Goal-Attainment-in-the-South-GCo-South-Geo Political%20Zoneof-Nigeria.pd

Neira, E. A. S., Salinas., and Crosetti, B. B., 2017.Emerging Technologies (ETs) in Education: A Systematic Review of the Literature Published between 2006 and 2016. International Journal of Emerging Technologies in Learning (iJET), 12(5), 128-149. https://online-journals.org/index.php/i-jet/article/view/6939/0

Ogbodo, C. M., 2019. Politicizing Education in Nigeria: Implications for National Development. A Lead paper presented at the 8 Annual National Conference on Education Organized by Faculty of Education, University of Uyo, Uyo, Akwa Ibom State on the theme: Politicizing education in Nigeria: Implications for national development held on 10th September, 2019 at Onyema Ugochukwu Auditorium, Town Campus.

Olufemi, A., 2020. Buhari's 2021 budget share for education is Nigeria's lowest in 10 years.https://www.premiumtimesng.com/news/headlines/422829-buharis-2021-budget-share- for-education-is-nigerias-lowest-in-10-years.html

Zalat, M. M., Hamed, M. S., and Bolbol, S, A., 2021. The experiences, challenges, and acceptance of e-learning as a tool for teaching during the COVID-19 pandemic among university medical staff. PLoS ONE 16(3): e0248758. https://doi.org/10.1371/journal.pone.024875

TEACHERS' ATTITUDES TO WORK ON LEARNERS' STUDY READINESS IN PRIMARY SCHOOLS IN ODUKPANI LOCAL GOVERNMENT AREA OF CROSS RIVER STATE, NIGERIA.

ANIAH, SOLOMON AGWANYANG, EDEH, STEPHEN OLENYE ADIE, JOY ASHIBEBONGYE, ODOK LILIAN OYAK AND ADIGEB, REGINA AMORLIFLE

ABSTRACT

The purpose of this study was to find out influence of teachers' attitudes to work on learners' study readiness in primary schools in Odukpani Local Government Area of Cross River State, Nigeria. Two research questions and two null hypotheses were posed and formulated respectively to guide the study. Ex-post-facto design was adopted for the study, purposive sampling technique was used to select 60 respondents (40 class teachers, 10 deputy head teachers and 10 head teachers) for the study. The instruments used for gathering data for this study were the Teachers' Attitude to Work Questionnaire (TAWQ) and Learners' Study Readiness Assessment Scale (LSRAS), which were arranged on a 4-point Likert Scale. The instrument was validated by one expert in educational Measurement and Evaluation in National Teachers' Institute (Calabar Study Centre). All the hypotheses were tested with one-sample population t-test and one-way analysis of variance at .05 level of significance. The research findings revealed that: The levels of learners' study readiness in terms of reading/note copying, concentration, time schedule and home work are all significantly higher than the expected level. Teachers' attitude has significant influence on learners' study readiness in schools. The teachers should help nurture in learners the capacity of using effective study readiness as a guarantee for maximum achievement as one of the recommendations.

INTRODUCTION

One needs to reiterate that learners have to learn from cradle to the grave. Learning inevitably equips people with the experiential background to effect changes in their environment.

Through learning, their capacity to improve both themselves and their environment is infinite. People learn to consistently improve upon their knowledge and their world in which they live. According to Isangedighi (2000), man's improvement of his own world has remained

Aniah, Solomon Agwanyang, Department of Educational Management Faculty of Education University of Calabar, Calabar, Nigeria

Stephen Olenye, Department of Educational Management Faculty of Education University of Calabar, Calabar, Nigeria

Odok Lilian Oyak Department of Educational Management Faculty of Education University of Calabar, Calabar, Nigeria

Adie, Joy Ashibebongye, Department of Educational Management Faculty of Education University of Calabar, Calabar, Nigeria

elastic and this is because learning is constant. He learns everywhere and at any time. Without learning, he would merely remain a bundle of instincts or an infant unable to master, modify or change the environment he finds himself.

Learning according to Ekpa, (2010) and Gagne (2011), is a change in behaviour of performance, which is as a result of experience and practice which makes an individual face later situations differently. It must quickly be pointed out that the change in behaviour or performance should lead to improvement if learning has taken place, especially in school settings. Through learning, thus the capacity to build on existing knowledge, man has been able to explore the deepest depths and traversed the highest heights. The modern structures, air and sea vessels, electricity, televisions, radios, atomic bombs just to mention a few, are the examples of man's advancement in knowledge. The root of it is learning. Though learning is important and the advantages that go with it are enormous, but learning and building up knowledge in the researcher's estimation or thinking do not just occur because man is a living entity.

For learning to take place the pupils must also be in readiness to learn. The pupils do not learn simply because they have attained a certain level of maturity, physically, mentally and experientially for that which they learn. They learn because they are ready. Readiness refers to the extent to which the individual is prepared for a particular task performance. It is a stage in which the physically and mental maturation of the individual are at the point that when knowledge and skills are to him he is able to comprehend them meaningfully. It is a stage of preparedness, nurtured by experiential background, in the presence of mature innate potentiality.

In this study, the researchers see learner's study readiness as a stage in the life of the learner, when the learner is effectively matured and well equipped for effective learner task performance in the formal school setting in terms of reading/note-taking, concentration, time schedule homework. Reading/note-taking constitute an active process in which the child makes an effort at extracting ideas, concepts or images from set pattern of words. In specific terms, note-taking involves the jotting down of facts and ideas as a cue for reviewing, reflecting and revising (Joce, 2010). Concentration on the other hand is the ability to focus attention on a given object or event in order to understand or for problem solving while time schedule refers to the planning of the study to allow for a wise division of work

hours for learning task accomplishment (Akinboye, 2012). The dimension called homework provides activities that keep learners usefully engaged. Through home works learners work on given tasks which are graded and returned for correction. The idea of formal school setting is informed by the fact that though learning can take place anywhere and at any time, the society has actually set aside a setting called school, as a simplified model of the community where children first learn to live like adults by learning to live within the school community.

It has been researched by Ekpa (2010) that the learners have three types of attitudes to learning, such as negative attitude which is a deposition, feeling or manner that is not constructive, cooperative or optimistic, unpleasant, depressing or harmful. An attitude to learning is indifferent attitude which is showing no interest or concern, not caring and apathetic towards reading. The third attitude is positive attitudes which means being optimistic about situations, interactions and yourself. It is also a state of mind that allows you to envision and effects good things.

Researchers think that learners cannot learn better if the teachers' attitude to work is negative. Attitudes can be defined as a feeling which is accompanied by individual's attention on a particular topic (Al-Sawari, 2010). Furthermore, attitudes are a predisposition or a tendency to respond positively or negatively towards a certain idea, object, person or situation. Attitude influences an individual's choice of action, and responses to challenges, incentives and rewards (Sylibeh, 2013). According to Sunday and Obogo (2020), who opined that the caregiver- children interaction is a very important veritable element in the psychological climate of the school. They emphasised the importance of socio-emotional climate which the teacher creates during interaction with the children in the class. Studies have also revealed that motivational teaching methods (Anyaegbu, Aghanche&Nnamani, 2016, Sunday and Obogo, 2020) and creation of warm climate with children (Duplessis, 2016, Sunday and Obogo, 2020) could serve to predict children's appreciation of the need to develop interest to learn in school. Therefore, the current study aims to investigate teachers' attitude to work and learners' study readiness in selected primary schools in Odukpani Local Government Area of Cross River State, Nigeria.

Statement of the Problem

Stories of untold magnitude about pupils' study readiness abound in primary schools throughout

the world. The decline in primary educational standards with respect to the quality of teachers output from the primary school level of education has continued not only to generate disappointments from those who need the services of teachers but also an outcry from the general public. Scholars on their studies have advanced so many factors for the existing condition to include poor study habits on the parts of pupils, lateness to work by teachers and inadequate funding by the government. Some ascribe it to lack of regular staff meeting in the school.

In all the probable causes so far advanced, one cannot help but note that due attention has not been paid by the teachers to the pupils in terms of improving learners' study readiness. The question then is: what are the attitudes of primary school teachers to work towards the learners' study readiness in Odukpani Local Government of Cross River State? Therefore, this current study attempted to answer the question.

Purpose of the Study

The main purpose of this study was to investigate the influence of teachers' attitude to work towards the learners' study readiness in primary schools in Odukpani Local Government Area.

Specifically, the study sought to:

Determine the difference between the level of learners' study readiness and their expected level in schools.

Determine the influence of teachers' attitude to work on learners' study readiness in schools.

Research questions

The following research questions were posed to guide the study:

To what extent does the level of learners' study readiness different from the expected level in school?

To what extent does teachers' attitude to work influence learners' study readiness in schools?

Hypotheses

The following null hypotheses were formulated to guide the study:

The level of learners' study readiness has not significantly different from the expected level in schools.

Teachers' attitude to work has no significant influence on their learners' study readiness in schools.

METHODOLOGY

The design adopted for the study is ex-post-facto design. This design is considered most suitable because it does not involve any direct control and administration of independent variables. Also, the ex-post-facto research design is a design in which the data had already occurred far before the period the researcher undertakes the study (Isangedighi, Joshua, Asim and Ekuri, 2004). The study was carried out in Odukpani Local Government Area of Cross River State. The population of the study comprised the entire Head teachers, deputy Head teachers and class teachers in primary schools (both public and private) in Odukpani Local Government Area of Cross River State.

The Purposive Sampling technique was used to sample 20 Head teachers and deputy Head teachers, 10 (50%) of Head teachers, 10 (50%) of deputy Head teachers (8 males and 12 females), 40 class teachers 12 (30%) were males and 28 (70%) were females. Those 20 Head teachers and deputy Head teachers evaluated the attitude to work of the 40 class teachers while the teachers evaluated the learners' study readiness.

Two instruments were used for the study. One of them tagged "Teachers' Attitude to Work Questionnaire (TAWQ)" and the other "Learner's Study Readiness Assessment Scale (LSRAS)" respectively was administered to the Head teachers and deputy Head teachers by the researchers while the class teachers provided pupils' study readiness in the examination they took in the school system.

TAWQ was divided into two sections (A and B). Section A sought information on respondents' personal data while section B, consisted of statements to which respondents were meant to show their levels of agreement or disagreement based on a 4-piont Likert-type scale.

The 4-point Likert scale adopted is as follows: Strongly Agree(SA), Agree(A), Disagree(D), and Strongly Disagree (SD). The instruments were face validated by one expert in Educational Measurement and Evaluation in National Teachers' Institute (Calabar Study Centre).

One-sample population t-test and one-way analysis of variance (ANOVA) were used to test the two hypotheses 1 and 2 respectively at 0.05 level of significance.

Presentation of Results

Hypothesis 1

The level of learners' study readiness are not significantly different from the expected level in schools.

The dependent variable in the hypothesis was learners' study readiness. To test this hypothesis, one-sample population t-test was used to compare the observed mean of each of the learners' study readiness with their expected mean. The results are presented in Table 1.

TABLE 1: One-sample population t-test for significant of learners' study readiness against the expected

Learners' study readiness variables	$\overline{X}$	SD	$\overline{X}$	t-cal	Sig.
Reading/note-taking	12.100	0.053	11.110	16.552	.000
Concentration	12.140	1.670	11.110	18.245	.000
Time schedule	12.020	1.431	11.110	7.460	.000
Home work	11.430	0.201	11.111	16.405	.000

- Significant at .05 level

The results in Table 1 show that the observed mean level of learners' study readiness with respect to reading/note copying (x = 12.100), concentration (x = 12.140), time schedule (x = 12.020) and homework (x = 11.430) are all higher than the expected mean value (μ = 11.110). Moreover, the p-values (.000) associated with the computed t-values (16.55, 18.245, 7.460 and 16.405) for reading/note copying, concentration, time schedule and homework are all less than .05. As a result, all the null hypothesis was rejected with respect to the four study readiness values. This means that the levels of learners' study readiness in terms of reading/note copying, concentration, time schedule and homework are all significantly higher than the expected level.

Hypothesis 2

Teachers, attitude to work has no significant influence on their learners' study readiness in schools.

The independent variables in this hypothesis was teachers' attitude to work while the dependent variable was learners' study habit. In testing the hypothesis, the teachers in the sample were categorised into three groups based on their scores on teacher's attitude to work and the three groups were formed based on the following score ranges.

Group 1:   Negative attitude – 1-13
Group 2:   Indifferent attitude – 14-26
Group 3:   Positive attitude – 27-40

The data were subjected to analysis using one-way analysis of variance (ANOVA). The results of the analysis are presented in Table 2.

TABLE 2: One-way analysis of variance of influence of teachers' attitude to work on Learners' study readiness in schools

Group	N	$\overline{X}$	SD
Negative attitude	6	4.80	2.06
Indifferent attitude	5	3.80	2.03
Positive attitude	9	4.08	2.04
Total	20	12.680	6.13

Source of Variation	SS	Df	Ms	Fcal
Between Group	34.586	2	17.293	
				5.807
Within Group	50.626	17	2.978	
Total	85.212	19		

*p < .05, critical $F_{2,17}$ = 4.450

The result presented in Table 2 has shown that a calculated F-value of 5.807 is higher than the critical F-value of 4.450 at .05 level of significance with 2 and 17 degrees of freedom. With this result, the null hypothesis is rejected. This means that teachers' attitude to work has a

significant influence on learners' study readiness in primary schools in Odukpani Local Government Area.

Discussion of Findings

Level of learners' study readiness:

The finding from testing hypothesis one shown that the level of learners' study readiness in terms of reading/note copying, concentration, time schedule and homework are all significantly higher than the expected level. This is particularly so because the engagement of effective study readiness/habit by learners would ginger in them the desire to learn and achieve maximally. This finding tends to tally with existing literature (e.g Akinboye, 2021; Okoli, 2010 and Tuessing, 2012). Also the study is in consonance with the study of (Okoye, 2011) who concluded that the level of learners is a boost to the learners' study readiness in schools. According to Unoh,(2010) who carried out a study on children readiness and interaction agreed with the present study that the level of learners could influence their study readiness.

Teachers' attitude to work and learners' study readiness

In order to determine the influence of teachers' attitude to work as a major variable of this study on learners' study readiness in primary schools. One-way analysis of variance was performed on three groups of test-taking perceived attitude to the subject. The results of the analysis show that teachers who cultivate positive attitude towards their work always help nurture in learners the capacity of using effective study readiness as a guarantee for maximum achievement, while those teachers who always cultivate negative attitude towards their work always help learners to engage in learning activities that will reduce incidence of achievement in them.

Again, respondents with lower mean scores are those who cultivate negative attitude towards not only their work, but the entire system generally. The findings of this hypothesis is highly in agreement with Okumber (2011) who studied the influence of primary school teachers' attitude towards school work on their pupils' academic performance.

The results of this hypothesis also agreed with the work of Weiner (2000) who concurred that there is a general laxity of school heads and deputy school teachers, in supervising teachers' attitude and their activities in the school towards the welfare of their learners. He further concluded that if teachers could be caused (through motivation) to put in more effort, teachers would be able to improve on their attitude to work and

their pupils' learning. With Okumber (2011) who studied the influence of primary school teachers' attitude towards school work on their pupils' academic performance and found that teachers' attitude to work significantly influenced their pupils' academic performance.

CONCLUSION

From the results and findings of this study, it was concluded that teachers' attitude to work has a significant influence on learners' study readiness in primary schools in Odukpani Local Government Area of Cross River State, Nigeria.

RECOMMENDATIONS

Based on the conclusion of the study, the following recommendations are made:

That teachers should help nurture in learners the capacity of using effective study readiness as a guarantee for maximum achievement.

The government should eliminate the factors such as lateness and delay in payment of salary that tend to hinder commitment for effective role performance by teachers.

REFERENCES

Ajayi, A survey of the teachers' influence on students' attitude towards studies family continued interest in schools. University of Illinois

Akinboye, J. O., 2012. How to Study: A psychological approach. Ibadan: Maritime Printers.

Al-Sawari, O., 2010. Psychological and educational bases of youth care. Beirut: Lebanon.

Anero, B., 2011. Attitude and direction of attention.Psychological Bulletin. 76 (9), 101-104.

Anyaegbu, M. I., Aghanche, N. O., and Nnamani, P. A., 2016. The need to develop a good reading habit in the pupils of Awka South Local Government Area of Anambra State. Information Teaching Research Journal, 6(7), 7-17.

Bandura, A., 1986. Social learning theory. New Jersey: General Learning Press.

Cotton, C. B., 2009. A study of the effects of teachers' discipline management on students achievement. Unpublished B.Sc (Ed.) Research Project; University of Ado-Ekiti, Ekiti State, Nigeria.

Duplessis, S., 2016. Factors affecting the reading of 12 Grade learners in selected preschools in Gauteng Provincee; Unpublished Thesis University of South Africa, Pretoria, South Africa.

Ekpa, A. A., 2010. Communication in student-centred classroom. Modalities for an interactive-discourse approach to English language teaching.West Africa Journal of Educational Research. 1(1), 73-78.

Ezewu, I. A., 2006. School rules and regulations. Abia State: Association of Missionary School Proprietors.

Gagne, R., 2011. The conditions of learning. New York: Holt Rinehart & Winston.

Isanghedighi, A. J., 2000. Academic underachievers: The concept and related factors. The Calabar Educator Journal, 3 (1), 87-94

Isanghedighi, A. J., Joshua, M. T., Asim, A. E. andEkuri, E. E., 2004. Fundamentals of research and statistics in education and social sciences. Calabar: Nku-Ubia, Yellow Duke.

Joyce, B. R., 2010. Models of Teaching and Learning (3rd Ed.)Englewood Cliffs, N. J: Prentice Hall.

Lester, I. H. and Alice, J. N., 2015.How to study. New York: McGraw Hills.

Okoli, O. I., 2010. Classroom management and pupils' learning. In J. Abraham, C. Lacey and R Williams (Eds)., Deception, demonstration and debate. London: WWF and Kogan Page.

Okoye, N. N., 2011. Psychological of effective learning. Ibadan: University of Ibadan.

Okumber, F., 2011. Teachers' attitude to work and childrens' learning in Day-long and shift system primary schools. Nigerian Journal of Education, 1(1), 17-20.

Sunday, M. O and Obogo, G. O., 2020. Psychological Issues and pre-primary Reading Readiness in Central Education zone of Cross River State, Nigeria. Prestige Journal of counselling Psychology 3(1), 10-24.

Tuessing, I., 2012. Study and succeed. New York: John Wiley and Sons.

Unoh, S. O., 2010. The Study of Reading. Basic Approaches to Reading. Ibadan University Press.

Weiner, M., 2000. A guide to effective supervision of staff in Nigerian schools. Enugu 4th Dimension. Publishing Co. Ltd.

TEACHER CHARACTERISTICS AND EFFECTIVE TEACHING AMONG SECONDARY SCHOOL TEACHERS IN CALABAR EDUCATION ZONE, CROSS RIVER STATE NIGERIA

CONSTANCE A. DIEN, MARGARET E. OYO-ITA AND JUDITH ARI

ABSTRACT

The study examined the influence of teacher characteristics (teacher qualification and year of teaching experience) on effective teaching among secondary school social studies teachers in Calabar education zone of Cross River State Nigeria. To achieve this objective, two hypotheses were formulated and tested. The survey research design was adopted for the study. The sample consist of One hundred and sixty-four (164) teachers in sixty (60) secondary schools in the zone. One structured questionnaire titled "Teacher Characteristics and Effective Teaching Questionnaire'' (TCETQ) was developed by the researcher and validated by experts in Sociology of Education and in measurement/Evaluation, it had a reliability coefficient of .75 & .92 developed using split half reliability method. One-way analysis of variance (ANOVA) was the statistical tool used to test the hypotheses at 0.05 level of significance. The result of the analysis revealed that teachers' qualification and year of experience significantly influence effective teaching. Based on the findings, it was recommended among others that teachers should be encouraged to frequently go for professional development long and short term courses in order to acquire knowledge that can facilitate delivery and those who have spent more years should see the need to give room for mentor-mentee relationship for the betterment of the system.

INTRODUCTION

Effective teaching is paramount in teaching-learning process and its significance in the educational system cannot be over emphasized. It is the act of imparting knowledge and skills to learners efficiently and effectively by the teachers as measured through students' outcome and behavioral change (Dien, 2014).

However, these attribute of the teacher is queried as students' outcome over the years are so poor and a thing of concern. Secondary school students in most cases perform poorly in internal and external examinations and sometimes cannot defend their certificates. One wonders if students are not effectively taught as their academic and moral achievement are highly influenced by teachers' effectiveness than

Constance A. Dien, Department of Educational Foundations University of Calabar, Calabar, Nigeria
Margaret E. Oyo-Ita, Department of Educational Foundations University of Calabar, Calabar, Nigeria
Judith Ari, Department of Educational Foundations University of Calabar, Calabar, Nigeria

students race in school (Ekanem, 2005). Scholarly literatures and experience have shown that teachers effectiveness in their job is below average, as manifested in their serious involvement in menial businesses as compared to their work in the classroom. The effect of this poor attitude among teachers could be responsible for the poor academic performance among students and continuous cry of decline standard of education in Nigeria, as teaching is effective when students' performance improves after a period of instruction in a manner consistent with goals of instruction (Amalu, 2021). A teacher as the light in the educational world is expected to have all it takes to brighten and nurture the vibrant lives of individual learners with useful knowledge, practical skills and proper value orientation (Dien, 2019). Yanana, (2011) describes an effective teacher as one who achieves the goals of imparting a learner. Unfortunately, a person that so much is expected from is not forth coming and the system suffering. This attitude of ineffectiveness may be due to teachers not having the right qualification and experience to showcase their worth in the classroom. Ngada, (2011) posit that qualified teachers are lacking in schools and the school is turned to a dumping ground for unemployed school leavers. Therefore, teacher characteristics constitute attributes that are within the teacher and defines their standing in the profession which could be in terms of teacher age, gender, qualification and years of teaching experience which may influence the way they act and discharge their responsibilities though teachers' qualification and year of teaching experience forms the crux of the paper.

Teacher qualification is all the skills a teacher requires to function effectively in the classroom (teach) and to critically drive students' academic performance (Aina & Sunday, 2015) Adjei, (2015) states that teacher qualification is made up of relevant education degrees/certificates and that quality of teachers determine their efficiency level. He further explains that teacher qualification in relation to the achievement of lesson objectives is one of the most important variable which helps in shaping the attitude and development of learner to be responsible in school and the society. To support this, Amalu (2021) posit that teachers are responsible for the translation of aims, goals and plans of education into knowledge and skills. They are the ones to ensure that learners are educated in the direction of those aims and objectives. Darling-Hammond, Berry and Thoreson, (2011) posit that, teachers

who are trained in teaching the area in which they are certified, out-perform teachers who have no certificates. Zuzovsky, (2011), outlines formal education, knowledge of subject matter, education in pedagogical studies, duration of the preparation period, certification/increasing status, preparation in professional development activities and years of experience as indicators of an effective qualified teacher.

Therefore, teacher qualification is imperative, as it is argued that teachers who have more training produce students who have better academic achievement and even good moral and social behaviour. In a study carried out in Tennessee to ascertain the effect of students' exposure to highly qualified teachers, Osadolor, (2020) found the relationship to be additive and cumulative, result has it that, the study used performance to categorize teachers into five groups representing levels of effectiveness. After tracking the progress of found achievement gains – 83% for students assigned to most effective teachers while students assigned to less effective teachers demonstrated a 29% gain in learning. Students demonstrated greater gain in learning with mathematics and science teachers holding a major in the subject area. Osadolor (2020), found a significant relationship between students' achievements and teachers' cognitive and verbal abilities. Azuka, (2020) posit that highly professional teachers are more likely to use a range of teaching strategies and interaction style that responds to students' needs and learning styles as well as placing emphasis on conceptual application of ideas than those with less professional qualification who will place more emphasis on a single rigid approach or method. These agrees with Ehiaguina, (2020) that a qualified secondary school teacher is likely to display a good mastery of the subject matter, use appropriate methods of teaching at various times, know how to achieve good class management control and achieve the stated objectives of much lesson, as a teacher should be conscious of achieving a set goal. Hillary, Worth and De-Lazzari (2017), examined teachers' educational attainment and job effectiveness in Ghana and the study adopted a survey research design with stratified and purposive sampling techniques. The findings had it that teachers who have higher degrees performed better than teachers' with lower degree. Hence, Aggarwal (2006) states that for;

"Social studies teachers to assist learners to understand this complex world in which we live and better adapt themselves to it and prepare

them for an intelligent and constructive citizenship, a well-qualified and not ill equipped teacher of social studies must be provided at all level of education." PP 227.

Another variable under consideration is that of year of teaching experience which is comparing a teacher with multiple years in the classroom to another teacher who has spent fewer years in the profession. Kini & Podolsky (2016) opine that teaching experience is positively associated with teacher effectiveness. This does not mean that incompetent teachers will be effective because of their years of teaching experience but effectiveness increases with year of experience (Dien, 2019). Moreover, many occupations recognize employees' year of experience as a relevant factor in human resource policies, this idea is that experience gained over time, enhances knowledge, skills and productivity of workers (Rice, 2010). Dien, (2019) collaborated with these findings, because "experience promotes effective teaching. Hassen & Abdullahi (2013) conducted a study to investigate the impact of teachers' age, gender and teaching experience on the use of ICT, EFL teaching. The participants were 46 in-service teachers working at Najran University Saudi Arabia. The finding revealed that there is a difference between male and female teachers in language teaching as a result of experience. This is in agreement with the study on impact of teacher experience at high school level by Harris & Sass, (2007). Using data from North Carolina Elementary School teachers with one or two years' experience, study shows that these teachers with experience are more effective on average than teachers with no experience by .06 SD in mathematics achievement and .03 SD in reading achievement. The National Education Association (NEA) had long agreed and maintained that teacher experience matters and should be considered in determining pay and promotions. As year of teaching experience is the actual number of years a teacher has put into classroom teaching and not number of years after graduation (Amalu, 2021). Adjei (2017) explained that there is no doubt about a teacher with more years of teaching experience being very effective as compared with someone new in the teaching profession from the foregoing discussion he penned that;

"One may be right to conclude that the experience of a social studies teacher is of great importance for effective teaching and in achievement of lesson objectives as without teaching experience, teachers may find it difficult to teach social studies in bringing out the desired change in the learners' outcome, social behavior, and achieve the real purpose of social studies (pp.118).

Podolsky, Kini and Darling Hammond (2019) carried out a study to determine if teaching experience increase teachers' effectiveness, thirty (30) studies published since 2003 were analyzed to ascertain the effect of teaching experience on students' outcome in US. The findings revealed that teaching is positively associated with students' achievement gains throughout much of teachers' career hence as teachers gain experience, their students are more likely to do better on measures of success beyond test scores.

The reviewed literature reveal that qualified and experienced secondary school social studies teacher in particular and teachers in general play important role in ensuring good success in the academic pursuits and good moral behavior of the students. As they will do their job religiously keeping aside anything that may take their time from being in the classroom to see that the students' outcome is impressive and the society also is a better and peaceful place through their impartation. Therefore, being well-equipped, committed and experienced in the profession is necessary. It is believed that this study will help influence the choice of teachers at employment and encourage the need to retain the good old hands to mentor the new for effectiveness in the system and for the betterment of the nation and Calabar Education Zone in particular.

STATEMENT OF THE PROBLEM

Teachers are expected to be knowledgeable, committed, dedicated and discipline to be effective in their profession in order to influence the learners positively. Unfortunately, students' academic performance and general good moral and social behaviour in recent time has been a thing of concern in the research area, students are seen loitered about the streets during school hours with the excuse that their teachers 'are not in school.'' Some teachers on the other hand are involved in "full time trading'' within and outside the school on stuffs like jewelries, foodstuff, clothing, shoes to mention but a few. This nonchalant attitude and un-seriousness as posed by some teachers is dangerous to the objectives of the school and of teaching/learning process, making questions to be raised on what time they use in preparing for their classes if at all they do and whether these teachers are really qualified and experienced indeed for the job? Despite the

effort of the Government, school authorities and even Non-Governmental Organizations (NGOs) as well as some parents to find lasting solutions to issues of teachers' ineffectiveness in organizing in-trainings, providing financial incentives were necessary, instructional materials, surprise welfare packages etc. yet the problem persist. Hence, this issue and many others arouse the interest of the researcher to carry out these study to find out whether qualification and experience as teachers' characteristics can influence effective teaching among secondary school teachers in Calabar Education Zone Cross River State.

PURPOSE OF STUDY

The primary purpose of this paper is to examine the influence of teacher characteristics on effective teaching among teachers. Specifically, the paper sought to determine;

1.   How teacher qualification can influence effective teaching.
2.   How teacher years of teaching experience can influence effective teaching.

Research Hypotheses

1.   There is no significant influence of teacher qualification on effective teaching.
2.   There is no significant influence of teacher years of teaching experience on effective teaching.

Research Methodology

The design for this study was survey research design. The population of the study consist of all the One hundred and sixty-four social studies teachers in secondary school in Calabar education zone and all Junior Secondary School Students who offer social studies. The sampling technique used for the study is the census sampling technique. This is because all the teachers were used for the study. The sample consist of One hundred and sixty-four teachers.

Data for the study were obtained through structured questionnaire titled "Teacher Characteristic and Effective Teaching Questionnaire (TCETQ). The instrument was content validated by experts in Sociology of Education and in Measurement/Evaluation in the University of Calabar. It had two parts A and B. Part A had information on teacher characteristics data such as teachers' age, gender, educational qualification and experience while Part B was made up of thirty (30) items raised on four point Likert scale with scoring ranging from strongly agreed (SA), agreed (A), disagree (D) and strongly disagree (SD). The instrument was faced validated by two experts in Measurement and Evaluation Unit of the Faculty of Education University of Calabar. Split half reliability coefficient was used to determine the reliability of the instrument and the reliability coefficient ranged from 0.75 and 0.92 which was considered high enough to be used. One hundred and sixty-four questionnaires were administered to teachers with the permission of the school management of the various schools used in the study. Data generated were analyzed using descriptive statistics and One Way Analysis of Variance (ANOVA).

RESULT

Hypothesis one: There is no significant influence of teacher qualification on effective teaching among secondary school social studies teachers in Calabar education zone.

The independent variable in this hypothesis is teachers' qualification and is categorized into NCE, B. Sc/B.Ed., M.Sc./M. Ed/Ph. D while the dependent variable is effective teaching. ANOVA statistics was used to test this hypothesis at .05 level of significance and the result is presented in Table 1 and Table 2.

Table1: Descriptive statistics of the variable of teachers' qualification on effective teaching

Dependent variable	Educational qualification	N	Mean	Std. Deviation
Knowledge of subject matter	NCE	76	8.6842	.46792
	B.Sc/B,Ed	32	12.8438	3.66421
	M.Sc/M.Ed/Ph.D	56	12.9464	3.81585
	Total	164	10.9512	3.46907
Classroom management	NCE	76	11.7368	2.10630
	B.Sc/B,Ed	32	11.5938	1.99773
	M.Sc/M.Ed/Ph.D	56	12.9464	3.24413
	Total	164	12.1220	2.59017
Communication skills	NCE	76	10.7632	3.33814
	B.Sc/B,Ed	32	12.3125	3.77972
	M.Sc/M.Ed/Ph.D	56	11.0893	3.43393
	Total	164	11.1768	3.48694

Table 2: One-way Analysis of Variance of the result of influence of teachers' qualification on effective teaching

Dependent variation	Source of variation	SS	df	Ms	F	Sig.
Knowledge of subject matter	Between groups within groups	728.131	2	364.065	47.520	.000
		1233.41	161	7.661		
	Total	1961.610	163			
Classroom management	Between groups	58.266	2	29.133	4.531	.012
	Within ups	1035.295	161	6.430		
	Total	832.222	163			
Communication skills	Between groups	54.707	2	27.353	2.285	.105
	Within groups	1927.165	161	11.970		
	Total	1981.872	163			

*significant at .05. df=2 and 161

To test this hypothesis one-way analysis of variance (ANOVA) was used and the result as presented in Table 2 which showed that for teacher qualification and knowledge of subject matter (F=47.502, P<.05), for classroom management (F = 4.531, P<.05) and for communication skills (F = 2.285, P<.05). Since P (.000) is less than P (.05) for teacher qualification on knowledge of subject matter, classroom management. It implies that there is a significant influence of teachers' qualification on effective teaching. Thus, the hypothesis was rejected for teacher qualification in effective teaching in-terms of the above mentioned dependent variable. A post hoc analysis was carried out using scheffes test.

Table 3: Scheffe's post hoc comparison analysis of the influence of educational qualification on effective teaching

Dependent variable	Educational qualification (I)	Educational qualification (J)	Mean difference (I-J)	Sig.
Knowledge of subject matter	NCE	B. Sc/B.Ed	4.15954	.000
	B.Sc/B.Ed	M.Sc/M.Ed/Ph.D/NCE	4.26222	.000
	M.Sc/M.Ed/Ph.D	M.Sc/M. Ed/Ph.D	4.15954	.000
		NCE	.10268	.000
Classroom management	NCE	B.Sc/B.Ed	4.26222	.986
	B.Sc/B. Ed	M.Sc/M.Ed/Ph.D	.10268	.000
	M.Sc/M.Ed/Ph.D	NCE	1.20959	.986
		M.Sc/M.Ed/Ph.D	1.4309	.28
		NCE	1.35268	.965
		B.Sc/B.Ed	1.20959	.58
		M.Sc/M.Ed/Ph.D	1.35268	.58
			5.05639	.28
				.58
				.000
Communication skills	NCE	B.Sc/B.Ed	1.59211	.000
	B.Sc/B.Ed	NCE	1.59211	.000
	M.Sc/M.Ed/Ph.D	M.Sc/M.Ed/Ph.D	3.46429	.000
		NCE	5.05639	.000
		B.Sc/B.Ed	3.46429	.000

* Significance at 0.05

The result as present in Table 3 showed that teachers with B.Sc/B.Ed and above qualification are more effective in terms of knowledge of subject matter, classroom management and communication skills which are dynamic attributes of a teacher compared to those who have only NCE degree as their highest qualification.

Hypothesis 2: There is no significant influence between teacher's year of experience and effective teaching among social studies teachers in Calabar education zone. The independent variable in this hypothesis is teachers' year of experience categorized into three groups (1-10years, 11-20years and 20 and above years) while the dependent variables is effective teaching. One-way variance of analysis (ANOVA) was used to test this hypothesis at .05 level of significance and the result presented in table 4 and 5.

Table 4: Descriptive statistics of the variable of years of experience on teaching effectiveness

Dependent variable	Years of experience	N	Mean	Std. Deviation
Knowledge of subject matter	1-10yrs	81	11.1358	3.69714
	11-20yrs	53	9.8491	2.09758
	21-Above yrs	30	12.4000	4.19030
	Total	164	10.9512	3.46907
Classroom management	1-10yrs	81	10.0000	.00000
	11-20yrs	53	12.9245	1.28376
	21-Above yrs	30	16.4333	1.33089
	Total	164	12.1220	2.59017
Communication skills	1-10yrs	81	11.3086	3.82636
	11-20yrs	53	11.8113	3.48655
	21-Above yrs	30	9.7000	1.76459
	Total	164	11.1768	3.48694

Table 5: One-way analysis of variance (ANOVA) result of the influence of teachers' year of experience on effective teaching

Dependent variables	Source of variation	SS	df	F	Significance
Knowledge of subject matter	Between groups	130.111	2	5719	.004
	Within groups	1831.499	161	65.056	
	Total	1961.610	163	11.376	
Classroom management	Between groups	956.496	2	478.248	.000
	Within groups	137.065	161	3.851	
	Total	1093.561	162	561.763	
Communication skills	Between groups	88.175	2	44.087	.026
	Within groups	1893.697	161	11.762	
	Total	1981.872	163	3.748	

*significant at .05. df=2 and 161

To test this hypothesis, one-way analysis of variance was used and the result as presented in Table 5 showed that years of experience and teachers knowledge of subject matter (F =5.719, p<.05), year of experience and classroom management (F=561.76, p<.05), year of experience and communication skills (F=3.470, p<.05).   Since P (.000) is less that P (.05) for teachers' year of experience it implies that there is a significant influence of teachers' years of experience on effective teaching in terms of the above dependent variables. Thus the hypothesis was rejected for teachers' year of experience on effective teaching. A post Hoc test was carried out using Scheffe's test as seen in Table 6.

Table 6: Scheffe's post hoc comparison test of the influence of year of experience on teaching effectiveness

Dependent variable	(I) Teacher experience	(J) Teacher experience	Mean difference (I-J)	Significance
Knowledge of subject matter	1-10yrs	11-20yrs	1.28675	.100
		21-Aboveyrs	-1.26420	.218
	11-20yrs	1-10yrs	-1.28675	.100
		12-Aboveyrs	-2.55094*	.005
	21-Aboveyrs	1-10yrs	1.26420	.218
		11-20yrs	2.55094*	.005
Classroom management	1-10yrs	11-20yrs	-2.92453*	.000
		21-Aboveyrs	-6.43333*	.000
	11-20yrs	1-10yrs	2.92453	.000
		21-Aboveyrs	-3.50881	.000
	21-Aboveyrs	1-10yrs	6.43333*	.000
		11-20yrs	3.50881*	.000
Communication skills	1-10yrs	11-20yrs	3.03516	.000
		21-Aboveyrs	1.60864	0.93
	11-20yrs	1-10yrs	.50268	.709
		21-Aboveyrs	2.11132	.029
	21-Aboveyrs	1-10yrs	-1.60864	.093
		11-20yrs	-2.11132	.029

* Significance at 0.05

The result revealed that teachers with 21years and above years (middle age) of experience are more effective in terms of knowledge of subject matter, classroom management and communication skills, compared to those within 1-10 years in the profession.

DISCUSSION OF FINDINGS
Hypothesis one stated that there is no significant influence of teachers' qualification of effective teaching is rejected in terms of knowledge of subject matter, classroom management and teacher ability to communicate for the learners to learn (communication skills). This means that

educational qualification of teachers can make them effective teachers. This could be due to the fact that the higher the teacher goes academically the more exposed to methodological skills, content information and innovative in the area. Teachers who develop themselves either by obtaining more degrees in an area of profession tend to stand a better chance in having more information and knowledge about the area on current issues that can influence his/her effectiveness. This finding agree with Hillary, (2017) and Ehuiaguina (2020) that teachers' qualification makes a teacher effective.

Hypothesis two that stated that there is no significant influence of teachers' years of teaching experience on effective teaching was rejected in terms of knowledge of subject matter, classroom management and communication skills. This implies that teachers who have been in the profession for a reasonable number of years differ in terms of knowledge of subject matter, classroom management and communication skills than those who are new in the system. These could be because they tend to have understand the profession and have additional skills, knowledge and strategies in handling instruction. Their experience can also have influenced the job performance and in their interaction with the environment, students, colleagues and management of the school provided with better opportunity to serve. This finding is in line with Kini & Podolsky (2016) who penned that, the more experienced a teacher is, the most effective that teacher will be.

CONCLUSION

From the result of the findings, it can be concluded that teachers' characteristics e.g. teachers' academic qualification and teachers' years of teaching experience influences effective teaching. These in turn influences positive academic outcome and moral behavior of students for the betterment of the society at large. It is also deduced that effective teaching is the major essence of teaching-learning process and should be checked to see that it's not found wanting nor queried.

RECOMMENDATIONS

The following recommendations were drawn from the findings that;

   Government should ensure that qualified teachers are employed and assigned the right subject to teach i.e. teachers should be allowed to teach subjects areas they major in.

2. Experienced teachers should see themselves as mentor to the newly employed teachers i.e. mentor-mentee relationship should be cordial. Finally, policy makers should redouble efforts to improve teachers' retention and evaluate them based on factors beyond test scores.

REFERENCES

Adjei, D., 2013. Teacher quality and effective teaching of social studies in Kumasi Metropolis, Ghana. International Journal of Humanities and Social Studies. Retrieved from www.theijhss.com 5(10). 115-128.

Aggarwal, J. C., 2006. Teaching of social studies: A practical approach (4th Edition). New Delli.Vikas Publishing House Limited.

Aina, J. K. and Sunday, O. S., 2015. A Review of teachers' qualification and its implication of students' academic achievement in Nigerian Schools. 10.15. Retrieved from https://www.openscienceonline.com/journal/eris.

Amalu M. N., 2021. Some demographic variables and teaching effectiveness of secondary school teachers in Cross River State Nigeria.

Azuka, A. O., 2020. Teachers stress during a school year. Journal of Occupational Psychology 81, 102-118.

Dien, C. A., 2014. Teacher motivation and teachers' teaching effectiveness in Government Technical Colleges in Calabar Metropolis in Cross River State, Nigeria. Unpublished post graduate diploma in education project presented in University of Calabar, Calabar, Cross River State.

Dien, C. A., 2019. Teacher characteristics, school social environment and effective teaching among social studies teachers in Calabar Educational Zone in Cross River State Nigeria. Unpublished Master's Thesis presented in University of Calabar Cross River State.

Darling-Hammond, L., Berry, B. and Thoreson, A., 2001. Does teacher certification matter? Evaluating the evidence. Education evaluation and policy analysis 23 (1), 57-77. Retrieved from www.theljhss.com

Ehiaguina, S. O., 2021. 21st Century teacher relationship between academic qualification and job effectiveness of teachers in public senior secondary school. International Journal of Studies in Education and Science (IJSES), 2(1), 36-45.

Ekanem, G. D., 2005. Teachers' characteristics, job attitude and teaching effectiveness among secondary school teachers in Ikot Ekpene Educational Zone of Akwa Ibom State, Nigeria. Unpublished M.Ed Thesis University of Calabar, Calabar.

Hillary, J., Worth, J. and De-Lazzari, G., 2017. Teacher retention and turnover research: Interuim Report. Retrieved from nfer.ac.uk.

Kini, T. and Podolsky, A., 2016. Does teaching experience increase teacher effectiveness? A review of the research. Retrieved From www.learningpolicyinstitute.org.

Ladd, H. F., and Soreson, L. C., 2015. Returns to teacher experience: student achievement and motivation in middle school. MIT Press.12(2) Pp. 241-279.

Ngada, A. J., 2008. Impact of NCE programme on preparation and performance of NCE graduate teachers in Borno state junior secondary school. Research in curriculum 5(1) 190-195.

Osadolor, B., 2020. Teaching dynamics in education in Nigeria. Ondo: Grace Publishing company

Podolsky, A., Kini. T. and Darling-Hammond, L., 2009. Does teaching experience increase teacher effectiveness: A review of US research. Journal of Professional Capital and Community. DOI.10.1108UPCC-12-2018-0032.

Rice, L. I., 2004. Qualification issues and challenges. Journal of teachers, 2(2), 83-110.

Yanana, M. C., 2011. The relationship between teacher quality and student performance in English Language. Published Master Thesis.

Zuzovsky, R., 2010. Teachers' qualifications and their impact on student achievement. Finding from TIMSS 2010 Data for Israel. Centre for science and technology education. 2(2). 37-62. Retrieved from www.jerinstitute.org.

115

SELF-CONCEPT AND ACCEPTANCE OF LESBIANISM TENDENCY AMONG SENIOR SECONDARY SCHOOL GIRLS IN OVWIE LOCAL GOVERNMENT AREA OF DELTA STATE, NIGERIA.

DENWIGWE, C. P., AROP, L., EDWARD, A. N., AZUBUKO, A. H. AND ASUQUO, P. N.

ABSTRACT

This study stems from the observation that lesbianism is fast creeping into Girls' secondary schools in Nigeria. Using the ex-post facto research design, the study examined the influence of self-concept (moral and academic) on the acceptance of lesbianism tendency among 218 senior secondary school girls in Ovwie Local Government Area (LGA) of Delta State, Nigeria with a population of 2,112 senior secondary school girls. The respondents were randomly selected. The three research hypotheses formulated to guide this study were tested at a 0.05 level of significance. The instrument for data collection was the Self-concept and Acceptance of Lesbianism Tendency Questionnaire (SALTQ). The data were analyzed with the population and independent t-tests as the statistical tools. The results showed that the level of lesbianism tendency among senior secondary school girls in the study area was significantly high while a significant influence of moral and academic self-concepts on acceptance of lesbianism tendency was found to exist among the girls. Based on the findings, it was recommended that efforts should be made by the stakeholders of education to reduce the level of lesbianism among the senior secondary school girls by instituting programmes that sensitize them on the need to develop proper self-concept, the word of God and motivational talks can be appropriately used to encourage the development of moral concepts among the students, and self-concept enhancement programmes should be introduced in schools to enhance academic self-concept.

INTRODUCTION

It has been observed that lesbianism is fast becoming a common occurrence among secondary school females. Related to its prevalence among secondary school students is the issue of acceptance in society. Lesbianism tendency refers to females developing sexual desires for their colleagues of the same sex.

As a sexual relationship between two females, it is often perceived as a deviation from the more common situation of a sexual relationship between a male and a female. Odiogor (2014) asserted that the idea of men and men having carnal knowledge while women and women do the same is generally seen as an aberration and deviant behaviour that society abhors for centuries. Odiogor (2014) further charged that

Denwigwe, C. P., Department of Guidance and Counselling, University of Calabar.
Arop, L., Department of Guidance and Counselling, University of Calabar.
Edward,A.N., Department of Guidance and Counselling, University of Calabar.
Azubuko, A. H., Department of Guidance and Counselling, University of Calabar.
Asuquo, P. N., Department of Guidance and Counselling, University of Calabar.

the experience of Sodom and Gomorrah in the bible is a reminder that no one should violate the natural order of sexual relationships. Gay and lesbian youth are regarded as belonging to the sexual minority, and thus, their environment often reacts adversely to them.

Having a sexual minority status connotes sexual attraction (relating to the gender to which one is attracted), behaviour (relating to one's sexual partners), and identity (the label assigned to oneself). Uzoeshi (2019) for instance, has pointed out that sexual relationships should normally be between people of the opposite sex, but evidence abounds that many female adolescents go into lesbianism or same-sex relationship. This is suggestive of the fact that while some people perceive lesbianism as an acceptable way of life, some others see it as a social vice or cankerworm. Drake (2013) reported the result of two Pew Research Centre surveys on gay, lesbian, bisexual, and transgender adults (LGBT) and the American Public. The report revealed that 92% of LBGT adults viewed society as becoming more accepting of lesbianism over the last decade, while continued discrimination in various forms was also reported. The public, however, was reported to be strongly opposed to same-sex marriage with religious beliefs as a major factor; just under 45% of Americans viewed engaging in homosexual behaviour as a sin. Generally, however, the public acceptance of LGBT is changing in favour of LGBT.

In recent times, acceptance of homosexual acts and relationships is gradually growing. According to Adamczyk (2017), the Pew Research Centre's 2013 Global Attitudes Survey revealed a broad acceptance of homosexuality in North America, the European Union, and much of Latin America, but equally widespread rejection in predominantly Muslim nations and in Africa, as well as in parts of Asia and Russia. The survey also revealed that the acceptance of homosexuality is particularly widespread in countries where religion is less central in people's lives, and these are also among the richest countries in the world. Poorer countries with high levels of religiosity have only very little acceptance of homosexuality. The Global Divide on Homosexuality (2013) revealed that age is also a factor in several countries, with younger respondents offering far more tolerant views than older ones, while in countries with prevalent gender differences, women are consistently more accepting of homosexuality than men.

A study by Chi and Hawk (2016) investigated the attitude of Chinese university students towards same-sex attraction and behaviour, the socio-demographic correlates of these attitudes, and the potential gender differences in both tendencies and correlates. A total of 2,644 Chinese University students (49.7% of males, mean age 20.27years) indicated generally negative attitudes toward same-sex attraction and behaviour with males reporting negative attitudes than females.

Most studies on the acceptance of lesbianism tendencies among the youth reveal that although the acceptance of lesbianism in many countries of the western world is increasing, many cultures still do not accept it. Thus, Meyer (2003) in the Minority Stress theory opined that many gay and lesbian persons experience unique stressors related to their sexual orientation. Heinz and Horn (2014) listed the stressors to include homophobic prejudice, social rejection, discrimination, and harassment. Harper (2007) reported that many scholars in western countries have addressed attitudes related to same-sex attraction and behaviour, and policymakers have aimed at reducing discrimination and contributing to a generally positive social atmosphere, the reason being that well-being among gay and lesbian individuals is a significant public health concern. Non-western countries, however, are yet unfamiliar with this trend because research in this area is scarce.

Nigeria is one of the countries with little acceptance of lesbianism. In a social perception survey on lesbians, gay, and bisexual rights by the Initiative for Equal Rights (2017), it was revealed that most Nigerians (91%) do not believe that people were born homosexual. 83% of the respondents indicated an unwillingness to accept a lesbian, gay or bisexual family member, while 90% of Nigerians support the Same-Sex Marriage Prohibition Act (SSMPA). Eighty-three per cent (83%) of the respondents claimed not to have any family member, friend, or even know their community member that is a homosexual. In terms of associating with homosexuals, 90% of the respondents opined that Nigeria is better off without homosexuals, while 70% said they would not want to have anything to do with homosexuals. 56% of Nigerians want homosexuals to be denied access to public services like healthcare, housing, education, and others, while 39% think they should have access to public services.

This perhaps is the reason Edobor and Ekechukwu (2015) feel that lesbianism is an abnormality that can cause problems of personality maladjustment, and therefore, not

acceptable. Those who do not accept lesbianism, thinking that it is a vice suggest that young female adolescents get into it through social media either by watching sexually illicit movies, reading articles posted by negative role models, reading, and viewing pornographic magazines and pictures, and so on. Henry (2013) and Osamanga (2017) have among other things listed learning disappointment, fear of pregnancy, inability to relate with the opposite sex, environment, moral laxity, negative self-concept, nymphomania, separation, seduction, and school type as things that could cause lesbianism.

Several investigations have been done on self-concept and acceptance of lesbianism among adolescents. In a longitudinal study of 197 gay and lesbian youth, Vincke and Van Heeringen (2002) discovered that when a youth's environment which consists of family, friends, and confidants, who are aware of their sexual identity are supportive and nurturing, gay and lesbian youth scored higher on self-concept measures. Snapp, Watson, Russel, Diaz, and Ryan (2015) studied 245 LGBT youth and revealed that a positive and supportive environment (such as family, friends, and community) was associated with higher self-esteem in youth ($r=0.37$) and with a more positive attitude toward their sexual identities ($r=0.36$). Wilkerson, Schick, Romjnders, Bauldry, and Butame (2017) in a more recent study examined a sample of 108 sexual minority youth and revealed an association between a supportive social environment (such as family, friends, and LGBT youth organizations) and youth's self-esteem. These studies, therefore, point to the fact that a higher self-concept relates to acceptance of lesbianism tendency.

According to Grossman (1997), lesbians or sexual minority youth may perceive themselves as disconnected from the socially accepted majority heterosexual group, resulting in a lack of opportunity to take advantage of self-esteem built on membership in that group. Rotheram-Borus, et al., (1995) asserted that homosexuality and deviance from expected gender-typed behaviours may lead to marginalization and may prevent the development of a positive and healthy self-concept. Higgins, Hoffman, and Martins (1987) revealed that individuals aim at aligning their self-concept with their socially learnt standards and ideals and failure to meet these expectations predisposes them to feelings of fear, shame, rejection, and guilt. A high self-discrepancy may result in low self-esteem and a negative self-concept. This means that tensions exist in developing a lesbian self-concept in a heterosexual society. Shuck and Liddle in Hossain and Ferreira (2019) studied 66 gay, lesbian, and bisexual adults and revealed that over 66% of the participants reported friction between their sexual and religious identities. Sherkat (2002) in his study, reported that of the 2500 religious' movements in the United States, almost all disapprove of non-heterosexual orientation, which leads to a frustrating, judgmental, and conflicting moral self-concept for lesbians and gays.

Azubuko (2019) indicated the common observation that out of a cluster of 20 girls, one or more lesbians will likely be present. Duruamaku-Dim (2019) investigated the level of lesbianism tendency of senior girls in same-sex secondary schools in Cross River State and revealed that it is significantly high. The finding by Duruamaku-Dim however, disagreed with the work of Seigler (2015) on the level of lesbianism tendencies among females which revealed that the rate of lesbianism in Nigeria is very low, even though the acceptance of lesbians, gays, and bisexual people in Nigeria is gradually increasing.

Self-concept is a general term used to describe how someone thinks about or views himself or herself. It covers how we see ourselves physically, emotionally, socially, spiritually, morally, and academically. This study concentrated on moral and academic self-concepts. Moral self-concept is related to the traits of the prototypically moral person such as caring, compassion, helpfulness, hard work, friendliness, fairness, generosity, honesty, and kindness (Azubuko, 2019). Moral self-concept measures people's satisfaction with their conduct, it is related to the sense of being able to control one's impulses and behaviour. Dahl and Galliher (2010) in their study on moral self-concept and lesbianism revealed that moral self-concept which initiated significant positive effects such as perceiving God as being kind and forgiving is increased with low acceptance of lesbianism. Academic self-concept is the individual's assessment of his or her ability to learn or perform in academic matters. It is the personal beliefs of individuals about their academic abilities or skills (Trautwin, Ludike, Marsh & Nagy, 2009). Kertzner, Meyer, Frost and Stirrat (2009) did a study of the mental health effects of added burden related to the academically disadvantaged status, of lesbians, gays and bisexuals, using a community sample of 396 self-identified lesbian, gay and bisexual (LGB) adults. A significant relationship between

academic self-concept and LGB orientations was revealed among other findings. Purvis (2017) examined whether perceptions of discrimination, coming-out, and academic self-esteem levels predict lesbianism tendencies, anxiety, and depression. A snowball sample of 105 self-identified lesbians from the United States of America was used, and hierarchical regression was used as a statistical tool. The results revealed that frequency and stressfulness of sexual discrimination, coming-out, and self-esteem levels predicted depression, and anxiety, with academic self-esteem as the only significant predictor of lesbianism tendencies.

STATEMENT OF THE PROBLEM

Gay and lesbian youths face some problems in schools. Being of minority status, they face victimization and stigmatizations of various forms and a lack of needed support. These can predispose them to drug or alcohol abuse, dropping out of school, unsafe sexual practices, and abandoning their homes. On a more serious level, they could experience low self-concept, depression, and may toy with the idea of committing suicide.

A school is a place for moulding learners to be useful to themselves and their society. It should not be a place for stigmatization or victimization, therefore whatever can be done to ensure that the school pushes everybody in the right direction is very necessary. The researchers, therefore, wonder if the self-concept of students could be contributory to the acceptance of lesbianism tendencies among the students. The problem of this research, therefore, is to investigate the moral and academic self-concept and how they influence the acceptance of lesbianism tendencies among secondary school girls in Ovwie Local Government Area of Delta State, Nigeria.

METHODOLOGY

The area of the study is the Uvwie Local Government Area in the Delta State of Nigeria. The ex-post facto research design was employed for this study. From the study population of 2,112 senior secondary school girls, a sample of 218 senior secondary school girls was selected through the simple random sampling technique. The Self-concept and Acceptance of Lesbianism Tendency Questionnaire (SALTQ), comprising two sections, A and B was the instrument for data collection. Section A provided demographic data while section B with 30 items was used to collect data on the variables of the study. A four-point scale of strongly agree (SA), Agree (A), Disagree (D), and strongly disagree (SD) and which was weighted 4,3,2 and 1 respectively for the positively worded items and vice versa for the negatively worded items, was used to measure the items.

The instrument was face-validated by submitting it to one expert in guidance and counselling and one in test and measurement for scrutiny. The instrument was subjected to a trial test using 20 students selected from two secondary schools in the Local Government. These were not part of the study participants, but they had similar characteristics to them. A Cronbach alpha reliability estimate of between 0.73 and 0.85 for the instrument was established; the instrument was deemed reliable. The instruments for data analysis were one sample or population t-test and an independent t-test. To be able to use the independent t-test, the respondents for this research were divided into two groups viz high and low based on whether they scored above the average score or below the average score. From the weighting of the instrument, the highest expected score and lowest expected score by a respondent are 20 and 5 respectively. The independent variables were measured by five items each. The average score was derived as follows:

4x5+3x5+2x5+1x5=20+15+10+5=50. 50 divided by 5 (items used to measure the independent variables) =10. Therefore, a respondent that scored 9 and below was categorized as low while one that scored 10 and above was categorized as high.

PRESENTATION OF RESULTS

Hypothesis 1: The level of lesbianism tendencies among secondary school girls in Ovwie L.G.A in Delta State, Nigeria is not significantly high.

Variable: Lesbianism tendency

Statistical tool: One sample t-test (or population t-test).

The population t-test was chosen as the statistical tool for data analysis because it was only one variable (lesbianism tendency) that was continuously measured that was involved in this null hypothesis. The hypothesis was tested at the 0.05 level of significance and the result of this analysis is presented in Table 1.

Table 1: Summary of one sample t-test result showing the level of lesbianism tendencies among senior secondary school girls among secondary school girls in Ovwie L.G.A in Delta State, Nigeria. Test mean value=25

Variable	N	X	SD	t-cal.	Sig
Lesbianism tendencies	218	20.52	8.374	7.893**	0.000

Significant at the.0.5 level; df=217; Mean difference=4.48

The analysis in Table 1 gave a mean rating of 20.52 for the lesbianism tendencies of senior secondary school girls which is less than the test mean value of 25. This shows that lesbianism tendency in the study area is below the expected value with a mean difference of 4.48. The p-value of .000 is less than the alpha level of 0.05 at 217 degrees of freedom, implying that the observed mean difference of 4.48 is statistically significant. Therefore, the null hypothesis that the level of lesbianism tendency among senior secondary school girls in Ovwie L.G.A in Delta State, Nigeria is not significantly high was rejected. This implies that the level of lesbianism tendency among senior secondary school girls in South-south Nigeria was significantly high.

Hypothesis 2: There is no significant influence of Moral self-concept on acceptance of lesbianism tendencies among senior secondary school girls in Ovwie L.G.A in Delta State, Nigeria.
Independent variable: Moral self-concept (High and low)
Dependent Variable: Acceptance of Lesbianism tendency; Statistical tool: Independent t-test
This hypothesis was tested using the independent t-test as the statistical tool since the independent variable, (moral self-concept) was categorized into two independent groups high and low, while the dependent variable, Acceptance of lesbianism tendency was measured continuously. The hypothesis was tested at the 0.05 level of significance and the result of this analysis was presented in Table 2.

Table 2: Independent t-test analysis of the influence of moral self-concept on acceptance of lesbianism tendencies among senior secondary school girls in Ovwie L.G.A in Delta State, Nigeria.

Group: Moral self-concept	N	X	SD	t-value	Sig
High	117	15.18	4.567	13.946**	.000
low	101	26.71	7.476		

** Significant at .05 level; df=216; Mean difference=11.53.

The results of the analysis in Table 2 revealed that 117 respondents had high moral self-concept while 101 had low moral self-concept. The students with high moral self-concept had a mean score of 15.18 while those with low moral self-concept had a mean score of 26.71 in their responses towards acceptance of lesbianism tendencies. This result indicates that the acceptance of lesbianism tendency is higher among senior secondary school girls with low moral self-concept than those with high moral self-concept with a mean difference of 11.53. The result in Table 2 further revealed a p-value of .000 which is less than the .05 level of significance at 216 degrees of freedom. Based on this, the null hypothesis was rejected. It was concluded, therefore, that there is a significant influence of moral self-concept on acceptance of lesbianism tendency among senior secondary

school girls in Ovwie L.G.A in Delta State, Nigeria.
Hypothesis 3: There is no significant influence of academic self-concept on acceptance of lesbianism tendencies among senior secondary school girls in Ovwie L.G.A in Delta State, Nigeria.
Independent variable: academic self-concept (High and low)
Dependent Variable: Acceptance of Lesbianism tendency; Statistical tool: Independent t-test
The independent t-test was used as the statistical tool to test this hypothesis because the independent variable, academic self-concept was categorized into two independent groups high and low, while the dependent variable, acceptance of lesbianism tendency was measured continuously. The hypothesis was

tested at the 0.05 level of significance and the result of this analysis was presented in Table 3.

Table 3: Independent t-test analysis of the influence of academic self-concept on acceptance of lesbianism tendencies among senior secondary school girls in Ovwie L.G.A in Delta State, Nigeria

Group: Academic self-concept	N	X	SD	t-value	Sig
High	124	17.35	7.422	7.280**	.000
low	94	24.92	7.696		

** Significant at .05 level; df=216; Mean difference=7.57.

The results of the analysis in Table 3 revealed that senior secondary school girls with high academic self-concept (N=124) had a mean score of 17.35, while those with low academic self-concept had a mean score of 24.92 in terms of acceptance of lesbianism tendencies, respectively. This result implies that acceptance of lesbianism tendency among senior secondary school girls was greater among those with low academic self-concept than those with high academic self-concept with a mean difference of 7.57. The result in table 2 further revealed a p-value of .000 which is less than the .05 level of significance at 216 degrees of freedom, hence the null hypothesis was rejected. It was concluded, therefore, that there was a significant influence of academic self-concept on acceptance of lesbianism tendency among senior secondary school girls in Ovwie L.G.A in Delta State, Nigeria

SUMMARY OF FINDINGS
The following findings were revealed by the data analysis
1.   The level of lesbianism tendency among senior secondary school girls in Ovwie L.G.A in Delta State, Nigeria is significantly high.
2.   There is a significant influence of moral self-concept on acceptance of lesbianism tendency among senior secondary school girls in Ovwie L.G.A in Delta State, Nigeria There is a significant influence of academic self-concept on acceptance of lesbianism tendency among senior secondary school girls in Ovwie L.G.A in Delta State, Nigeria

DISCUSSION OF FINDINGS.
Findings on hypothesis 1 revealed that the level of lesbianism tendency among senior secondary school girls in South-south Nigeria is significantly high. This finding is in line with the finding of Duruamaku-Dim (2019) that the level of lesbianism tendency of senior girls in same-sex secondary schools in Cross River State is significantly high. The finding however disagrees with the work of Seigler (2015) which revealed that the rate of lesbianism in Nigeria is very low, even though the acceptance of lesbians, gay and bisexual people in Nigeria is gradually increasing. The result from hypothesis 2 shows that there is a significant influence of moral self-concept on acceptance of lesbianism tendency among senior secondary school girls in South-south Nigeria. Girls with high moral self-concept are less likely to accept lesbianism than those with low moral self-concept. This finding is in line with the finding by Dahl and Galliher (2010) that moral self-concept which initiated significant positive effects such as perceiving God as being kind and forgiving, is increased with low acceptance of lesbianism.

Findings on hypothesis 3 revealed a significant influence of academic self-concept on acceptance of lesbianism tendency among senior secondary school girls in South-south Nigeria. Senior secondary school girls with high academic self-concept demonstrated lower acceptance of lesbianism than those with low academic self-concept. This finding suggests that an individual's view of the academic activities around her may affect her chances of becoming a lesbian. This finding is in line with the results of the study by Kertzner et al (2009) which revealed a significant relationship between academic self-concept and lesbianism tendencies. The findings of the study by Purvis (2017) which revealed academic self-esteem as a predictor of lesbianism tendency, corroborates this finding.   **Conclusion**
This study is an investigation of the influence of moral and academic self-concepts on the acceptance of lesbianism tendencies among senior secondary school girls in Ovwie LGA of Delta State. Through a simple random sampling technique, a sample of 218 respondents was selected. The data collected was analysed using a population t-test and an independent sample t-

test. From the findings of this study, the level of lesbianism tendency among senior secondary school girls is significantly high, and there was a significant influence of moral and academic self-concepts on acceptance of lesbianism tendency among senior secondary school girls in Ovwie L.G.A of Nigeria. This implies that senior girls with low moral self-concept and academic self-concept are more likely to become lesbians than those with high moral and academic self-concepts. It is needful to ensure that secondary school girls are encouraged to develop appropriate self-concepts which will enable them to have a balanced perception of lesbianism tendency.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are proffered:

i.   Efforts should be made by the education stakeholders to reduce the level of lesbianism among senior secondary school girls by instituting programmes that sensitize them on the need to develop proper self-concept.

ii.   The word of God and motivational talks should be appropriately used to encourage the development of moral concepts among the students.

iii.   Self-concept enhancement programmes should be introduced to enhance academic self-concept.

REFERENCES

Adamczyk, A., 2017. Cross-national public opinion about homosexuality: Examining attitudes across the globe. University of California Press.
pp. 3– 7. ISBN 9780520963597.

Azubuko, A. H., 2019. Self-concept and lesbianism tendencies among senior secondary school girls in Uvwie L.G.A. of Delta State. An unpublished undergraduate thesis, University of Calabar.

Campbell, J., 1990. Self-esteem and clarity of the self-concept. Journal of Personality and Social Psychology, 59, 538-549.

Chi, X., and Hauk, S. T., 2016. Attitudes toward Same-Sex Attraction and Behaviour among Chinese University Students: Tendencies, correlates, and gender differences. Front Psychology 7, 1592. DOI: 10.3389/fpsyg.2016.01592.

Dahl, A. and Galliher, R., 2010. Sexual minority young adult religiosity, sexual orientation conflict, self-esteem, and depressive symptoms. Journal of Gay and Lesbian Mental Health, 14(4), 271-290.

Drake, B., 2013. How LGBT adults see society and how society sees them. Retrieved from https://www.pewresearch.org/fact-tank/2013/06/25/how-lgbt-adults-see-society-and-how-the-public-sees them.

Duruamaku-Dim, J. U., 2019. Self-concept and lesbianism tendencies of girls in senior secondary schools in Cross River State: Counselling implications for appropriate sexual orientation. Calabar Counsellor, 8(1)111-124.

Edobor J. O. and Ekechukwu, R., 2015. Factors influencing lesbianism among female students in Rivers State University of Education, Port Harcourt. International Journal of Academic Research and Reflection,3(6) 43-51.

Garofalo, R., Wolf, R. C., Kessel, S., Palfrey, J., and Durant, R. H., 1998. The association between health risk behaviours and sexual orientation among a school-based sample of adolescents. Paediatrics, 101(5), 895–902.

Grossman, A., 1997. Growing up with a spoiled identity. Journal of Gap and Lesbian Social Services, 6 (3), 45-56.

Harper, G., 2007. What is good about being gay? Perspectives from youth. Journal of Lesbianism, Gay, Bisexual, and Transgender Youth (LGBT)9(1):22-41. DOI: 10.1080/19361653.2012.628230

Heinz, J. E., and Horn, S., 2014. Do adolescents' evaluations of exclusion differ based on gender expression and sexual orientation? Journal of Social Issues 70(1). DOI:10.111/josi.12047

Henry, M. M., 2013. Coming out: Implications for self-esteem and depression in gay and lesbian individuals. M.S. Thesis submitted to the Faculty of Science, Humboldt State University.

Higgins, E., and Hoffman, Martin L., 1987. Self-Discrepancy: A Theory Relating Self and Affect. Psychological Review, 94(3), 319-340.

Hossain, F., and Ferreira, N., 2019. Impact of social context on the self-concept of gay and lesbian youth: A systematic review. Global Psychiatry, 2 (1), 1-28.

Kertzner, R. M., Meyer, I, Frost, D. M., and Stirrat, M. J., 2009. Academic and Psychological well-being lesbians, gay men, and bisexuals: The effects of race, gender, age and sexual identity. American Journal of Orthopsychiatry, 79(4), 500-510. Doi.10.1037/a0016848.

Meyer I. H., 2003. Prejudice, social stress, and mental health in lesbian, gay, and bisexual populations: conceptual issues and research evidence. Psychol. Bull. 129. 674–697. 10.1037/0033-2909.129.5.674

Osamanga, F., 2017. The impact of self-esteem on the attitudes towards homosexuality. European Journal of Interdisciplinary Studies, 3(3), 171-176.

Purvis, A., 2017. Discrimination, coming-out, and self-esteem as predictors of depression and anxiety in the lesbian community. PhD thesis submitted to Walden University College of Social and Behavioural Sciences.

Rotheram-Borus, M., Rosario, M., Van Rossem, R., Reid, H., Gillis, R., Zahn Waxler, C. and Patterson, C. J., 1995. Prevalence, course, and predictors of multiple problem behaviours among gay and bisexual male adolescents. Developmental Psychology, 31(1), 75-85.

Seigler, C., 2015. Acceptance of lesbian, gay and bisexual people increasing slowly in Nigeria. Retrieved from https://www.glaad.org/blog/study-acceptance-lesbian-gay-and-bisexual-people-increasing-slowly in-Nigeria on Monday, March 2, 2020.

Snapp, S., Watson, R., Russel, S., Diaz, R., and Ryan, C., 2015. Social support networks for LGBT young adults: Low-cost strategies for positive adjustment. Family Relations, 64(3), 420-430.

Sherkat, D. E., 2002. Sexuality and religious commitment in the United St: An empirical examination. Journal for the Scientific Study of Religion, 41(2), 313-323.

Schuck, K. D., and Liddle, B. J., 2001. Religious Conflicts Experienced by Lesbian, Gay, and Bisexual Individuals. Journal of Gay & Lesbian Psychotherapy, 5(2), 63-82.

Sybil, S., 2019. Female homosexuality (lesbianism) and bisexuality. Retrieved from http://www.reasoninrevolt.net.au/objects/pdf/d2158pdf.

Trautwein, U., Ludtke, O., Marsh, H. W., and Nagy, G., 2009. Within-school social comparison: How students perceive the standing of their class predictions and academic self-concept. Journal of Educational Psychology, 101(4), 853-866. doi:10.1037/a0016306.

The Global Divide on Homosexuality (PDF). Pew Research Centre. 4 June 2013. Archived from the original (PDF) on 18 February 2015. Retrieved 8 December 2014.

The Initiative for Equal Rights, 2017. Resources. HTTPS;//www.initiativeforequalrights/resources.

Uzoeshi, K. C., 2019. Lesbianism: causes and effects. Retrieved on Wednesday, March 4, 2020, from https://www.academia.edu>lesbian causes and effects.

Vincke, J., Van-Heeringen, K., Coyle, A., and Wilkinson, S., 2002. Confidant support and mental well-being for lesbian and gay young adults: a longitudinal analysis. Journal of Community and Applied Social Psychology, 12(3), 181-193.

Wilkerson, J. M., Schick, V. R., Romjnders, K. A., Bauldery, J. and Butame, S. A., 2017. Social support, depression, self-esteem, and coping among LGBTQ adolescents participating in hatch youth. Health Promotion Practice,18(3), 358-365.

PRINCIPALS' MANAGEMENT OF FINANCIAL AND NON-FINANCIAL RESOURCES AS CORRELATES OF INSTITUTIONAL GOAL FULFILMENT IN SECONDARY SCHOOLS IN CALABAR METROPOLIS

FRANCISCA NONYELUM ODIGWE AND VALENTINE JOSEPH OWAN

ABSTRACT

This research examined the management of financial and non-financial resources by Calabar Metropolis' public secondary school principals in relation to the fulfillment of institutional goals. Null hypotheses were developed based on the two specific objectives guiding the study. The study used the ex-post facto research design under the quantitative research framework. A census approach was adopted in enumerating all the 69 school managers (24 principals and 45 vice principals) in Calabar Metropolis, Nigeria. A validated questionnaire, with a reliability index of .90, was used for data collection. It was shown that there is a considerable association between the management of financial resources by school leaders and the fulfillment of institutional goals. A significant relationship was also established between principals' management of non-financial resources (such as school libraries, school records and human resources) and the fulfillment of institutional goals in secondary schools. It is argued that to fulfil educational goals, financial and non-financial resources' management in public secondary schools are critical. Policy and theoretical implications for successful educational management were discussed in light of this result.

KEYWORDS: Financial resources, human resources, school libraries, school records.

INTRODUCTION

Burgeoning research in Africa generally and Nigeria particularly, has focused on developing human and material resources (Allameh, Momeni, Esfahani & Bardeh, 2011; Arop, Owan & Madukwe, 2019; Wordu, 2018). This is because the expansion of a nation's physical capital stock relies to a large extent on the production of human capital. Without enough investment in enhancing the human and material capital of the education sector, the chances of a nation's progress would be hampered.

Education is an important instrument for personal, social, and economic mobility, as well as for national development. The secondary education level performs a unique role in receiving primary school inputs and transforming them into secondary goods for tertiary output at institutes of higher learning (Arop, Owan & Ekpang, 2018a; Owan, 2021). Because of the above, secondary schools have a dynamic responsibility to educate students with the abilities to flourish and work effectively in the 21st century (Arop, Ekpang, Nwannunu & Owan, 2018). The basic aim of secondary education is

Francisca Nonyelum Odigwe, Department of Educational Management, Faculty of Educational Foundation Studies, University of Calabar, Calabar, Nigeria.

Valentine Joseph Owan, Department of Educational Foundations, Faculty of Educational Foundation Studies, University of Calabar, Calabar, Nigeria.

to provide higher-level education opportunities for all primary school leavers, regardless of ethnicity, socioeconomic class, religious or ethnic background; provide diversified curricula to cater for discrepancies in skills, prospects and associated functions; provide skilled manpower in the applied research, technology, and entrepreneurship at sub-professional grades; establish and encourage Nigerian languages, art and culture in the sense of the globe's cultural heritage; motivate students with a passion for self-improvement and fulfilment of excellence; cultivate National unity with a focus on the shared links that bind us in our diversity; grow a generation of critical thinkers who respect the views and feelings of others, uphold the dignity of labour, appreciate certain principles defined under our wide national objectives, and live as good citizens; provide technological knowledge and vocational skills required for agricultural, industrial, business, and economic development (Federal Republic of Nigeria, 2013, p.18).

Attaining these goals is intended to alter the Nigerian society toward cohesiveness and global competitiveness. Besides, secondary schools can only achieve these aims through an integrated school environment where administrators, instructors, and students carry out their anticipated roles effectively (Bassey, Owan & Agunwa, 2019). The fulfilment of declared school goals is one of the areas that has lately become critical to scholars, stakeholders, and society (Arop et al., 2018b; 2018c; Omorobi, Mbon, Owan & Ekpenyong 2020; Owan, 2018). This is because many secondary schools do not appear to be meeting the objectives documented in the National Policy on Education. This is because many secondary school graduates lack the vocational, technical, and entrepreneurial abilities that are required of students at their levels, according to careful observation. The unemployment situation in Nigeria, and Cross River State might be ascribed in part to the secondary school system's failure to provide good (lasting) inputs to the university level (Arop et al., 2018c); and higher institutions' inability to better the bad inputs acquired (Bassey, Owan & Eze, 2019).

According to observations, many secondary students in Calabar Metropolis of Cross River State, do not enrol in further education. Many of them are turning to narcotics, while others turn to gangsterism and cultism. Many teenagers in the Calabar Metropolis, particularly in the Calabar South Local Government Area, are school dropouts with no means of subsistence (Owan &

Ekpe, 2018). Many of them probably end up as street boys, pick-pocketers, whores, crooks, and individuals living hand to mouth to make ends meet. This is cause for urgent concern since there appears to be a mismatch between clearly stated secondary school goals and the actual outcome recorded. The issue appears to have sparked widespread concern among parents, the government, and society. In the past, many parents have attributed the problem of poor quality of graduates to factors such as inadequate facilities, shortage of suitably qualified teachers, large class sizes and many others.

Recently, the government of Cross River State has recruited more teachers to address the issue of teachers' undersupply. Furthermore, many schools have been supplied with new teaching aids and classroom facilities such as desks, whiteboards, and many others. Tragically, the government's attempts to supply schools with both human and material resources have generated ineffective outcomes. This is due to the output of most public secondary schools in Calabar Metropolis being way below the anticipated academic standards. The researchers are very interested in this subject and have attempted to discover the connections between the management of financial/non-financial resources by principals to the fulfilment of stated goals in public secondary schools. This study was undertaken because the management of available human and material capital would enable students and teachers to adequately prepare themselves for effective performance. Performance is a function of multiple factors, including the productivity and optimal control of people, services, and physical infrastructure available to the educational organization. The major job of the school manager is to monitor and use the services at school, which might prevent the fulfilment of goals mostly through failure/ineffective management.

Educational resources are categorised as human and material resources, in two categories. Human resources in secondary education are individuals or groups of individuals who participate in the administrative process, as well as, the teaching and learning process to meet set goals and objectives. Failure to manage human capital can endanger educational result fulfilment, which may also lead to low academic success for students and the way workers operates. Therefore, principals must develop abilities in the management of human or material resources to resolve this dilemma. Physical resources such as

school buildings, libraries, laboratories, and records are examples of non-financial resources. There is a necessity for repairing, retaining, and regularly servicing equipment and machinery, for the sustainable preservation of educational resources. However, this position needs to be empirically proven and backed by evidence. This study was undertaken to test the relationship between the management of financial and non-financial resources and the fulfilment of stated aims.

Studies on financial management

Most studies in the past have treated financial management as being dependent on factors such as financial attitude, socialisation, experience (Ameliawati & Setiyani, 2018; Atmadja, Saputra, Tama & Paranoan, 2021), risk (Chang, McAleer & Wong, 2020), and financial knowledge (Asandimitra & Kautsar, 2019; Prihartono & Asandimitra, 2018; Yap, Komalasari & Hadiansah, 2018). These factors and many others were considered as perceived causes, predictors, and correlates of financial management. However, in the present study, we used financial management as the independent variable predicting goal fulfilment in secondary schools. Similar studies that have treated financial management as an independent variable have linked it to several dependent variables. These include sustainable financial growth and business practice (Al Ahbabi & Nobanee, 2019; Al Breiki & Nobanee, 2019), energy conversion (Masharsky, Azarenkova, Oryekhova & Yavorsky, 2018), accountability (Saputra et al., 2021), coronavirus (Park & Maher, 2020) and others. None of these studies focused on principals as the population, although a few other studies have bridged this gap.

For instance, findings from a South African study indicated that 37.21 per cent of the variety in secondary schools' objectives could be traced back to the ability of administrators to handle their school's finances (Myende, Samuel & Pillay, 2018). In another research where a structural equation modelling was used, Owan, Ekpenyong and Asuquo (2020) discovered that, on average, secondary school principals used financial management techniques. The cited study also established that the relationship between the school-community link and the financial management tactics of principals is non-significantly inverse. Furthermore, the same source indicated that funding for the execution of intended projects, the establishment of an inspection committee for financial reporting,

accountability for internal generation of funds, harmonious work with other critical stakeholders in creating financial resources, managing, and expanding school funding are all important elements. The few related studies did not associate the financial management of principals to the fulfilment of secondary school goals; a gap the current study was designed to fill.

Studies on non-financial resources

Studies on principals' management of non-financial resources have focused on different variables. For instance, some scholars have identified the strategies used by principals to manage non-financial resources (Solomon & Nwafor, 2018). Other studies on non-financial resources have focused on school plants (Arowojolu, Yinusa, Ameh & Arowojolu, 2019; Enwezor, 2021; Ohia, 2020), school laboratories (Mukra, Silitonga & Restuati, 2020; Pareek, 2019), agricultural resources (Burrows, Sorensen & Spielmaker, 2020). Related studies on school material resources have examined school physical amenities (Asuquo & Ogar-Ikewn, 2021; Chimekwele & William-Yobo, 2021; Onuh, Eziuzo & Ekweogu, 2021), school buildings (Izobo-Matins, Olotuah, Adeyemi, Ayo-Vaughan & Odetunmibi, 2018; Rönnlund, Bergström & Tieva, 2021; Yildiz, 2020). Other researchers have assessed principals' management of different material resources broadly (Okon, Arop, Osim & Ukpong, 2020) and the wastage of specific resources such as libraries, agricultural products, and buildings (Mbon, Ukpabio, Ekanem, Okon, Uko, Ngaji & Okon, 2020; Owan, Osim, Ibor & Asuquo et al., 2021).

In the current study, we were interested in linking the administration of three sorts of non-financial resources (school libraries, school records, and human resources) to goal fulfilment in secondary schools. The researchers chose these non-financial resources based on three considerations. First, following a review of the literature, it was determined that non-financial resources such as laboratories, school plants, school agricultural resources, school physical amenities such as buildings, and so on, have gotten a lot of attention in goal fulfilment research. Although, the three specified non-financial resources chosen for this study have been evaluated in the literature, it is rarely in connection to secondary school goal fulfilment. Secondly, certain non-financial resources may not directly contribute to institutional goal fulfilment, according to the theoretical and empirical literature.

For example, some researchers, such as Bassey et al. (2019), have stated that to achieve goals, schools must be effective, and school success is linked to teachers, students, and administrators (paving way for the inclusion of human resources). The management of libraries and school records was also studied, since they assist human resources in providing effective service delivery. Finally, the three non-financial resources were chosen because it is generally impractical to analyse all the factors surrounding a research subject at the same time.

Studies on principals' management of libraries have correlated it with variables such as students' satisfaction with their educational experiences (Fowowe, 2014). It has also been argued that school library administration ensures the availability of appropriate resources, particularly books and other materials, essential for obtaining good academic achievement (Yusuf, 2011). Due to poor administration of the school library, according to Adio (2017), catastrophe will continue to befall many secondary schools. According to Popoola (2017), successful management of the school library by principals will guarantee equal access to services for each child and would help in the achievement of educational goals. This implies that proper library management promotes and develops excellent fiction in students, as well as their habit of reading and enrichment of intellectual, artistic, and cultural development, all of which contribute to the achievement of educational aims and objectives. According to Adeola (2016), academic libraries play an important role in supplying students and instructors with up-to-date textbooks. However, despite this importance, the quality of libraries was shown to be extremely inadequate in a recent study, and this severely impacted effective instructional delivery (Mbon, Omorobi, Owan & Ekpenyong, 2019).

In terms of principals' management of school records, it has been emphasised that record management aims at ensuring that school records are collected, stored and exploited to improve accountability (Odigwe, Bassey & Owan, 2020; Owan & Bassey, 2019). This underlines that the poor number and quality of the workforce in school data management prevents educational objectives from being attained. According to Bassey (2017), information and data generated by an effective and efficient record management program assist the school in planning and making useful decisions, as well as presenting facts for future reference, thereby improving the efficiency and effectiveness of the school's organization and administration in meeting educational goals. In an empirical study, it was found that record management has a significant partial and composite effect (with supervisory management as the co-explanatory variable) on school system effectiveness (Owan, Arop & Agunwa, 2019). Furthermore, Nwankwo (2010) observed that effective school record keeping in public secondary schools would enhance school governance, contributing to the fulfilment of educational goals.

Regarding the management of human resources, Thompson (2012) observed that each staff in the organization brings to his workplace certain needs that he seeks to satisfy. Therefore, poor management of staff in any organization could compel administrators to always strive to reduce the disparity between organizational and staff needs. Empirically, Nwagu (2010) discovered that personnel management has a significant impact on teachers' job performance. The study of Moriah (2016) disclosed that fast payment of salary and stipends is a significant component that motivates teacher performance. An interesting connection between human relationships (interpersonal partnerships, teacher involvement, and mandate delegation) and teacher work in secondary schools was revealed in recent research (Arop et al., 2019). Other research has also shown a significant relationship between human capital management and employee happiness in higher education (Etor, 2014). However, none of the cited studies assessed the management of human resources in connection with the fulfilment of school goals at the secondary education level.

The present study

The researchers were able to obtain a thorough grasp of the debates and disputes taking place among academics in various places on related subject through the review of related literature. The researchers have also been able to access the methods, instruments, and procedures used by other scholars in tackling similar problems and the findings reached. This has, consequently, provided a basis for the researchers to adopt an approach that is well-defined in the literature, with modifications where applicable to suit the uniqueness of the present study. A critical examination of the literature indicates that studies in related areas have been conducted in different countries of the world, Africa, and other states in Nigeria. Within Cross River State, it seems that only a few studies are in existence that have attempted to address similar issues.

However, to our knowledge, there appears to be only a handful of studies available that examined the prediction of principals' management of financial and non-financial resources to institutional goal fulfilment at the secondary education level. The current study, however, relies on the lack of research in this area to fill in the gaps in knowledge. As a contribution to existing knowledge that may be utilised to tackle challenges specific to the Calabar Metropolis, this work stands out from the crowd. The findings of other studies conducted outside this area may not be able to address the problems of this area based on contextual variations and differing characteristics of the respondents. Specifically, the present study was designed to:

1. link the management of financial resources to institutional goal fulfilment in public secondary schools.

2. connect the management of non-financial resources (such as school libraries, school records, and human resources) to institutional goal fulfilment in public secondary schools.

Statement of hypotheses
The following null hypotheses were formulated to guide the study.

1. No significant link exists between principals' management of financial resources and institutional goal fulfilment.

2. Principals' management of non-financial resources (such as school libraries, school records and human resources) has no significant connection to institutional goal fulfilment in public secondary schools.

METHODS
The ex-post facto research design was applied in this study, which used a quantitative method. Data were collected to see whether there is a correlation or difference between two or more quantifiable variables. The design was deemed acceptable for this study since the variables under research were not exposed to any alteration and were instead evaluated retrospectively based on their previous status utilising the views of school officials. This study's population consisted of 24 public secondary schools in Calabar metropolitan city (i.e., Calabar Municipality and Calabar South LGAs). However, data were obtained from 69 secondary school managers (principals and vice-principals) spread throughout the 24 public secondary schools. Table 1 depicts the distribution of the respondents for clarity. Given the relatively modest and controllable number of secondary school principals and vice-principals in the study region, the researchers used a census methodology to analyse the views of all the respondents.

Table 1: Population distribution of the study

L.G.A.	Number of school leaders		
	Principals	Vice principals	Total
Calabar Municipality	16	29	45
Calabar South	8	16	24
Total	24	45	69

For this study, the researchers deemed the questionnaire the best way to get data. A structured questionnaire entitled 'Principal Management of Financial/Non-Financial Resources and Institutional Goal Fulfilment Questionnaire' (PMFNFRIGFQ) was used for data collection. There are three sections to this instrument, namely A, B and C. Part A is intended to provide information on respondents' demographics, whereas Part B is intended to provide information on financial resource management. Part C has been created to provide information on non-financial resources management in three sub-scales (such as school library resources, school records and human resources). It was intended that the respondents

would express the amount of their agreement or disagreement with the statements. All items from B to C were 24 since each research variable was assessed using six 4-points Likert scale items. Questionnaire options range from Strong Agreement (SA) through Strong Disagreement (SD), including reverse coded negative items. psychometrics and educational management professionals at the University of Calabar, Nigeria, all evaluated the instruments for face and content validity. The reliability of the instrument was proven by a Cronbach alpha value of .90 indicating that the device is internally coherent for data collecting.

Data utilised in this study were gathered from primary sources alone. The questionnaire

created for the data collection was used to get the primary data directly from respondents. All school managers were sent letters describing the research objectives and asking them to participate voluntarily. After receiving permission from several schools, the researchers visited several secondary schools in the metropolis of Calabar, where they administered copies of the questionnaire. This exercise was done in 3 weeks since certain schools had a delayed response time. All the principals and their deputies, however, engaged willingly in this study and completed all the administered copies that were then analysed. The information obtained was coded suitably for positive as well as negative elements, while descriptive statistics, such as mean and standard deviation, were employed to analyse the coded data. All the null hypotheses were tested with the Pearson Product Moment Correlation Analysis at the alpha threshold of .05.

RESULTS

Hypothesis one
No significant link exists between principals' management of financial resources and institutional goal fulfilment. This hypothesis was tested at the .05 alpha level using the Pearson correlation statistical approach. Table 2 shows that principals' financial resource management in secondary schools is modestly and positively linked with institutional goal fulfilment, accounting for 19.4% of the total variance in the dependent variable. At 67 degrees of freedom, the p-value of .046 was found to be less than the alpha level of .05, as shown in Table 2. The null hypothesis was rejected based on this information, whereas the alternative hypothesis, which argues that there is a substantial association between principals' management of financial resources and goal fulfilment in public secondary schools, was preserved.

Table 2: Correlation between Principals' management of financial resources and institutional goal fulfilment (N = 69)

Variables	$\bar{X}$	SD	Cal. r.	r^2	Sig.
Management of financial resources	13.71	5.021			
			.440[*]	.194	.046
Institutional goal fulfilment	16.95	5.380			

*. Correlation is significant at the .05 level; df = 67

Hypothesis two
Principals' management of non-financial resources (such as school libraries, school records and human resources) has no significant connection to institutional goal fulfilment in public secondary schools. Non-financial resources include school libraries, records, and human resources. The relationship between each of these factors was investigated and related to the dependent variable (Institutional goal fulfilment). The Pearson r-value of .599 indicates that the link between school library resource management and institutional goal fulfilment is modest and favourable. The independent variable was responsible for 35.9% of the variation in institutional objective fulfilment. Furthermore, with 67 degrees of freedom, the p-value of .004 is smaller than the alpha level of .05. The consequence of this finding is that there is a link between the management of school library resources and the fulfilment of institutional goals in public secondary schools.

The r-value of .647 also revealed that there is a moderate positive link between school record management and institutional goal fulfilment. The administration of school records made up 41.9 per cent of the dependent variable's overall contribution. At 67 degrees of freedom, the p-value of .002 is less than the .05 alpha threshold, according to an examination of Table 3. There were enough statistical reasons to suggest that school record management had a substantial association with institutional goal fulfilment in public secondary schools based on this outcome. Furthermore, the correlation value of .528 indicates that human resource management and institutional goal fulfilment have a somewhat good link. Human resource management was responsible for 27.9% of the overall variation in institutional goal fulfilment in public secondary schools. At 67 degrees of freedom, the p-value of .014 is less than the .05 alpha threshold, indicating that the observed link between the two variables is statistically significant.

Table 3: Correlation between principals' management of non-financial resources and Institutional goal fulfilment (N = 69)

Variables	$\bar{X}$	SD	Cal. r.	r^2	Sig.
Management of school library resources	12.81	4.557	.599[**]	.359	.004
Management of school records	15.05	4.738	.647[**]	.419	.002
Management of human resources	17.38	4.511	.528[*]	.279	.014
Institutional goal fulfilment	16.95	5.380			

**. Correlation is significant at the 0.01 level
*. Correlation is significant at the .05 level
df = 67

DISCUSSION OF FINDINGS

For public secondary schools, financial management and institutional goal fulfilment are linked, according to the study's first finding. Since the school administrator's capacity to provide good services, facilities, and other material resources is based on the proper management of financial resources, this conclusion may be explained (Owan et al., 2020b). As a result, the efficacy of the school's finance system may enhance the effectiveness of instructors and students, resulting in a successful school system. This study reflects the position of Nwankwo (2010) that the right and effective use of finances would allow the principal to procure learning facilities that would help increase the productivity of teachers and achieve educational goals.

The study's second finding demonstrated that there is a strong association between school library resource management and the fulfilment of institutional goals in public secondary schools. This is hardly unexpected, given that the school library is a crucial resource for learners to acquire the necessary information and ability. The school library's administration will ensure that books and other materials are easily accessible and protected from harm. The issue of library products being unavailable or inaccessible will be eliminated if the school library is well-managed. Teachers will be able to access educational resources, which will increase the quality of their instruction. This conclusion supports Adeola's (2016) findings that academic libraries play an important role in supplying contemporary textbooks that boost student academic fulfilment and instructor productivity. The cited study also indicated that there are both print and electronic materials available to teachers and students in the library, making it simpler to conduct reading and research, which in turn will help the institution's position.

According to the third research result, the administration of school records has a significant connection with the institutional goal fulfilment at public secondary schools. The importance of this discovery is clear since records are the basis for appropriate judgements. The principal can use record management to keep track of information about what is going on in the school. Statutory and non-statutory records include financial records, student entrance registers, attendance registers, staff movement book, logbook, time book, and other documents that must be handled. These records may help the principal distinction between effective and unsuccessful instructors or learners. To enhance service delivery, the effective ones may be rewarded or incentivized, while the unsuccessful ones may be reprimanded. Furthermore, the findings show that an organization's or school's educational role must be effectively maintained and controlled. The finding also agrees with Nwankwo (2010) that good record management in public secondary schools improves school governance and contributes to educational goals and objectives via research, which is consistent with this conclusion.

The study's fourth outcome found that human resource management and institutional goal fulfilment in public secondary schools had a substantial link. This finding implies that better staff management practices will promote goal fulfilment than schools with ineffective staff management. The finding suggests that quality treatment offered to staff in a school could make them willing and ready to discharge duties according to prescriptions. Such effects on the part of teachers will further lead to improved learning quality and, consequently, the good academic performance of students. Thus, a school with good and consistent students' academic performance is akin to one that attains stated goals. This finding agrees with the results of Nwagu (2010) that personnel management has a significant impact on teachers' job performance. His findings further recommended that a school leadership style that will ensure a conducive working environment should be

adopted; there should be an adequate interview conducted for all teachers that will be appointed to ensure that the right calibre of personnel are recruited in the educational system to foster the fulfilment of goals and objectives. The study of Moriah (2016) recommended that teachers should be trained and re-trained to keep their skills and knowledge current. Findings from the same source also found that teachers' salaries and allowances are a key motivating factor for their performance if they are promptly paid when due.

Practical and Research Implications of the study

The findings of this study have practical ramifications for school administrators, instructors, students, and society. School principals, who manage both financial and non-financial resources, may be able to improve their managerial skills in the administration of school funds and other resources entrusted to them because of this research. This might alter the norm in school leaders' expenditure patterns, their interaction with available human resources (teachers and students), and their records management methods. The study will be of relevance to instructors and students, who have been identified as key participants in determining institutional success and goal fulfilment. Because instructors and students are human resources, the findings of this study may serve as a wake-up call for them to establish attitudes that can positively contribute to the fulfilment of stated goals. The study's findings may alter public perceptions of the elements that contribute to secondary schools' productivity and goal fulfilment. This may move the focus of public advocates' criticism from the government's policies, which are the typical suspects, to internal school-based actions of institutional leaders.

This study was also able to contribute to the current literature by offering a fresh piece of empirical evidence on the relationship between the variables of this investigation. The study is also important because it adds to the current academic discussion by bolstering the stance of previous research with comparable findings and presenting a case against research with conflicting findings. Finally, the study has laid the framework for future related research to be conducted to get a better knowledge of the interplay between school resources (financial and non-financial) and secondary school goal fulfilment.

CONCLUSION

The purpose of this study was to investigate the extent to which the management of financial and non-financial resources contributes to the fulfilment of institutional goals. To examine the two major hypotheses that guided the study, the quantitative research approach was used. Based on the findings of this study, it is concluded on a general note that financial and non-financial resources are significantly related to the fulfilment of institutional goals in secondary schools. This implies that schools with the capacity to effectively manage and harness their available financial and non-financial resources would develop activities and procure materials needed to brighten the prospects of institutional goal fulfilment.

RECOMMENDATIONS

Based on the conclusion of this study, it is recommended that every secondary school manager should ensure that activities in the school are tailored towards improving available human resources, boosting internal and external funding, and managing/procuring school physical and library resources in the school. The effective procurement and management of the financial and non-financial resources in the school would promote the effectiveness of the system towards the fulfilment of stated short- and long-term goals.

LIMITATIONS

The study has a narrow scope, which limits the extent to which generalizations can be formed. While this does not in any way, affect the results of this study, future large-scale research is thus, suggested for a more representative and reliable conclusion, and for comparative purposes.

Authorship Contribution Statement
Odigwe: Concept and design, data acquisition, drafting manuscript, technical support, supervision and final approval.

Owan: Methodology, data acquisition, data analysis/interpretation, critical revision of the manuscript and final approval.

REFERENCES

Adeola, O., 2016. An analysis of the relationship between class size and academic performance of students. Ogun: Booster Book.

Adio, P., 2017. Library stock and factor for improving quality education in Nigeria colleagues of education. Borno library. Archival and Information Science Journal, 3(1), 15-19.

Al Ahbabi, A. R., and Nobanee, H., 2019. Conceptual building of sustainable financial management and sustainable financial growth. SSRN Preprint. http://dx.doi.org/10.2139/ssrn.3472313

Al Breiki, M., and Nobanee, H., 2019. The role of financial management in promoting sustainable business practices and development. SSRN Preprint http://dx.doi.org/10.2139/ssrn.3472404

Allameh, S. M., Momeni, Z., Esfahani, Z. S., and Bardeh, M. K., 2011. An assessment of the effect of information communication technology on human resource productivity of Mobarekeh steel complex in Isfahan (IRAN). Procedia Computer Science, 3, 1321–1326. https://doi.org/10.1016/j.procs.2011.01.0 10

Ameliawati, M., and Setiyani, R., 2018. The influence of financial attitude, financial socialization, and financial experience to financial management behavior with financial literacy as the mediation variable. Kn E Social Sciences, 3(10), 811–832. https://doi.org/10.18502/kss.v3i10.3174

Arop, F. O., Ekpang, M. A., Nwannunu, B. I., and Owan, V. J., 2018. Personnel management and corrupt academic practices in universities in Cross River State, Nigeria. International Journal of Economics, Commerce and Management, 6(9), 405–419. https://doi.org/10.2139/ssrn.3250019

Arop, F. O., Owan, V. J., and Ekpang, M. A., 2018a. Administrators' conflict management strategies utilization and job effectiveness of secondary school teachers in Obubra Local Government Area, Cross River State, Nigeria. IIARD International Journal of Economics and Business Management, 4(7), 11–21. https://doi.org/10.5281/zenodo.4320490

Arop, F. O., Owan, V. J., and Ekpang, M. A., 2018b. A Qualitative Analysis of Universal Basic Education Policy Implementation Strategies in Nigeria: Effective Management for Goals Realization. International Journal of Research and Innovation in Social Science (IJRISS), 2(9), 48–54. https://doi.org/10.2139/ssrn.3254780

Arop, F. O., Owan, V. J., and Ekpang, M. A., 2018c. Effective communication management and the performance of tertiary institutions in Cross River State, Nigeria. International Journal of Current Research, 10(7), 72019–72023. https://doi.org/10.5281/zenodo.4320480

Arop, F. O., Owan, V. J., and Madukwe, E. C., 2019. Human resource management and teachers' job performance in secondary schools in Akamkpa Local Government Area of Cross River State, Nigeria. International Journal of Social Sciences and Management Research, 5(2), 27–34. https://goo.gl/TjSrAe

Arowojolu, M. I., Yinusa, S. T., Ameh, F. A., and Arowojolu, T. A., 2019. School plants planning and maintenance as correlate students' academic performance in Irele Local Government Area of Ondo State, Nigeria. Education, 9(5), 87-92. http://article.sapub.org/10.5923.j.edu.201 90905.02.html

Asandimitra, N., and Kautsar, A., 2019. The influence of financial information, financial self-efficacy, and emotional intelligence to financial management behaviour of female lecturer. Humanities and Social Sciences Reviews, 7(6), 1112-1124. https://doi.org/10.18510/hssr.2019.76160

Asuquo, M. E., and Ogar-Ikewn, T. A., 2021. Principals' perception of physical resource management for school effectiveness in Calabar South Local Government Area of Cross River State, Nigeria. International Journal of Educational Management, 19(1), 53-68. https://157.245.30.209/index.php/ijem/arti cle/view/30

Atmadja, A. T., Saputra, K. A. K., Tama, G. M., and Paranoan, S., 2021. Influence of human resources, financial attitudes, and coordination on cooperative financial management. The urnal of Asian Finance, Economics, and Business, 8(2), 563-570. https://doi.org/10.13106/jafeb.2021.vol8. no2.0563

Bassey, A., 2017. Impact of record management in Universities in Akwa Ibom State. (Unpublished M.Ed. Thesis), University of Uyo.

Bassey, B. A., Owan, V. J., and Agunwa, J. N., 2019. Quality assurance practices and students' performance evaluation in universities of South-South Nigeria: A structural equation modelling approach. British Journal of Psychology Research, 7(3), 1–13. http://bit.ly/2YsFHhj

Bassey, B. A., Owan, V. J., and Eze, E. A., 2019. Nexus between students', teachers' and school system effectiveness: Construction and factorial validity of a measuring instrument. British Journal of Education, 7(7), 62–75. https://tinyurl.com/y3hr7jd3

Burrows, M., Sorensen, T., and Spielmaker, D., 2020. Assessing the acceptance of incorporating agriculture into elementary school curriculum. Journal of Agricultural Education, 61(2), 358-370. https://doi.org/10.5032/jae.2020.02358

Chang, C. L., McAleer, M., and Wong, W. K., 2020. Risk and financial management of COVID-19 in business, economics and finance. Journal of Risk and Financial Management, 13(5), Article 102. https://doi.org/10.3390/jrfm13050102

Chimekwele, K., and William-Yobo, C. B., 2021. Physical resource management in Covid-19 pandemic era for effectiveness of secondary schools in Rivers State. International Journal of Educational Management, 19(2), 25-34. https://157.245.30.209/index.php/ijem/article/view/91

Enwezor, H. C., 2021. School plant management effectiveness of secondary school principals in Anambra State. UNIZIK Journal of Educational Research and Policy Studies, 4, 88-100. https://unijerps.org/index.php/unijerps/article/view/73

Etor, C. R., 2014. Human resources management and lecturer's job satisfaction in tertiary institutions in Akwa Ibom and Cross River States. Global Journal of Educational Research, 13, 91–99. https://doi.org/10.4314/gjedr.v13i2.5

Federal Republic of Nigeria, 2013. National policy on Education. Abuja: NERDC Publishers

Fowowe, W., 2014. The place of the academic library in Nigeria university education International Library and Information Science, 3(5), 116-124.

Izobo-Matins, O., Olotuah, A., Adeyemi, E., Ayo-Vaughan, K., and Odetunmibi, O. A., 2018. Survey dataset of building user-perceptions on the condition of public secondary school buildings in Ogun State Nigeria. Data in brief, 19, 2224-2234. https://doi.org/10.1016/j.dib.2018.06.108

Masharsky, A., Azarenkova, G., Oryekhova, K., and Yavorsky, S., 2018. Anti-crisis financial management on energy enterprises as a precondition of innovative conversion of the energy industry: Case of Ukraine. Marketing and Management of Innovations, 3, 345-354. https://doi.org/10.21272/mmi.2018.3-31

Mbon, U. F., Omorobi, G. O., Owan, V. J., and Ekpenyong, J. A., 2019. Analysis of the quality of educational resources and effective instructional service delivery in Nigerian Universities. International Journal of Education and Evaluation, 5(7), 25–34. https://bit.ly/2GEY3IG

Mbon, U. F., Ukpabio, G. E., Ekanem, E. E., Okon, J. E., Uko, E. S., Ngaji, M. N., and Okon, E. E., 2020. Wastage of school material resources and secondary school system effectiveness: Evidence from a survey in Nigeria. Humanities and Social Sciences Letters, 8(3), 252-267. https://doi.org/10.18488/journal.73.2020.83.264.279

Moriah, C., 2016. Staff personnel management problems and effect on teachers' performance in secondary schools in Ankpa Local Government Area of Kogi State. (Unpublished B. Sc. Project), Kogi State University.

Mukra, R., Silitonga, M., and Restuati, M., 2020. Analysis on facilities and intensity of utilization of biology laboratories in four state schools in Medan. Journal of Physics: Conference Series, 1462(1), Article 012010. https://doi.org/10.1088/1742-6596/1462/1/012010

Myende, P. E., Samuel, M. A., and Pillay, A., 2018. Novice rural principals' successful leadership practices in financial management: Multiple accountabilities. South African Journal of Education, 38(2), 1-11. https://doi.org/10.15700/saje.v38n2a1447

Nwagu, F., 2010. Impact of personnel management on job performance of teachers in Katsina Local Government Area. (M. Ed. Thesis), Ahmadu Bello University.

Nwankwo, P., 2010. Importance of school records management and attainment of educational goals in public secondary school, in Abia State. (Unpublished B.Ed Project), Abia State University.

Odigwe, F. N., Bassey, B. A., and Owan, V. J., 2020. Data management practices and educational research effectiveness of university lecturers in South-South Nigeria. Journal of Educational and Social Research, 10(3), 24–34. https://doi.org/10.36941/jesr-2020-0042

Ohia, A. N., 2020. School plant maintenance: The role of public secondary school principals. Journal of Education in Developing Areas, 27(1), 274-281.

Okon, J. E., Arop, F. O., Osim, R. O., and Ukpong, N. N., 2020. Principals' management of school material resources and secondary education goal attainment: A Case study of secondary school managers in Akwa Ibom State, Nigeria. The Journal of Social Sciences Research, 6(9), 856-864. https://doi.org/10.32861/jssr.69.856.864

Omorobi, G. O., Mbon, U. F., Owan, V. J., and Ekpenyong, J. A., 2020. Participative management practices and institutional goal attainment in Nigerian universities. American Journal of Social Sciences and Humanities, 5(1), 169–177. https://doi.org/10.20448/801.51.169.177

Onuh, U. R., Eziuzo, G. O., and Ekweogu, L. B., 2021. Administrators' application of physical resources management strategies for secondary schools' effectiveness in Anambra State. International Journal of Educational Management, 19(2), 35-46.

Owan, V. J., 2018. Management of educational support services and attainment of universal basic education goals in primary schools in Cross River State. Humanities and Social Sciences Letters, 6(4), 203–210. https://doi.org/10.18488/journal.73.2018.64.203.210

Owan, V. J., 2021. Predictive path modelling of indicators of secondary school instructors' affective, continuance and normative job commitment. Journal of International Cooperation and Development, 4(2), 86–108. https://doi.org/10.36941/jicd-2021-0015

Owan, V. J., and Bassey, B. A., 2019. Data management practices in Educational Research. In P. N.

Ololube and G. U. Nwiyi (Eds.), Encyclopedia of institutional leadership, policy, and management: A handbook of research in honour of Professor Ozo-Mekuri Ndimele Vol. 2, pp. 1251–1265. Port Harcourt: Pearl Publishers International Ltd. https://doi.org/10.13140/RG.2.2.16819.04647

Owan, V. J., and Ekpe, M. B., 2018. Classroom management variables and primary school system effectiveness in Calabar- South Local Government Area, Cross River State, Nigeria. International Journal of Educational Administration, Planning, and Research (IJEAPR), 10(2), 87–100. https://bit.ly/2IcRygO

Owan, V. J., Arop, F. O., and Agunwa, J. N., 2019. Path analysis of innovative management practices and secondary school system effectiveness in Cross River State, Nigeria. British Journal of Education, 7(3), 58–68. https://goo.gl/MVuyJX

Owan, V. J., Ekpenyong, J. A., and Asuquo, M. E., 2020. A structural equation model of principals' communication patterns, funds management and school-community relationship. Journal of Pedagogical Sociology and Psychology, 3(1), 1–18. https://doi.org/10.33902/JPSP.2020364435

Owan, V. J., Osim, R. O., Ibor, I. O., and Asuquo, J. E., 2021, May 26. Principals' demographic qualities and the misuse of school material capital in secondary schools. EdarXiv Preprint https://doi.org/10.35542/osf.io/mzu95

Pareek, R. B., 2019. An assessment of availability and utilization of laboratory facilities for teaching science at secondary level. Science Education International, 30(1), 75-81. https://doi.org/10.33828/sei.v30.i1.9

Park, S., and Maher, C. S., 2020. Government financial management and the coronavirus pandemic: A comparative look at South Korea and the United States. The American Review of Public Administration, 50(6-7), 590-597. https://doi.org/10.1177/02750740209417 20

Popoola, A., 2017. Impact of libraries in educational development in Nigeria universities Journal of Educational Administration and policy, 4 (2), 18-24.

Prihartono, M. R. D., and Asandimitra, N., 2018. Analysis factors influencing financial management behaviour. International Journal of Academic Research in Business and Social Sciences, 8(8), 308- 326. https://doi.org/10.6007/IJARBSS/v8-i8/4471

Rönnlund, M., Bergström, P., and Tieva, Å., 2021. Tradition and innovation. Representations of a "good" learning environment among Swedish stakeholders involved in planning, (re) construction and renovation of school buildings. Education Inquiry, 12(3), 249- 265. https://doi.org/10.1080/20004508.2020.1 774239

Saputra, K. A. K., Subroto, B., Rahman, A. F., and Saraswati, E., 2021. Financial management information system, human resource competency and financial statement accountability: A case study in Indonesia. The Journal of Asian Finance, Economics and Business, 8(5), 277-285.

Solomon, E. D., and Nwafor, S., 2018. Strategies for managing non-financial resources for enhanced peaceful learning environment in public universities in Rivers State, Nigeria. African Journal of Educational Research and Development (AJERD), 11(1), 231-239.

Thompson, A. T., 2012. Effective personnel management and industrial relations. Center for management development.

Wordu, A. G., 2018. Impact of Internally Generated Revenue in development of tertiary educational institutions in Rivers State. International Journal of Innovative Finance and Economics Research, 6(2), 84–91.

Yap, R. J. C., Komalasari, F., and Hadiansah, I., 2018. The effect of financial literacy and attitude on financial management behavior and satisfaction. Bisnis and Birokrasi: Jurnal Ilmu Administrasi dan Organisasi (Business and Bureaucracy: Journal of Administrative and Organizational Sciences), 23(3), 140-146. https://doi.org/10.20476/jbb.v23i3.9175

Yildiz, C. D., 2020. A management factor at sick building syndrome: Are old or new school buildings sick? Educational Policy Analysis and Strategic Research, 15(1), 209-231. https://doi.org/10.29329/epasr.2020.236. 12

Yusuf, N., 2011. The availability, accessibility and use of information and communication technologies by undergraduates in Nigerian universities libraries. International Journal of Library and Review, 6(3), 47-58

ABDUCTION THREAT SURVIVING SKILLS IN TEACHER EDUCATION CURRICULUM KEY TO LEARNERS' SAFETY IN SCHOOL ENVIRONMENT

OFOEGBU, JUDE UZODINMA, EKARIKA, CATHERINE BONIFACE, ANTHONY, PIUS EFFIOM AND EKE OGBU EKE

ABSTRACT

The study adopted survey design to determine **MICHAEL OKPARA UNIVERSITY OF AGRICULTURE UMUDIKE and ALVAN IKOKU FEDERAL COLLEGE OF EDUCATION OWERRI** teacher educators' perceptions on infusing abduction threat surviving skills on teacher education curriculum for students' safety in school environment. Researchers' made attitude questionnaire titled" Teachers-educator Questionnaire on Infusing Abduction Threat Surviving Skills in Teacher education curriculum" (TEQIAST) was used for data collection. It had reliability coefficient of 0.77, determined using Cronbach Alpha. The data collected was analyzed using mean and standard deviation in answering research questions while the hypothesis was tested using t-test statistical tool tested at 0.05 level of significance. The findings showed that teacher educators have positive perceptions on infusing abduction threat surviving skills in teacher education curriculum for students' safety in school environment It was recommended among others that there is need to infuse abduction threat surviving skills in relevant courses in teacher education curriculum for safety of students in school environment.

KEYWORDS: Teacher, education curriculum, Abduction, Surviving, skills,

INTRODUCTION

Abduction and kidnapping are acts of terrorism that are increasing in leaps and bounds in an unprecedented dimension all over the world. The word Kidnap was derived from two English words "Kid" meaning (Infant) and "Nap" meaning (Sleep) (Odumbo, Shittu, Akinyemi & Momoh (2017)). Literarily, it is an act of seizing and taking people hostage for ransom payment.

Kidnapping as a word originated from English (Britain) around 17th century explaining abduction of kids of rich British families for ransom payment while they kids are asleep probably at night 'nap' (Tzanelli, 2009). Incident of kidnapping and abduction are daily occurrences in Nigeria. Recently these wicked crimes are now targeted at students. Nigerian educational system is faced with multiple

Ofoegbu, Jude Uzodinma, Department of Educational Foundations University of Calabar, Calabar, Nigeria.
Ekarika, Catherine Boniface, Department of Educational Foundations University of Calabar, Calabar, Nigeria.
Anthony, Pius Effiom, Department of Educational Foundations University of Calabar, Calabar, Nigeria.
Eke Ogbu Eke, Department of Curriculum & Instruction Alvan Ikoku Federal College of Education, Owerri Imo State, Nigeria.

challenges ranging from incessant strikes by teachers due to non-payment of salaries by Government, poor educational content/quality, infrastructural decay, lack of access to education and so on. Lately, consistent mass kidnapping of students poses gravest existential threat to Primary and Secondary school education in Nigeria. Targeted kidnapping of students began in 2014 with the mass abduction of 276 female students in Chibok by Boko Haram insurgents (Odumbo,Shittu, Akinyem, & Momoh,2017). Then, it was the biggest case of mass kidnapping of students in Nigeria. It resulted in "Bring Back Our Girls" campaign – a world outcry against kidnapping of Chibok schoolchildren in Nigeria. Currently, abduction of students seems to be a "new normal" especially in Northern Nigeria. In less than three months between December 2020 and March 2021, more than 600 students have been kidnapped while in school, in three separate incidents (Ezeibe & Eze, 2020). This calls for the need to incorporate in the teacher education curriculum security and surviving skills for mitigating abduction threats. This will help teacher-trainee to be equipped with appropriate abduction surviving skills that they will transfer to their students. This will help to forestall the incidents of kidnappings of students in school environment. Kidnapping of students in school environment may continue unabated and may spread to other parts of country and if there is no mitigation strategies put in place. Which should be targeted at equipping teachers and learners with abduction surviving skills in school environment .

 Teacher Education programme is an educational programme designed for one to four years to train and educate professional teachers who would be proficient in the teaching and management of secondary and primary schools. Teacher Education programme as offered by Universities and Colleges of Education in Nigeria grouped courses offered into three: Professional education programme of study comprising philosophical; historical and sociological foundations of education, educational psychology; curriculum development, test and measurement; guidance and counseling and practical teaching; Subject methodology in teaching subjects and General science, social science, English language and Humanities (Olokor, 2015). The researchers argued that abduction threat surviving skills, strategies, concepts and attitudes could be infused in the Peace and conflict resolution courses which are general courses in Social science in teacher education program. Abduction threat surviving skills, strategies, concepts and attitudes as topics to be infused in Social science courses in teacher education programme should as a matter of necessity be considered by the Nigerian Universities Commission (NUC) and National Council for Colleges of Education (NCCE) as an emerging issues.

Kidnapping is a criminal act that leaves victims traumatized for a long period of time. Abraham (2010) sees kidnapping as an illegal act of seizing, taking away and keeping a person in custody either by force or through fraudulent means. This is done in order to force the victim to pay ransom for his/her freedom. It could also be used illicitly to settle disagreement that is by subjecting the victim to near death situations where the victim will be helpless as to obliged certain concessions to the kidnappers. Goldberg (2000) argues that kidnapping is a criminal act involving seizure, confinement, abduction, subjection, forcefulness, acts of threats, acts of terror and servitude. Dode (2007) saw kidnapping as a process of forcefully abducting a person or group of persons perceived to be the reasons behind the injustice suffered by another group. This was the initial case in the Niger Delta region of Nigeria. Niger Delta militants took hostages to protest the inequality in the region (Okolo,2010 & Odumbo,Shittu, Akinyem, and Momoh,2017). According to Odumbo,Shittu, Akinyem, and Momoh (2017) the militants believed, Nigeria is built at the expense of their region which serves as the cash cow for the whole country. At the initial stage according to Aloysius Okorie the Commissioner of Police of Imo State, they were not asking for ransom. But later on the militant, hoodlums and criminals hijacked it and started kidnapping for a ransom (News Watch, June 29, 2009 P.16). Thomas and Nta (2009) defined kidnapping as robbery of the highest order. According to them, it is an organized and systematic robbery that is more profitable than armed-robbery which left its victims financially bankrupt, psychologically and emotionally traumatized for a long time. Ottuh and Aituf (2014) & Inyang & Abraham (2013) posit that kidnapping is the indiscriminate taking away of a person against the person's will usually to confine the person in prison without legal authority. They expounded that this act may be done mainly to extort money or link with illegal child custody as a result of marital issues. Such kidnapping or abduction of a child is commonly labeled "child stealing" and "parental kidnapping" (Odumbo, Shittu, Akinyemi & Momoh, 2019). This is tagged

when the act is carried with the intention of keeping the child permanently as against receiving a ransom or other things. That is to say that kidnapping is prohibited criminal actions that involves forceful seizure of a person against his/her will or through fraudulent means, denying such a person freedom of movement, and threatening to kill such person unless ransom is paid or certain conditions obliged to the kidnappers. For an action to be seen as kidnapping, it must involve coercive movement of a victim from one place to another, detention or capture of the victim be it a child or an adult. It is usually goaded by financial gain, political benefit, and marital advantage over a spouse or family.

The seemly profitability of kidnapping had made those that indulged in it to keep on perpetuating this vile and wicked acts in spite of laws that prohibit kidnapping. It is on this note that the researchers examined teachers-educators' perceptions on infusing abduction threat surviving skills in teacher education curriculum so as to equip teacher-trainee with appropriate kidnapping threat surviving skills that will be transferred to students. This will help to equipped both the teachers and students with appropriate mitigation strategies that will help to keep away and forestall the incidents of kidnapping of students in school environment. This is based on the fact that there have not been conscious efforts by relevant authorities to train teachers or students on the basic kidnapping surviving threat skills and as such students are very much vulnerable and confused on what to do to survive in case of kidnapping incidents. It is also important to note that this beastly act against vulnerable students have an adverse traumatic and negative psychological effect both to the child and to the parents.

Kidnapping and abduction are crimes that have adverse psychological effect on the victims. Usually, it may take years for victims of kidnapping to recover from the psychological injuries inflicted on him/her. At times he/she may not be completely healed from it (Mohit, 2018). Kidnapping and abduction leave both emotional and psychological indelible marks to the victim. Such a person may be emotionally broken that he/she may have issue in trusting people. In addition, the family members of the victims also suffer psychological challenges with them. The victims of kidnapping and abduction face a lot of psychological problems. At times they may become afraid of being alone or in dark places. This makes such individual not to live freely with people. Mohit (2018) also include, the following

as some of the emotional challenges that victim of kidnapping may encounter:

Cognitive challenges:
Cognitive challenges which a kidnapped victim may face include: confusion, concentration problems, memory loss, dizziness, flashbacks of his time as hostage and so on. Young victims tend to have flashbacks, nightmares, fear of being alone and so on.

Social Challenges:
Some of the social problems include avoiding people, avoiding type or class of people, irritation, depending on others, avoiding social meetings or gatherings. At times these victims feel helplessness with their situations.

Emotional Challenges:
These include depression and anxiety disorders. Depression may manifest in form of shock, phobias, feeling helpless, numbness, anger, disassociation, guilt and so on. Anxiety may also manifest in form of being anxious from time to time, constant worrying. Stockholm syndrome may also manifest which is a situation victims subconsciously feels attached with their captors (Mohit,2018 & Ugwuoke,2015).

In examining the negative psychological impact kidnapped victims may face, it is a common knowledge that horrifying experiences always have lasting negative impact on victims such as kidnapping. Victims of kidnapping and abduction have lasting negative effect on their minds (Mohit, 2018). The harsh atrocities victims of kidnapping encountered may make them loose hold on reality. This terrible experienced adversely affect the personality of victims. These events change whole life of the individuals and also change their whole personality negatively. They destroy the personality of individuals and their perspective about life. Behaviour of a kidnapped victim may change adversely. In some situations the personality of the kidnapped victims before and after being kidnapped may be obviously negatively different. Seeing both psychological and emotional negative impact of kidnapping on its victims, it is imperative to infuse into the teacher education curriculum abduction surviving skills that will help the teacher-trainee with requisite kidnapping threat surviving skills that they will transfer to their students to militate against students being abducted in school environment. It is on this note that this study examine some security tips that will help school children against abduction

Health wise staff, (2020) made recommendation on security tips that may curb the incidents of kidnapping of school children which include:

- Students should stay away from strangers. School should explain what makes a person a stranger in a school environment

- Students should run and scream if someone tries to force them to go somewhere with them or tries to push them into a car.

- Students should seek help if lost may be from law enforcement officer and if it is in public places, students should seek help from somebody that works there.

Mohit (2018) & Emanemua & Akinlosotu (2016) in their assertion on the need to keep students safe in school environment recommended the following security tips:

- Students should be taught how to escape from danger in their dormitories (including kidnap).

- They should be trained in bomb threat procedures, fire alarm procedures, civil disturbance procedures and kidnap resistive procedures.

- Every school should put a security programme in place whose goal is to deter, detect, delay or deny a kidnapper from victimising school students.

- Schools should appoint experienced security consultants to design comprehensive and robust security programmes that will achieve the desired purpose.

- Security solving programme should be knowledge-based and made to be tailored to the specific requirements and circumstances of the given school.

- Schools should provide information to schoolchildren on the risk of being a kidnapped victim, the current methods used by kidnappers and ways to avoid them.

- The value of the programme is to provide information about when an individual faces the threat of kidnap and gives a menu of actions on what should be done once the threat has been detected.

Ona, (2018) The Guardian Saturday Magazine is of the opinion that the following can help to deter kidnappers from kidnapping school children from school environment:

- In case there is an attempt to kidnap students in the school environment or hostel that all students in a school/dormitory should start screaming and shouting, "kidnappers, kidnappers, kidnappers". That such dissonance

will throw the kidnappers in a state of confusion and they will not carry out their evil intention.

- High profile schools should appoint reputable and licensed private guard companies to protect their schools. The guards should protect the entrance, grounds, perimeter, etc. And that if proper manning level is maintained that such will deter kidnappers due to visible guard patrols.

- Schools should get 24-hour armed Police protection. There must be deadly force capability on campus, such that the bad guys could be engaged in a firefight if a kidnap incident is attempted.

- School compounds should have panic alarm system that can be activated when the school is under attack. Alarm devices, if properly designed and installed, could create adequate psychological deterrent to the seizure of school kids.

The boarding houses should have metal doors that are bullet resistant, dead bolts locks should be mounted on the doors to enable manual bolting.

- The doors may also be fitted with electrified hardware that will enable central lockdown of the school from a control centre once there is a threat to the students.

- School compounds should be well lit and generators should provide back-up in case of power outage from national grid. Good security lighting is a major deterrent to criminal abductions on school compounds.

From the suggestions on how to mitigate the incidents of kidnapping in school environment, in as much as the major bulk of the responsibility lies with the government and school authority, the part that teachers should play also are noted but the students cannot effectively play their part in mitigating the incidents of kidnappings in school environment without the teacher having been trained on appropriate pedagogical skills that will help him or her to effectively teach learners, abduction surviving skills that will help mitigate abduction in school environment be it in Basic education or in Secondary school education. Based on the above there should be conscious efforts by teacher education curriculum planners to infuse abduction surviving skills in teacher education curriculum. This will help the teacher trainee to effectively teach students on how to effectively mitigate against abduction. When such is done both the teachers and learners will be adequately equip with effective security tips that will help them in mitigating kidnapping incidents in school environment. It is on this note that the

researchers investigated teacher-educators perception on integrating abduction surviving skills in teacher education curriculum for learners' safety in school environment.

Research Questions

1.   What are the perceptions of MOUAU and ALVAN lecturers on infusing abduction threat surviving skills in teacher education curriculum for students' safety in school environment?

2.   What is the difference on the responses of MOUAU and ALVAN on infusing abduction threat surviving skills teacher education curriculum for students' safety in school environment

Hypothesis

Ho1: There is no significant difference in the mean responses of teacher- educators in School of Education, Michael Okpara University of Agriculture (MOUAU) and teacher-educators in School of Education Alvan Ikoku Federal College of Education (AIFCE) on abduction threat surviving skills in teacher education curriculum for students' safety in school environment.

METHODOLOGY

A descriptive survey design was used for the study. This study sets to find out the perceptions of teacher-educators on infusing abduction threat surviving skills in teacher education curriculum for students' safety in school environment. It will specifically determine if there are differences between lecturers in School of Education Michael Okpara University of Agriculture (MOUAU) and lecturers in Alvan Ikoku Federal College of Education Owerri (AIFCE) on infusing abduction threat surviving skills in teacher education curriculum for students' safety in school environment The study was carried out in School of Education, Michael Okpara University of Agriculture (MOUAU) with a population of 136 academic staff and Alvan Ikoku College of Education Owerri (AIFCE) with a population of of 709 academic staff. The entire academic staff of School of Education MOUAU was used as sample because the population is small while the purposive sampling technique was employed in selecting the second sample, in which the

researchers used 191 academic staff in school of education AIFCE. The total sample been 327 teacher-educators. Instrument for data collection was a questionnaire titled "Teachers-educator Questionnaire on Infusing Abduction Threat Surviving Skills in Teacher education curriculum" (TEQIAST). This is a 13-item questionnaire designed by the researchers and validated by three experts in Teacher Education and Educational Psychology, in Department of Curriculum and Instruction and Department of Psychology Alvan Ikoku Federal College of education Owerri. The instrument has part 1 and 2. Part one sought for demographic information of respondents while part two sought information to determine the perception of teacher educator on Infusing Abduction Threat Surviving Skills in Teacher education curriculum. The items had four response categories of Strongly agree (SA); Agree (A); Disagree (D) and Strongly disagree (SD) scoring 4, 3, 2 and 1 respectively. The instrument was face validated by four experts in the Department of Curriculum Studies and Measurement and Evaluation, Michael Okpara University of Agriculture Umudike and Alvan Ikoku College of Education. Their contributions gave rise to the final instrument used for the study. The instrument was subjected to trial testing using Cronbach Alpha to determine its internal consistency using thirty six lecturers outside the study population. The reliability of TEQIAST was 0.77. The instrument was administered to the respondents with the help of two trained research assistants which ensured 100% return. Data were analyzed using mean and standard deviation to answer the research questions. The decision rule was that any mean score of 2.50 and above was accepted otherwise it was rejected. The value of 2.50 was considered as a benchmark for decision making. The t-test statistic was used to test the hypothesis at 0.05 level of significance.

Presentation of result

Research Question 1: What are the perceptions of MOUAU and ALVAN lecturers on infusing abduction   threat surviving skills on teacher education curriculum for students' safety in school environment?

Table: 1: Perceptions of MOUAU and ALVAN lecturers on infusing abduction threat surviving skills teacher education curriculum for students' safety in school environment

S/N	ITEM STATEMENT	MOUAU			ALVAN LECTURES		
		$\bar{x}$	SD	REM	$\bar{x}$	SD	REM
1	Abduction threat surviving skills in teacher education curriculum will help to reduce child stealing in school environment	2.69	0.55	Accept	2.71	0.82	Accept
2	Abduction threat surviving skills in teacher education curriculum will enhance students' safety in school	2.60	0.32	Accept	2.62	0.54	Accept
3	Abduction threat surviving skills in teacher education curriculum boost parents confidence that their child is safe in school	3.01	0.64	Accept	3.03	0.50	Accept
4	Abduction threat surviving skills in teacher education curriculum will enhance school enrolment as it reduces the fear of children being abducted in school	3.24	0.97	Accept	3.22	0.71	Accept
5	Abduction threat surviving skills in teacher education curriculum will enhance students' confidence that they are safe in school environment	3.01	0.66	Accept	2.88	0.54	Accept
6	Abduction threat surviving skills in teacher education curriculum will enlighten teachers on the safety action to take in incident of kidnapping in their school environment	2.54	0.30	Accept	2.74	0.47	Accept
7	Abduction threat surviving skills in teacher education curriculum will help teachers use appropriate psychological skills that will help rescued kidnapped school children to recover quickly from the psychological trauma of being kidnapped	2.51	0.41	Accept	2.54	0.51	Accept
8	Abduction threat surviving skills in teacher education curriculum will help students to know what to do as to help their peer that was rescued from kidnappers	2.71	0.42	Accept	2.67	0.39	Accept
9	Abduction threat surviving skills in teacher education curriculum will help to reducing the capital flight that comes as a result of paying ransom to rescue kidnapped students	2.82	0.53	Accept	3.23	0.33	Accept
10	Abduction threat surviving skills in teacher education curriculum will help to reduce the incident of rape of students by strangers	3.27	0.82	Accept	3.39	0.99	Accept
11	Abduction threat surviving skills in teacher education curriculum will help to reduce incidents of kidnapping of students for ritual purposes	3.91	0.67	Accept	2.97	0.70	Accept
12	Abduction threat surviving skills in teacher education curriculum will help to reduce school dropout of children because of fear of being kidnapped	2.83	0.70	Accept	2.83	0.45	Accept
13	Abduction threat surviving skills in teacher education curriculum will help to reduce loss of life and threat to public safety	2.91	0.53	Accept	3.01	0.38	Accept
	Cluster mean	2.92	0.57		2.91	0.56	

Table1. Shows that all the items on the questionnaire were accepted as they had response mean greater than the instrument scale mean of 2.50. Also, the average mean (2.92) for MOUAU and (2.91) for the ALVAN are greater than the scale mean. This implies that teacher educators have positive views on infusing abduction threat surviving skills in teacher education curriculum for safety of students in school environment.

Research Question2: What is the difference between MOUAU and ALVAN lecturers perceptions on infusing abduction threat surviving skills teacher education curriculum for students' safety in school environment?

Table 2: Summary of MOUAU and ALVAN lecturers' mean response

Group	N	Mean $\bar{x}$	SD	Difference in $\bar{x}$
MOUAU	136	2.92	0.57	0.01
ALVAN	191	2.91	0.56	

Table 2, shows that a mean difference of 0.01 exist between responses of MOUAU and ALVAN responses on teacher educators' perceptions on infusing abduction threat surviving skills in teacher education curriculum for safety of schoolchildren in school environment. What it means that the responses of MOUAU and ALVAN differ slightly, though they all have positive perception on infusing abduction threat surviving skills in teacher education curriculum for safety of schoolchildren in school environment

Hypothesis

H_{01}: There is no significant difference in the mean responses of teacher- educators in School of Education, Michael Okpara University of Agriculture Umudike (MOUAU) and teacher-educators in School of Education Alvan Ikoku Federal College of Education (AIFCE) on abduction threat surviving skills in teacher education curriculum for students' safety in school environment?

Group	N	Mean $\bar{x}$	SD	DF	t. cal	P.value	Decision
MOUAU	136	2.92	0.52	326	0.11	0.75	Accepted
ALVAN	191	2.71	0.57				

The data above on table 3 indicated that the t-calculated is 0.11 at 326 degree of freedom and p. value of 0.75 which is greater than 0.5 at 0.05 level of significance which indicated that we retain the null hypothesis. Therefore, there is no significant difference between the mean response of MOUAU and ALVAN teacher educators' perceptions on infusing abduction threat surviving skills in teacher education curriculum for safety of students in school environment.

DISCUSSION
Result of the present study revealed the perceptions of MOUAU and ALVAN teacher educators on infusing abduction threat surviving skills teacher education curriculum for safety of students in school environment. Both the MOUAU and ALVAN teacher educators have positive perception on infusing abduction threat surviving skills in teacher education curriculum for safety of students in school environment will

help students to be equipped with the right abduction threat surviving skills. This will enhance safer school environment and safety of students in school environment. This is because all the means in the questionnaire items were above the cut off mean of 2.5 both for the MOUAU and ALVAN teacher educators. This implies that all the MOUAU and ALVAN teacher educators have positive perceptions on infusing abduction threat surviving skills in teacher education curriculum for safety of students in school environment. This result is in agreement with the Mohit, 2018; Healthwise,2020 and Ona,2020 that reiterated the need to train students on abduction threat surviving skills as to enhance the safety of students in school environment.
Also, the study showed little difference between the mean responses of MOUAU and ALVAN teacher educators on infusing abduction threat surviving skills in teacher education curriculum for safety of students in school environment. This

difference is expected because of peculiarities of human construct/perceptions.

RECOMMENDATIONS

Considering the fact that MOUAU and ALVAN teacher educators have a positive view on infusing abduction threat surviving skills in teacher education curriculum for safety of students in school environment. The following recommendations have been put forward:

1.   There is need to infusing abduction threat surviving skills in teacher education curriculum for safety of students in school environment

2.   There is need to build capacity of teacher educators on how to effectively use learner-centered pedagogy in teaching abduction threat surviving skills to teacher trainee in the relevant courses.

3.   There is need for Government to liaise with security experts on providing infrastructures in school that will be deterrent to kidnappers in attempting to kidnap students in school environment.

CONCLUSION

This study was carried out to determine the perceptions of teacher educators on infusing abduction threat surviving skills in teacher education curriculum for safety of students in school environment. The result of the study shows that teacher educators have positive perception on infusing abduction threat surviving skills in teacher education curriculum for safety of students in school environment . Also no significant difference existed between MOUAU and ALVAN teacher educators on their perceptions on infusing abduction threat surviving skills in teacher education curriculum for safety of students in school environment.

REFERENCES

Abraham, U. E., 2010. The Social Problem of Kidnapping and its Implication on the Socioeconomic Development: A Case Study of Uyo Metropolis. A Masters Degree Thesis, Department of Sociology and Anthropology, University of Uyo, Nigeria.

Dode, R. O., 2007. Incidents of Hostage Taking and the Niger Delta Crisis in Nigeria. SouthSouth Journal of Culture and Development, 9 (1), 162-179.

Ezeibe, C.C. and Eze, M.O., 2020. "Political economy of kidnapping in Nigeria – The South East Experience". Journal of Liberal Studies, 15 (1).

Emanemua, A. B., and Akinlosotu, T. N., 2016. Kidnapping for Ransom in Nigeria: Implications and Quest for a Permanent Solution, International Journal of Arts and Humanities, 5(2), 17.

Health Wise Staff, 2020. Child safety: preventing child abduction. University of Michigan Health. 7(2) 48-56.

Ona E., 2018. Safety tips for preventing kidnapping of schoolchildren. The Guardian Saturday Magazine, January, p p.12.

Ottuh, P. O., and Aituf, V. O., 2014. Kidnapping and moral society: An ethnic-religious evaluation of the Nigerian experience. European Scientific Journal, 10(14), 420-434.

Goldberg, K., 2000. Kidnapping becomes growth industry. Retrieved from http://www.news.bbc.co.uk/1/hi

Inyang, J. D., and Abraham, U. E., 2013. The Social Problem of Kidnapping and its Implications on the Socio-Economic Development of Nigeria: A Study of Uyo Metropolis. Mediterranean Journal of Social Sciences, 4(6), 531.

Mohit, R. B., 2018. Kidnapping and abduction psychological and physical effects on the coping survivors. Acclams, 4 (2) 67-80.

Okolo, S., 2010. Security Challenge in South East and South South, being a speech delivered during south East and South South Security Summit organised by National Association of Chamber of Commerce, Industry, Mine and Agriculture (NACCIMA) in Enugu.

Odumbo,T. A., Shittu, T. A., Akinyem, I. A. and Momoh Y. Z., 2017. Students' kidnapping and security Brouhaha, implication on secondary schools in Lagos metropolis, Lagos State, Nigeria. International Journal of Academic Research in Progressive Education and Development, 8(10), 12.

Tzanelli, R., 2009. Capitalizing on Value: Towards a sociological understanding of kidnapping. Sociology, 40(5), 929-947.

Ugwuoke, C. U., 2015. Restitution of crime victims in Nigeria: A study of Public Perception in Enugu State. PhD Thesis, Dept. of Sociology/Anthropology, UNN.

TEACHERS' ATTITUDES TO WORK AND EFFECTIVE TEACHING OF ENGLISH LANGUAGE IN PRIMARY SCHOOLS IN AKPABUYO LOCAL GOVERNMENT AREA OF CROSS RIVER STATE, NIGERIA.

ANIAH, SOLOMON AGWANYANG, ANASHIE, ANNASTASIA IWANG OFFEM, ODIM OTU AND USHIE, GRACE IKEL

ABSTRACT

The study was carried out to examine the relationship between teachers' attitudes to work and effective teaching of English Language in primary schools in Akpabuyo Local Government Area of Cross River State, Nigeria. Variables as they affect teachers' effective teaching of English Language were briefly surveyed to provide multidimensional explanation. The sub variables of teachers' development attitudes to work considered in this study were teachers' attitude towards grading and questioning techniques. The design adopted for the study was ex-post-facto. The population of the study comprised all the teachers in the 15 public primary schools in the study area. Purposive sampling technique was used to collect data and the sample size was one hundred and eight (180) teachers, 80 males and 100 females. The measuring instrument was a questionnaire which the researchers administered on 180 teachers drawn from six (6) public primary schools in the study area. Pearson Product Moment Correlation analysis revealed that the teachers' attitudes to work such as attitudes towards grading and questioning techniques correlate positively with effective teaching of English Language. Based on the findings of this study, it was recommended that government should ensure that more efficient and competent teachers are recruited to teach in the primary schools. Also teachers should change their attitudes towards grading system, they should stop scoring pupils "zero of something" no matter how bad the child's work is.

KEYWORDS: Teachers', Attitude to work, Effective teaching

INTRODUCTION

The education sector remains the most significant and most strategic source of acquisition and practice of English in the country. Our education from pre-primary to university is understandably dominated by the practice of English.

In many societies where English is used as a second or foreign language, the acquisition of skills relevant for effective teaching of English in the classroom situation has been found to be problematic to the second language or foreign language learners. Curriculum designers, language policy makers, applied linguists and teachers, especially, have made attempts to

Aniah, Solomon Agwanyang, Department of Educational Management Faculty of Education University of Calabar, Calabar, Nigeria

Anashie, Annastasia Iwang, Department of Educational Management Faculty of Education University of Calabar, Calabar, Nigeria

Offem, Odim Otu, Department of Educational Management Faculty of Education University of Calabar, Calabar, Nigeria

Ushie, Grace Ikel, Department of Educational Management Faculty of Education University of Calabar, Calabar, Nigeria

address this problem through proposing a positive teachers' attitude that would assist teachers in their teaching assignment.

However, for a period of more than thirty years since Grieve (2000) the measurement of educational attainment, or more strictly linguistic attainment in the language has always revealed yearly no remarkable progress incompetence or ability. Although a progressively large number of individuals enter the system every year, and though a greater number of excellent performance is revealed in various domains of use, the rate of failure in the language at public examinations is frighteningly high – which points to it as an index of waste or attrition in such directions.

Gagne (2009) has revealed that in Nigeria, for instance, where English is the lingua franca, that is the official language and the language of communication from nursery to the University levels (the policy on mother tongue usage notwithstanding), learners dread English classes and perform minimally in internal and external examination.

Most of the times when learners perform poorly in English language examinations, efforts are made by groups and individuals to point at the sources of the problem. The results of Primary Six Placement Examinations (PSPE) yearly conducted by the Cross River State Ministry of Education is one examination in which massive failure in English Language always alarmed home and school as well as education theorists. Elsewhere, Gyuse (2021) has reported that less than 25% of graduating Primary Six learners who attempt the PSPE usually pass well enough to qualify for enrolment in junior secondary schools. Ministry of education officials tend to blame such massive failure on lack of commitment and professional commitment on the part of teachers. Teachers on the other hand blame it on population explosion in schools leading to overstressed facilities and overworked teaching staff.

This situation undoubtedly warrants a careful study and obvious remedies. This paper is therefore an attempt to examine the teachers' attitude to work and effective teaching of English language in primary schools in Akpabuyo Local Government Area of Cross River State, Nigeria.

Teaching being a dynamic activity requires a favourable attitude and certain specific competencies from its practitioners. Teachers' proficiency depends on the attitude they possess for the profession. The positive attitude helps the English language teachers to develop a conducive learner friendly environment in the classroom. This also costs a fruitful effect on learning of the pupils (Aniah, Anashie and Offem, 2021). Attitude being a social construct is influenced by many factors like teachers' workload, teachers' interest towards learners, teachers' attitude towards grading, teachers' attitude towards questioning techniques in terms of wait time and teachers' previous experience of the teaching job (Rothkopt and Bisbias, 2007).

Attitude according to Sheikh (2010) refers to one mental preposition which determines the next line of response to which attitude is directed. In this context attitude refers to the feelings and beliefs of teachers about effective teaching of English language to learners in schools, especially primary schools which could be expressed covertly or overtly in favourable or unfavourable degrees. Effiong (2001) concurred that many language educators and linguists claim that teachers' attitude to work is important and influential to effective teaching of English language in the classroom.

Salovery and Sluyter (2010) disclosed that teachers' attitude to teaching is one reason why many learners hate English language and subsequently fail the subject. This fear of failing according this author, is one of the sources of learners' anxiety in English language and that English teachers exacerbate this fear by their qualification, type of training, questioning skills and attitude towards grading.

The critical question then: is it really true that a pupil who scored zero out of say five English language activities given to him has "zero knowledge" in the five activities? The answer to this question is probably "no" in many instances. Teachers are fond of creating the impression that these pupils will never do well in English, and with time, these same pupils begin to believe that they can never do well in English in accordance with the self-fulfilling prophesy.

It is against this background that this study investigated teacher' attitude to work and effective teaching of English Language in Primary Schools in Akpabuyo Local Government Area of Cross River State, Nigeria.

STATEMENT OF THE PROBLEM

Anyone familiar with the Nigerian schools today, knows that there are a number of serious problems confronting the teachers and the learners in the classrooms. Many English language educators in Nigeria have researched into these problems (Gyuse, 2013 and Montegomery, 1982). Based on the results of the numerous researches in the teaching and learning of English language at both the primary and secondary levels, these writers classify the problems into two broad areas namely learner centred problems and teacher-centred problems. In every teaching and learning situation, there are really two major actors, the teachers and the learners. The success or failure of the teaching and learning enterprise hinges principally on what these two groups do with the learning environment. There are many reasons why many learners hate English language and subsequently fail the subject. One of such reasons is the teachers' attitude to work, and the problems which revolve around the English language teachers include attitude towards grading and questioning techniques. Salovey and Sluyter (2010) disclosed that the fear of failing is one of the sources of learners' anxiety in English language. English teachers exacerbate this fear by their grading practices as well as their questioning teachers. From literature review, teachers' attitude to work plays an important role in effective teaching and learning of English language, but it is not quite understood whether positive teachers' attitudes to work are associated with effective teaching of English language. The task of this paper is to examine the teachers' attitudes to work with regards to grading system and questioning techniques as they affect effective teaching of English language in the primary schools in Akpabuyo Local Government Area of Cross River State, Nigeria.

PURPOSE OF THE STUDY

The main purpose of this study was to examine the relationship between teachers' attitude to work and effective teaching of English Language in Primary School in Akpabuyo Local Government Area of Cross River State, Nigeria.

Specifically, the study sought to
i)   examine if there is any significant relationship between teachers' attitude towards grading and their effective teaching of English Language.
ii)   examine if there is any significant relationship between teachers' attitude towards questioning technique and their effective teaching of English Language.

RESEARCH QUESTIONS

The research therefore was designed to find answers to the under listed questions:
i)   How does teachers' attitude towards grading relate to their effective teaching of English Language?
ii)   How does teachers' attitude towards questioning technique relate to their effective teaching of English Language?

Hypotheses

The following null hypotheses were formulated to guide the study:
i)   There is no significant relationship between teachers' attitude towards grading and their effective teaching of English Language in Primary Schools.
ii)   There is no significant relationship between teachers' attitude towards questioning technique and their effective teaching of English Language in Primary Schools.

METHODOLOGY

The population of the study consisted of all the teachers in the 15 public primary schools in Akpabuyo Local Government of Cross River State, Nigeria. From the entire population, a sample of 180 teachers was purposely selected from 12 public primary schools, 15 teachers from each primary school (80 males and 100 females). The researchers adopted ex-post-facto design.

The instrument used for the collection of data for this study was a structured questionnaire titled "Teachers' Attitude to work and Effective Teaching Questionnaire (TAWETQ). The Spearman brown corrected split-half reliability of the questionnaire, items of .62, .65 and .78 were observed. There were two hypotheses tested in this study at .05 level of significance using Pearson product moment correlation coefficient statistical analysis technique. Both hypotheses were stated in a null form. The decision rule for rejecting or accepting a null hypothesis was that if the calculated value is greater than the critical value, the null hypothesis was rejected otherwise accepted.

PRESENTATION OF RESULTS

Hypothesis 1

There is no significant relationship between teachers' attitude towards grading and their effective teaching of English Language in primary schools.

This hypothesis was tested using Pearson Product Moment Correlation analysis. The result of the analysis is presented in Table 1.

Table 1: Pearson Product Moment Correlation between teachers' attitude towards grading and effective teaching of English Language in primary schools (N=180)

Variables	$\sum X$	$\sum X^2$	$\sum XY$	^{r}cal
	$\sum Y$	$\sum Y^2$		
Teachers' attitude towards grading (x)	1586	13996		
			20313	2159
Effective Teaching of English (y)	2305	29526		

Significant at .05, Df = 178, critical r = .1946

The result in Table 1 depicts a significant relationship between teachers' attitude towards grading and their effective teaching of English Language in primary schools. This is so because the calculated value of r = .2159 is greater than the critical r-value of .1946, therefore the null hypothesis was rejected in favour of the alternate hypothesis.

This implies that there is a significant relationship between teachers' attitudes towards grading and their effective teaching of English language in primary schools.

It means therefore that the respondents are in agreement that teachers' attitude towards grading enhance effective teaching of English language

Hypothesis 2

There is no significant relationship between teachers' attitude towards questioning techniques and their effective teaching of English Language in primary schools. This hypothesis was tested using Pearson Product Moment Correlation analysis. The results of the analysis are presented in Table 2.

Table 2: Pearson Product Moment Correlation between teachers' attitude towards questioning techniques and their effective teaching of English Language in primary schools. (N=180)

Variables	$\sum X$	$\sum X^2$	$\sum XY$	^{r}cal
	$\sum Y$	$\sum Y^2$		
Teachers' attitude towards questioning techniques (x)	1725	16535		
			22091	2423
Effective Teaching of English (y)	2305	29526		

Significant at .05, df = 178, Critical r = .1946

The result in Table 2 depicts a significant relationship between teachers' attitude towards questioning techniques and their effective teaching of English language in primary schools. This is so because the calculated value of r = .2423 is greater than the critical value of r = .1946, therefore, the null hypothesis was rejected in favour of alternative hypothesis.

This implies that there is a significant relationship between teachers' attitude towards questioning technique and their effective teaching of English language in primary schools.

It therefore means that the respondents are also in agreement that teachers' attitude towards questioning techniques enhance effective teaching of English language.

DISCUSSION OF FINDINGS

i) Teachers' attitude towards grading and effective teaching of English Language.

Investigation on this hypothesis which posited that there is no significant relationship between teachers' attitude towards grading and effective teaching of English Language. The results of analysis of Pearson Product Moment Correlation employed, showed a significant relationship between teachers' attitude towards grading and effective teaching of English Language in primary schools. In affirmation of the above result, Worell (2015) in her study evaluating teachers' teaching effectiveness reported that the more positive an individual cultivates attitude towards a thing, the more realistic individual's level of aspirations in school.

In a similar view, Doleres (2005) in his study on teachers' teaching effectiveness reported that effects of teachers' attitude towards grading correlates positively with pupils' academic performance. And that pupils' achievements were increased by teachers' professionalism as well as the mastery of the subject matter.

The result of this finding was in consonant with the work of Salovery and Sluyter (2010) who disclosed that teachers' attitudes towards their teaching assignment is one reason why many learners fear and hate English language and subsequently fail the subject. English language teachers exacerbate this fear by their qualification, type of training, grading system and questioning technique.

ii) Teachers' attitude towards questioning technique and effective teaching of English Language

Data were collated and analysed on the hypothesis. The result indicated a very high significant relation between teachers' attitude towards questioning technique and their effective teaching of English Language in primary schools.

In support of this result, Rothkopf and Bisbieos (2007) asserted that questions are very effective in improving pupils' achievement and that a very important consideration in the questioning behaviour of teachers is the wait – time which teachers often practice in order to make their teaching effective and efficient.

The findings of this study was in agreement with the views obtained by Effiong (2001) who affirmed that many language educators and linguists claim that teachers' attitude to work like questioning technique is important and influential to effective teaching and learning of English language in the classroom.

CONCLUSION

English language teaching especially at the senior primary school level is problematic because of the poor foundation laid at the pre-primary level. Some of the English language teachers are not competent in teaching some senior primary school English language topics and those who claim to be competent do the teaching with negative and non-challant attitude towards grading and questioning technique. Hence teachers' attitude to work has a significant positive relationship with their effective teaching of English language in primary schools in Akpabuyo Local Government Area of Cross River State, Nigeria.

RECOMMENDATIONS

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

i) Teachers' attitude towards grading system could be improved through a sustained campaign delivered through attitude improvement workshop organised occasionally by English language educators.

ii) Many English language educators generally agree that questions are very effective in improving learners' achievement. This special attribute of English language must be understood by English language teachers in order to appreciate the special problems confronting English language learners. If English language teachers appreciate this problem, they will be in a better position to readily offer remedial teaching to primary school learners.

REFERENCES

Aniah, S.A; Anashie, A. I. and Offem, O. O., 2021. Teachers' attitude to work and learners' study readiness in primary schools in Odukpani Local Government Area of Cross River State Global Journal of Educational Research. Vol.21. (1-14)

Doleres, D., 2005. A survey of the teachers' attitude on pupils' attitudes towards studies and family continued interest in schools. University of Illinois.

Effiong, O. O., 2001. Some differences in English teachers' fielding and questioning techniques in secondary schools in Plateau State.Unpublished M.Ed. Thesis University of Uyo.

Gagne, R. M.,2009. Some factors in the programming of English teaching. Journal of Experimental Psychology, 48, 313-321.

Grieve, D. W., 2000. English Language teaching and examining. Lagos: African University Press.

Gyuse, E. Y., 2013.Questioning pattern of English Language teacher in secondary schools. Journal of Arts Teachers' Association of Nigeria, 2(1), 123-132.

Gyuse, E. Y., 2021. Teaching and questioning pattern of English teachers in primary schools. Journal of Peace. 1(1), 23-29.

Montegomery, M., 1982. Study skills colleges and Universities in Africa. London: Longman.

Rothkopt, E. L. and Bisbieos, D. P., 2007.A survey of the problems of teaching and learning English language in the rural environment of Anambra State.Journal of Research in Teaching.29(16), 252-259.

Salovery, P. and Sluyter, D. J., 2010. Attitude development and effective teaching-learning process: Education implications. Basic Books.

Sheikh, Z. A., 2010.Attitude of Nigerian teachers and students towards English Language. The Nigerian English Studies Association, 35-55.

Siberman, C., 2010. Crisis in the classroom.The remarking in Nigeria education. Ibadan: Random.

Worell, R. C., 2015. Attitudes and level of aspiration in teaching. New Jersey: Prentice – Hall, Inc.

DEMOGRAPHIC FACTORS AND TEACHERS' EFFECTIVENESS AMONG SECONDARY SCHOOL TEACHERS IN CALABAR EDUCATION ZONE CROSS RIVER STATE, NIGERIA.

CONSTANCE A. DIEN, KINGSLEY B. ABANG AND ANTHONY N. NGBAN

ABSTRACT

The article aims to discuss teaching effectiveness in relation to teacher demographic factors like teachers' age and teachers' gender among Secondary School teachers in Calabar Education Zone of Cross River State, Nigeria. To achieve this aim, two hypotheses were stated and tested. These variables have important role to evaluate teachers' effectiveness as scholarly proven through literatures. The descriptive survey design was adopted for use. The sample consist of one hundred and sixty-four (164) teachers and three hundred and twenty-eight (328) student from the Calabar Education Zone. Teachers' Demographic Factors Questionnaire (TDFQ) and Teaching Effectiveness Questionnaire (TEQ) were developed by the researcher and validated by experts in Sociology of Education and Test/Measurement. The descriptive statistics, one-way analysis of variance, a post-hoc scheffe & independent t-test were used.

The result revealed that teachers' age and gender significantly influence teaching effectiveness. Based on the findings, it is recommended among others that Government should see teachers age as an asset thereby put in more resources to train them so that they will be of benefit to the students and the society at large.

INTRODUCTION

Teachers are persons (male or female) who are responsible for the interpretation of the curriculum in the way the individual learners should understand and apply it for a positive behavioural change and academic outcome. This is done in a way that will make it interesting and motivating to the learner. He/ she is expected to help the student to acquire knowledge, competence and virtue formally.

These persons have some attributes that one may think can enhance their effectiveness and they include categorical variables like gender, race, marital status, psychiatric diagnosis, or continuous variables like teachers age, family size, experience, qualification and income level, these are all independent variables because they cannot be manipulated. Therefore, it is possible to generalize teachers' effectiveness through demographic factors mentioned above as most studies have proven so. A typical example is

Constance A. Dien, Department of Educational Foundations Faculty of Educational Foundation Studies
Kingsley B. Abang, Department of Educational Foundations Faculty of Educational Foundation Studies
Anthony N. Ngban, Department of Educational Foundations Faculty of Educational Foundation Studies

Shilpa and Usha (2018), looking at gender, that most students prefer ladies as teachers, their reasons attributed to their sincerity, hard work effort taken in preparing lectures, politeness, high pitch, audible voice quality, empathic listening, better understanding and view of concern shown by them. Amalu, (2021) also opine that teacher is said to be effective beyond imparting knowledge, because teaching effectiveness is the degree to which the teacher not only facilitates the accomplishment of educational goals but also facilitate positive social change in a learner. Chauhan, (2016) defines teaching effectiveness as teachers' competence and performance with the accomplishment of educational goals. Therefore, teaching effectiveness is referred to the execution of the objectives of education in general and teaching in particular, as an effective teacher is one who can accomplish the planned goals and assigned task in accordance with school goals as well as developing a good social behavior in an individual learner (Amalu, 2012). With these knowledge, effectiveness of secondary school teachers can be influenced by the already mentioned demographical attributes, though it is the wish of the researcher to only investigate the influence of teachers' age and gender on teaching effectiveness.

Teachers' age is an asset, and an attribute of a teacher that determines how old that teacher maybe (Dien, 2019), though it is a conflicting indicator when it has to do with teaching effectiveness. Shilpa & Usha, (2018) posit that the more advanced a teacher is in age, the more he becomes more experienced and knows were to tap the potential of the students and how to make them understand this worth. Ekanem, (2015) has it that, teachers' in age bracket 20-30years has greater tendency to withdraw from the teaching profession than teachers between the ages of 30-40years and above. This could mean that older teachers have fewer tendencies to withdraw from the profession than younger ones as withdrawal cognition is tied to dissatisfaction. Dien, (2019) agrees that younger teachers are likely to be more dissatisfied with teaching profession due to poor pay package and so look for other jobs as a dissatisfied teacher may be an ineffective one which may throw the system unbalance. It is important to note that an effective teacher contributes significantly on students' achievement in schools, (Alufohai & Ibhafidon, 2015). They conducted an empirical study on the influence of teachers' age on the academic achievement of students in Edo state, Nigeria. Using proportionate sampling technique

on selected public Senior Secondary Schools teachers, the study revealed that middle-aged teachers of between the ages of 36-48years old were more effective to produce higher students' score than younger and older teachers. Their findings also revealed that the younger teachers of between the ages of 21 and 34 years old were more effective and produced higher student scores than the older ones of between the age of 49years and above.

Ismali, Arshad and Abas (2018) study on "can teachers' age and experience influence teacher effectiveness in higher order thinking skills''? Samples consist of 410 teachers, data analyzed using inferential statistics- independent t- and ANOVA. The finding showed that there is a significant difference between age, experience and teacher effectiveness. Nyagah & Gathumbi, (2017) in their cross-sectional survey in Kenya found that older teachers were more likely to increase students' learning compared to their middle age and younger teachers' who often end up in making more risky decision.

In terms of gender factor, this continuous demographic variable is defined socially and culturally as either of the two sexes (male and female). Amalu, (2021), defines gender as the cultural differences expected of men and women according to sex. This factor seems to be controversial as it influences teachers' effectiveness because some scholars are on the opinion that indeed teachers' gender influence teachers' effectiveness while others argue that it does not have any significant influence. In all, it is believed that gender roles are patterns of behavior, attitude and expectations. According to Shilpa & Usha (2018), many students prefer ladies as teachers, their reasons attributed to their sincerity, hard work effort taken in preparing lectures, politeness, high pitch, audible voice quality, empathic listening, better understanding and view of concern shown by them. This corroborate Dien, (2019) that gender is of paramount interest to the student populace because females are gradually taking over and dominating the teaching profession at all level of education. Akinmusire, (2012), discovered that female teachers tend to be more effective in the profession than their male counterparts. Igberadja (2016) in a study on effects of teachers' gender and qualification on students' performance in vocational technical education, found out that students preferred to be taught by female teachers as results revealed that twenty-four (24) students out of thirty-one (31) had mean score of 60.33 in performance higher than those

taught by male teachers. Those under the tutelage of the female teachers out performed others under male tutelage in industrial safety courses reason being not female teachers usually know the methods to use and they apply them. Series of studies proof that teachers' gender has its role on the effectiveness of teachers. Effectiveness is more driven when it is able to solve the problems of the students, a characteristic in female teachers thus teachers' gender variable is one of the major factor that influences teachers' productivity Akiri & Ugborugbo (2008). In a study by Ahiatrogah (2017), titled gender dimension in the development of effective teaching skills among University of Cape Coast (UCC) distance education students. A longitudinal development research design was used for the study. A sample of 376 distance education (DE) students made up of 173(46.01%) female and 203(53.99%) male was purposively selected and used to ascertain teaching effectiveness as it has to do with teachers' gender. The results of the study revealed that the teaching skills acquired by both male and female distance education students during on-Centre teaching practice (OCTP) and school-based teaching practice (SBTP) were good, though statistically significant difference exist between the teaching skills of male and female, as it affects the acquisition of effective teaching skills in favour of female. Study revealed that female teachers are more satisfied and efficient in their teaching profession than their male counterparts because the males believe their take home is not reasonable enough resulting to them not giving their best hence breeding ineffectiveness in their job.

Statement of the problem

Teacher effectiveness is an issue that has received increased attention in recent time. An effective teacher, is one who should make the most significant impact in the lives of the students, translate educational objectives and run an effective classroom as well as the most successful in helping the students to learn. This profession has made him/her believe that every child can be successful as the child is seen as an active participants and not passive in educational matters. Hence it is not possible to guarantee a successful and meaningful learning without effective teachers who are the main agents of translating laudable educational objectives through a well-organized school curriculum, putting it into practice in the classroom and miniature society of the school in particular for the betterment of the larger society in general.

But some teachers are seen exhibiting some form of no commitment to their job as manifest in students' queried poor academic outcome thus exposing the aspect of ineffectiveness from the teachers, a thing of concern to the researcher. Government in this area of study in recent times have taken it upon themselves to see that school environment in this zone are fit for teaching-learning process, Non-Governmental Organizations too, have provided useful facilities to see that the issue of no facilities are a thing of the past, parents and stakeholders are not left out yet the problem of ineffectiveness still lingers in this zone. The question is can teachers' demographic factors like teachers' age and gender influence teaching effectiveness in among Secondary School teachers' in Calabar Education Zone, Cross River State. Nigeria?

Purpose of the study

The main purpose of this study was to examine the influence of teachers' variables on teaching effectiveness of secondary school teachers in Calabar Education Zone in Cross River State, Nigeria. Specifically, the study investigated the influence of:

1. Teachers age on teaching effectiveness among secondary school teachers' in Calabar Education Zone
2. Teachers' gender on teaching effectiveness among secondary school teachers' in Calabar Education Zone.

Hypothesis

Below are the following null hypotheses formulated to direct the study.

1.   There is no significant influence of teachers' age on teaching effectiveness of secondary school teachers in Calabar Education Zone in Cross River State.
2.   There is no significant influence of teachers' gender on teaching effectiveness of secondary school teachers in Calabar educational zone in Cross River State.

METHODOLOGY

The descriptive survey research design was used with population of the study being one hundred and sixty-four (164) teachers and thirteen thousand, six hundred and five 13,605 (jss1-2) to measure their teacher effectiveness (because JSS3 students had finished their BECE as at the time of research) all from the 84 Secondary Schools in Calabar Education Zone. The sample that responded to the questionnaire are made up of all one hundred and sixty-four (164) teachers because of its manageable size and three

hundred and twenty-eight (328) students The obtained data through well-structured questionnaire with part A (for teachers) and B (for students) titled "Teachers' Demographic Factors and Teaching Effectiveness Questionnaire (TDFTEQ) was coded and scored using a four point Likert rating scale. These instrumentation as content validated and was subjected to reliability test by experts from Sociology of Education and Measurement/Evaluation from the Faculty of Educational Foundation Studies of the University of Calabar, Calabar using the split half reliability with one hundred (100) students from Ogoja education zone which was outside the study area. The reliability co-efficient ranged between 0.75 and 0.92 gotten from two sets of scores (odd and even, using the Pearson Product Moment Correlation Statistics). Questionnaires were administered by the researcher with the permission of the school management and concession of the respondents in the various schools. Data generated were analyzed using descriptive statistics, one-way analysis of variance (ANOVA) and a post-hoc scheffe as a follow up test due to the unequal group in teachers' age to determine the actual direction of

significance and independent t test as statistical tool for teachers' gender. To test the hypothesis formulated for the study, Alpha level of significance was set at 0.05 level of significance.

RESULTS:

Hypothesis one
There is no significant influence of teachers' age on teaching effectiveness among secondary school teachers in Calabar educational zone. The independent variable in this hypothesis is teachers' age and categorized into 20-29years (early age), 30-39years (middle age) and 40-above (older age) while the dependent variable is teaching effectiveness categorized in five dimensions which are knowledge of subject matter, classroom management, instructional delivery,
disciplinary activities and communication skills all measured continuously. The descriptive statistics, ANOVA and the post-hoc test were used to test the hypothesis at 0.05 level of significance and results presented in table 1, 2 and   3.

Table 1: **Descriptive statistics of the variable of teachers' age on effective teaching**

Dependent variables	Teachers age	N	Mean	Std. Deviation
Knowledge of subject matter	20-29yrs	71	9.9155	2.78130
	30-39yrs	48	9.4792	2.23121
	40-above	45	14.1556	3.51591
	Total	164	10.9512	3.46907
Classroom management	20-29yrs	71	12.4366	2.34662
	30-39yrs	48	10.7083	1.21967
	40-above	45	13.1333	3.33439
	Total	164	12.1220	2.59017
Instructional delivery	20-29yrs	71	11.7606	1.62538
	30-39yrs	48	12.0000	3.66699
	40-above	45	14.0000	3.04512
	Total	164	12.4451	2.90600
Disciplinary measures	20-29yrs	71	14.2535	3.04123
	30-39yrs	48	12.6458	3.20564
	40-above	45	12.5556	2.10579
	Total	164	13.3171	2.96763
Communication skills	20-29yrs	71	10.8310	3.16221
	30-39yrs	48	12.0417	3.91374
	40-above	45	10.8000	3.40855
	Total	164	11.1768	3.48694

Table 2: **One-way analysis of variance result of the influence of teachers' age on effective teaching**

Dependent variable source of variation		SS	Df	MS	F	Sig.
	Between Groups	642.227	2	321.113	39.184	.000
Knowledge of subject matter	Within Groups	1319.383	161	8.195		
	Total	1961.610	163			
	Between Groups	148.980	2	74.490	12.696	.000
Classroom management	Within Groups	944.581	161	5.867		
	Total	1093.561	163			
	Between Groups	151.577	2	75.788	9.961	.000
Instructional delivery	Within Groups	1224.930	161	7.608		
	Total	1376.506	163			
	Between Groups	109.985	2	54.993	6.679	.002
Disciplinary measures	Within Groups	1325.527	161	8.233		
	Total	1435.512	163			
	Between Groups	50.783	2	25.392	2.117	.124
Communication skills	Within Groups	1931.088	161	11.994		
	Total	1981.872	163			

*significance at .05, df=2 and 161

To test this hypothesis, ANOVA was used and the result as presented in table 2 showing teachers' age and classroom management (F=12.696, P<0.5), Teachers' age and instructional delivery (F=9.961, P<.05), Teachers' age and disciplinary measures (F=6.679, P<.05) age and teacher- students relationship (F=1.281, p>.05) and teachers' age and teachers communication skills (F=2.117, p>.05). Since p (.000) is less than p (.05) for age on knowledge of subject matter, classroom management, instructional delivery and disciplinary measures.

This implies that there is a significant influence of teacher's age on teaching effectiveness in terms of knowledge of subject matter, classroom management, instructional delivery and disciplinary measures. Thus, the hypothesis was rejected for age on teaching effectiveness in terms of knowledge of subject matter, classroom management, instructional delivery and disciplinary measures but retained for teachers' age on communication skill. A post hoc analysis was carried out using scheffes test after that of one-way analysis of variance (ANOVA).

Table 3: Scheffe's post-hoc comparison result of the influence of teachers' age on effective teaching

Dependent Variable	(I) age of teachers	(J) age of teachers	Mean Difference (I-J)	Sig.
Knowledge of subject matter	20-29yrs	30-39yrs	.43633	.718
		40-above	-4.24006[*]	.000
	30-39yrs	20-29yrs	-.43633	.718
		40-above	-4.67639[*]	.000
	40-above	20-29yrs	4.24006[*]	.000
		30-39yrs	4.67639[*]	.000
Classroom management	20-29yrs	30-39yrs	1.72829[*]	.001
		40-above	-.69671	.323
	30-39yrs	20-29yrs	-1.72829[*]	.001
		40-above	-2.42500[*]	.000
	40-above	20-29yrs	.69671	.323
		30-39yrs	2.42500[*]	.000
Instructional delivery	20-29yrs	30-39yrs	-.23944	.898
		40-above	-2.23944[*]	.000
	30-39yrs	20-29yrs	.23944	.898
		40-above	-2.00000[*]	.003
	40-above	20-29yrs	2.23944[*]	.000
		30-39yrs	2.00000[*]	.003
Disciplinary measures	20-29yrs	30-39yrs	1.60769[*]	.013
		40-above	1.69797[*]	.009
	30-39yrs	20-29yrs	-1.60769[*]	.013
		40-above	.09028	.989
	40-above	20-29yrs	-1.69797[*]	.009
		30-39yrs	-.09028	.989

*Significance at .05

The result as presented in Table 2 and 3 showed that teachers who are from 30-40yrs (middle age) and above (older age) are effective in terms of classroom management, instructional delivery and disciplinary measures compared to those who are 20-29yrs of age (early age).

HYPOTHESIS TWO
There is no significant influence of teachers' gender on teaching effectiveness of secondary school teachers in Calabar Education Zone.
The independent variable here, is teachers' gender categorized as (male and female) while the independent variable is teaching effectiveness categorized in five dimension which are classroom management, instructional delivery, communication skills, disciplinary activities and knowledge of subject matter all measured continuously. The independent t test was used and the result as presented in table 4 result showed that for teachers' gender and classroom management (t=1.211, P>.05), gender and instructional delivery (t=3.201, p<.05), gender and disciplinary measures (t=2.78, p<.05), gender and communication skills (t=3.52, p<.05).

Table 4: Independent t-test analysis of the influence of teachers' gender on teaching effectiveness

variables	Teachers gender	N	Mean	Std. Dev	df	t-cal	p-val
Knowledge of subject matter	Male	96	12.7604	2.76727	162	1.562	.078
	Female	68	12.6324	2.67689			
Classroom management	Male	96	12.7604	2.16549	162	1.211	.121
	Female	68	12.6324	2.03661			
Instructional delivery	Male	96	13.3854	2.00195	162	3.201*	.001
	Female	68	12.9412	3.31384			
Disciplinary measures	Male	96	13.7083	3.31795	162	2.781*	.008
	Female	68	12.7647	2.29937			
Communication skills	Male	96	10.7292	3.32290	162	3.521*	.000
	Female	68	12.8088	3.63752			

*df=162

Since p (.001) for teachers' gender and instructional delivery, disciplinary measures, and communication skills is less than p (.05), this implies that there is a significant influence of gender on teaching effectiveness in terms of instructional delivery, disciplinary measures, and communication skills. Hence the null hypothesis is rejected for gender and teaching effectiveness in terms of instructional delivery, disciplinary measures, and communication skills but retained for knowledge of subject matter and classroom management.

DISCUSSION OF FINDING
Hypothesis one stated that, there is no significant influence of teachers' age on teaching effectiveness and was rejected for teachers' age on teaching effectiveness in terms of knowledge of subject matter, classroom management, instructional delivery and disciplining measures but retained on teachers' age on communication skill. This is in line with Shilpa & Usha, (2018), who opined that as teacher advances in age he becomes experienced and knows where to tap the potential of the students and how to make him understand his worth. Alufohai & Ibhafidon, (2015), also showed that teachers' variables such as age and teaching experience has certain impact on teachers' effectiveness. This implies that the age of a teacher as an asset influences their job performance in terms of knowledge of subject matter, classroom management, instructional delivery and disciplinary measures.

This study finding therefore revealed that middle aged teachers and older between age i.e. 30-39years and 40-above years respectively are more effective than teachers within young age bracket as shown in table 1. This finding is in line with Ekanem, (2005) who penned, that teachers' age has greater impact on teachers' effectiveness as older teachers 40-above years tend to stick to the teaching profession because they are satisfied with their job unlike the young one (20-21years) whose withdrawal cognition is tied to financial dissatisfaction. The result of the findings in terms of teachers' gender also showed that female teachers are more effective than their male counterparts. Though gender differences on teachers' effectiveness seem controversial and in this paper identified as possible variable accounting for individual differences in teacher practice. Amalu, (2021), opines that gender influences teachers' effectiveness in terms of instructional delivery, disciplinary measures and communication skill with reason given to be that female teachers are good orators when it has to do with utilization of words and patience in organizing their classes. personality traits necessary to become an effective teacher compared to their male counterparts who may be well equipped and sophisticated in terms of knowledge of subject matter but yet not sympathetic like the female. As effectiveness is more driven when it is able to solve the problems of the students, a characteristic in female teachers thus teachers' gender variable is one of

the major factor that influences teachers' productivity Akiri and Ugborugbo (2008). This corroborate Dien, (2019) that gender is of paramount interest to the student populace because females are gradually taking over and dominating the teaching profession at all level of education. These findings contradict Amalu 2021, who mentioned that male teachers are more effective than the female teachers.

Conclusion

The findings of this study has revealed that there is significant influence of teachers' variables and teaching effectiveness. Teachers as lamps in the dark world, should aid the learners through the unknown to the known in order to become relevant in the society since the role they play may contribute to the betterment or failure of the society at large. Effort should also be made to keep the school system as quality education of a nation makes that nation. Stakeholders too, should see the need to encourage the secondary school teachers to do his/her best in their job in school in general and in the classroom in particular while preparing students for the University

RECOMMENDATION

Policy makers in the study area should be gender sensitive in assigning particular subjects for effective teaching among teachers. The government should see teachers age as an asset thereby putting more resources to train and retain them, so that they will be of benefit to the sector. And Male teachers should not see the teaching job as a place to take advantage of opposite sex rather they should display their fatherly role to students under their care.

REFERENCES

Ahiatrogah, P. D., 2017. Gender Dimension in the Development of E. T. Skills among University of Cape Coast (UCC) Distance Education Students. World Journal of Education. 7(4). Pp.1212 Doi:10/5430/wje.v7n4p12. Retrieved from http://wje.sciediepress.com.

Akinmusire, P. A., 2012. Teachers' Effectiveness and Gender as Correlates of Students Academic Achievement in English Language in Ondo State, Nigeria.

Akiri, A. A. and Ugborugbo, N. M., 2008. An examination of gender's influence on teachers' productivity in secondary schools. journal of social sciences. DOI: 10.1080/09718923.2008.11892650

Alufoha, P. J. and Ibhafidon, H. E., 2015. Influence of Teachers' Age, Marital Status and Gender on Students Academic Achievement. Asian Journal of Educational Research, 3(4), 60-66.

Amalu, M. N., Ajake, U. E and Ihejiamaizu C. C., 2012. Stress from role conflict: Consequences for professional effectiveness of Secondary School Teachers in Cross River State. Global Journal of Educational Research 11 (1), 37-47.

Amalu, M. N., 2021. Some demographic variables and teaching effectiveness of Secondary School Teachers in Cross River State, Nigeria Global Journal of Educational Research 11 (2), 1-10.

Chauhan, A., 2016. A study of teacher effectiveness in relation to gender, Locale and Academic Stream. International Journal of Advanced Research in Education and Technology (IJARET) 3(4) ISSN: 2394-2975 (online).

Dien, C. A., 2014. Teacher motivation and teachers' teaching effectiveness in Government Technical Colleges in Calabar Metropolis in Cross River State, Nigeria. Unpublished post graduate diploma in education project presented in University of Calabar, Calabar, Cross River State.

Dien, C. A., 2019. Teacher characteristics, school social environment and effective teaching among social studies teachers in Calabar Educational Zone in Cross River State Nigeria. Unpublished Master's Thesis presented in University of Calabar Cross River State.

Ekanem, G. D., 2005. Teachers' effectiveness, job attitude and teaching effectiveness among secondary school teachers in Ikot Ekpene educational zone of Akwa Ibom State, Nigeria. (Unpublished M.Ed. thesis). University of Calabar, Calabar

Igberadja, S., 2016. Effects of teachers' gender and qualification on students' performance in vocational teaching education. Journal of teaching education and training 8(ii) 34-24.

Ismali, R. A. M, Arshad, R. and Abas, Z. A., 2018. Can teachers' age and experience influence teacher effectiveness in HOTS? International Journal of Advanced Studies in Social Science and Innovation (IJASS) elssn: 2600-7746, 2(1)   1-15. Doi.org/10.30690/IJASS.21.11.

Nyagah, G. and Gathumbi, A., 2017. Influence of teacher characteristics on the implementation of non-formal basic education curriculum at the non-formal education centres in Nairobi, Mombassa and Ikisumu Cities Kenya, International Journal of Education and Research. 9(28). ISSN: 1857-7881 e-ISSN1857-7431.

Shilpa R. S. and Usha S. U., 2018. Influence of gender and age of teachers on teaching: students' perspective. International Journal of Current Microbiology and Applied Sciences. ISSN: 2319-7706 7(1), 2436-2441. Dio:org/10.20536/ucmas.2018.

159

SOCIO-DEMOGRAPHIC VARIABLES AND UTILIZATION OF ICT AMONG MEMBERS OF STAFF OF UNIVERSITY LIBRARIES IN CROSS-RIVER AND AKWA-IBOM STATE NIGERIA.

OGUNJIMI, BLESSING ETUKUDO, NTUI, ANIEBIET INYANG, ENANG, UDUAK AND UNDIE FELICIA NKATV

ABSTRACT

This study investigated the influence of socio-demographic variables such as age, level of education, belief, and gender on the utilization of ICT among library staff in university libraries in Cross-River and Akwa-Ibom States, Nigeria. To carry out this study, three research objectives that were later translated to hypotheses were generated on the basis of age, gender, level of education, and belief, to guide the research. Literature relating to the variables selected were reviewed to cover both conceptual and empirical sources. The Ex-post facto research design was utilized for the study. A sample of 461 respondents was drawn from six university libraries using the purposive (census) sampling technique. A structured questionnaire titled, 'Socio-demographic Variables and Utilization of Information and Communication Technology for Library services (SDVUICTLS)' was used as the main instrument for data collection. The tool was subjected to face and content validation by experts in Test, Measurement and Evaluation Faculty of Education, University of Calabar. The reliability coefficient ranged from 0.75 to .88 and was established through Cronbach's Alpha method. The hypotheses were tested at .05 alpha levels. The data analysis techniques used were One-way Analysis of Variance (ANOVA), and independent t-test. The results of data analyses revealed that age ($F=8.195$), level of education ($F = 5.232$), belief ($F = 4.242$), significantly influenced utilization of ICT by library staff in the university libraries, while there was no significant influence of gender t=.252) on the utilization of ICT by library staff for library services. Based on these findings, it was recommended that library management/ parent institutions should embark on aggressive training and retraining of staff especially those that are 40 years and above with special reference to utilization of ICT for provision of services in the libraries. The study equally recommended that Librarians should make personal effort to train themselves with or without the assistance of the management because this will make them to be more relevant and effective in delivering library services to the library users

INTRODUCTION

The emergence of information and communication technology (ICT) has changed the quality of service delivery in libraries from traditional method to just – in-time access. Among these technologies are personal computers, storage space to internet speed, software, hardware, cloud computing, online cataloguing, metadata description, content management, and web 2.0, among others.

Since libraries are at the forefront of providing information to the user in all formats, they are expected to keep up with developments in technology for the benefit of all the users. The deployment of ICT in most aspects through human endeavors has instituted a paradigm shift. This shift has now made it more difficult and complex for an individual to make tangible contributions to human civilization without access to, and proficiency in ICT usage. These developments have made it

Ogunjimi, Blessing Etukudo, Department of Library and Information Science, University of Calabar, Calabar, Nigeria
Ntui, Aniebiet Inyang, Department of Library and Information Science, University of Calabar, Calabar, Nigeria
Enang, Uduak, Department of Library and Information Science, University of Uyo, Uyo, Nigeria
Undie Felicia Nkatv, Department of Library and Information Science, University of Cross River State, Calabar, Nigeria

mandatory for library staff to imbibe the idea of using ICT to provide library services, especially now that information explosion has taken its toll on the traditional system of managing information resources.

Mullins (2002) observed that organizations such as University libraries that are wishing to fulfill the objectives for their establishment must foster the use of innovations among their members. He also added that library staff are providers of information required to facilitate teaching, learning as well as research, and should lead in accessibility and use of ICT. This according to him will go a long way to put the members of staff abreast with developments in the business of identification, acquisition, processing, storing, retrieving and dissemination of necessary information products and services. Ogunjimi, Eyong, & Offon, (2022) concurred that librarians constitute human factors that are determinant to the fulfillment of whatever goal the University libraries have set in support of parent bodies. Each of the library staff has certain socio-demographic characteristics that distinguish him or her from another. Olatokun (2009) contended that there exists a measure of variance in individuals' use of ICT owing to demographic factors.

These Socio-demographic variables among others consist of age, gender, level of education, and belief. Gender as a factor refers to the state of being male or female. Though generally, society believed that men are more technologically inclined than women, this view really deserves being subjected to appropriate verifications. The level of education is a broad selection of educational ladder and progress from elementary to the highest level of learning. It is observed that level of education attainment at all times exposes individual to a better value of life and standard of living including utilization of ICT. Through education, knowledge is acquired, awareness is created, and ignorance is removed. An individual's belief about a particular construct or efficacy of a device goes a long way to influence the individual's attitudinal disposition towards the observance or utilization of such a device. Therefore, there is a need to find out the type of role that the belief of library staff in ICT plays in its utilization for library services. An individual's chronological age has a direct bearing on the individual's experience, knowledge about general issues, and understanding of possible solutions to general problems relating to life. Hence a thirty – year old person would naturally be expected to have a clearer understanding of issues much more than an eighteen – year old person. How age factor has impacted on the utilization of ICT for library services is equally of great interest to the researcher.

Objective of the study

The objective of the study was to investigate the influence of socio-demographic variables on utilization of Information and Communication Technology (ICT) among library staff of University libraries in Cross-River and Akwa-Ibom States, Nigeria. Specifically, the study sought to;

1. Determine the influence of age on utilization of ICT among library staff of university libraries in
   Cross-River and Akwa-Ibom States.
2. Examine the influence of gender on utilization of ICT among library staff of university libraries in Cross-River and Akwa-Ibom States.
3. Ascertain the influence of level of Education on utilization among library staff of university libraries in Cross-River and Akwa-Ibom States.
4. Determine the influence of belief on utilization of ICT among library staff of university libraries in
   Cross-River and Akwa-Ibom States.

Statement of Hypotheses

The following hypotheses were tested in the study

1. Age does not significantly influence the utilization of ICT among library staff of university libraries in Cross-River and Akwa-Ibom States.
2. Gender has no significant influence on the utilization of ICT among library staff of university libraries in Cross-River and Akwa-Ibom States.
3. Level of education does not significantly influence the utilization of ICT among library staff of university libraries in Cross-River and Akwa-Ibom States.
4. Belief does not significantly influence the utilization of ICT among library staff of university libraries in Cross-River and Akwa-Ibom States.

Statement of the problem

Despite the numerous benefits derivable from the use of ICT, results from many of the studies conducted in some of the developing nations including Nigeria, revealed that, ICT has not been properly utilized in many of the libraries. However, most of the studies attributed this development to lack of constant power supply, poor infrastructure and poor funding among others. Many of these aforementioned factors are being taken care of through funding intervention by Tertiary Education Trust Fund (TETFUND) to institutions. There is also the provision of infrastructure and donation of computers and generating plant by private groups and multinationals such as shell Petroleum Company, Chevron, and Total group among others. With all these put in place, the libraries are therefore expected to exhibit a high level of utilization mode of ICT. But studies such as;

Owolabi (2013), Robert and Edem (2016), and Robert and Edamagbor (2017), have revealed that the problem of poor utilization still persist. The researcher equally observed during the pre-research visits to different libraries that there were computers and other facilities to be utilized for services in some of the libraries, that were not being properly utilized. This development has heightened the curiosity to unravel other causes that may be responsible for poor utilization of ICT. Hence, the need therefore arises for investigation to be conducted into other probable causes of this development. The socio-demographic factors of members of staff in the libraries come to mind; hence the need to investigate whether socio-demographic factors of members of staff in the libraries could influence the utilization of ICT in rendering library services. These Socio-demographic variables under focus in this study consist of age, gender, belief, and level of education.

Literature review
The review of literature focused attention on the sub-variables under study. These are age, gender, level of education, and belief and utilization of ICT

Age and utilization of information and communication technology
Age can be described as the period of time someone has been alive, or the actual measure of time that has elapsed since someone's birth. (Webster dictionary). Many studies have been conducted on the age of an individual as it affects utilization of ICT. International telecommunication Union (ITU) (2003), noted that there are digital divides in the access and use of ICT, because of socio-cultural and economic factors which include gender, age, education around the world. In the area of age according to Owolabi (2013) there is a wide gap between access and use of ICT among old and younger generation. In a study conducted by Olatokun (2009) on analysing socio-demographic differences in access and use of ICT in Nigeria using the capability approach. A survey research was adopted and the population comprised 500 respondents selected from two different locations (Urban and rural). A structured questionnaire was the instrument used to collect data. Chi-square analysis was done to determine significant factors affecting staff access and use of ICTs. The results showed that the younger generations of respondents (youth) between 21-40 were more capable of using most of the facilities than the older staff, especially in areas of surfing the internet. To Olatokun, (2009) the only explanation for this was the fact that the internet was a more recent development and as such the younger members of the population could have had the benefit of being exposed to it in their schools. The findings of another study conducted by Aramide, Ladipo and Adebayo (2015) in Nigeria were copiously quoted in a similar study carried out by Joyous and Paul (2016) on social factors that influenced the use of ICT in Agriculture extension in Southern Africa. Their study revealed that there was the influence of age on the use of ICT by young members of staff than the older ones. Findings of their study went further to reveal that staff within the age range of 21 -40 were more capable of using ICT than those within every other age group. The reason behind this view (according to them) was that ICT was quite a recent development to which the younger population readily had the benefit of being easily exposed to in their schools. Their recommendation was that the Librarian must stay ahead of technologies to be relevant in the world of technology, especially in this era where the people they are servicing are born into the computer age. It can be deduced that the younger employees and staff of the library could be utilizing ICT for library services than the older members of staff.

In another study conducted by Jegede (2009) on Age and ICT- Related behaviours of Higher Education Teachers in Obafemi-Awolowo University, Ile-Ife, Nigeria. The study examined ICT attitude, competence, use pattern and effect of the age of educators on time used in interacting with ICT. Four hundred and sixty seven teacher educators from 10 teacher education institutions (5 colleges of education and 5 universities) participated in the study. Data were collected with the aid of four research instruments. Resulting data were analyzed using One-way ANOVA and Chi-square statistics. Findings revealed that age was not a factor when considering the attitudes, competence and ICT use pattern of teacher educators. In addition, age was not found to affect the time used on ICT by higher education teachers in Nigeria.

Gender and utilization of information and communication technology
Gender refers to the socially constructed roles, behaviour attribute and practices that any given society considered to be appropriate for men and women (WHO, 2015). Mbaba as cited in Okonna, (2011) stated that gender is a cultural construct that distinguishes the role, behavior, mental and emotional characteristics between female and male developed by a society. The issue of gender differences is widely discussed in psychological literature with physical mental and social differences of men and women. Wiklund in Emmanuel and Benake-Ebiele (2012), opined that gender is understood as a social phenomenon with a fundamental social structural ordering of men and women in the society. Ford, Muller and Moss (2001), asserted that female tend to experience more difficulty finding information online using internet. In the use of technologies women preferred social collaborations, contextual information and personal identification while men's usage of technologies were determined by preferences of individual work and competition. Furthermore, for men new technologies represent an intellectual challenge and for women more

occurrence of emotional perception (Emmanuel & Bernake-Ebiele, 2012). That is why it is important to include information in broader context because in learning women make use of personal identification and imagination.

A study conducted by Kennedy,Wellman, and Klement, (2003) proved that women suffer from low-self confidence in managing technologies for service delivery. Susol and Steineroval (2007) observed that gender as a cultural and social construction of a personality is manifested in qualities and behavior of men and women. They reported that women use the internet slightly less than men, that women showed a higher proportion of rare and non-use as well as lower proportion of frequent use. Emmanuel and Benake-Ebiele (2012) conducted a study on gender differences in information seeking behaivour of librarians. The study adopted a descriptive survey method, questionnaire and interview were used for the data collection and a sampled of 250 respondent was selected from the total population of 985 (three universities in South-South Geo-political zone were utilized). Data collected were analysed using frequency count and percentages. The study revealed that female librarian relied on human assistance for information more than their male counterparts; also differences exist between male and female in the use of internet and databases to retrieve information. In another study conducted by Enochsson (2005), it was reported that among the new generation, the socio-cultural background of gender still leaves women with more computer anxiety and feeling of lower self-efficacy. The two studies under reference above showed that women were afraid of technologies and they always exhibit low self-esteem.

Saka (2014) equally conducted a study on assessment of the level of gender as a predictor of ICT use and service delivery by library personnel. Survey research design was utilized and a well structured questionnaire was used to collect data from 33 males and 29 females who were randomly selected. The study revealed that there was a significant difference between the mean score of male and female in technology usage. He observed that female perform slightly higher than men did. Findings from the study conducted by Owolabi (2013) also revealed that female workers tended to do better in ICT usage than the male workers because they were more ready to learn than their male counterparts were. This study equally revealed a big difference between male and female staff of the library in terms of technology or ICT utilization because men were more analytical in their thinking and more focused than women in technical ability but women as observed by the researcher used ICT for more interaction, shopping and chatting. For instance, a female that could chat using whatsApp may not be willing to search for information pertaining to educational research for a client. A study by Adnan, Muhammed and Ahmed (2013) on gender's association with ICT Usage in Pakistan, made use of 57 respondents out 5,630 population. The survey consisted of 29 male and 28 females, a well-structured questionnaire was utilized in the study. Data were analysed using chi-square for the association. The result from their study showed no viable relationship.

Level of education and utilization of information and communication technology

The level of education of an individual staff could be an important factor in the utilization of ICT in library services. Honrby (2000) define education as a process of teaching, learning especially in schools or colleges to improve knowledge and developed skills. The International standard classification of Education (ISCED, 2013) saw the term level of education as a broad selection of educational ladder and progress from elementary school to the highest level of learning, embracing all fields and programmes that may occur at any stage of education. The term could also refer to educational attainment or qualification (ISCED, in Asuquo, 2017). Losh (2003), contended that Education do play a key role in achieving community development in the process of globalization through technological development. Education in general term according to National teacher's Institute manual (2011) It is also the process of transmitting societal lores, values and desirable attitude from one generation to another, in other to equip them with the desired mode of behaviour that is in conformity with the way of life of the society in which they live. Dib in Arikpo (2017) saw education as a systematic organized education model, structured and administered according to a given set of laws and norms. Therefore, presenting a rather rigid curriculum as regards objectives content and methodology human being learns because of the capacity to attain a certain level of maturity and has through learning constantly improve upon his knowledge. Therefore, the librarian's level of education cannot be overlooked in this information age, especially in this era where curriculum of librarianship has been modified to include the emerging technologies in librarianship. This is because through education, knowledge is acquired, awareness is created and ignorance removed. Su (2009) applied f-test according to educational level in order to study correlation factors like the prospective librarians sense of efficacy, belief, and attitude about use of technology. A significant discrimination was analysed only of the factor of librarian's belief about technology. It was discovered that the librarian who had different educational levels had different belief about technology usage; librarians with low educational level unlike their counterparts struggled with ICT and were not willing to attend to the users. Adeyinka (2007) examined Nigerian secondary school teacher-librarians' use of ICT and its implication for further development of ICT use in Nigerian secondary schools. The study through a census drawn on 700 teacher-librarians from twenty-five (25) tenaciously chosen remitant schools in Ibadan, Oyo state, Nigeria. The result

showed that teacher-librarians were able to use ICT in diverse ways because most of them possessed higher level of education.

In a study conducted by Lawal and Ocheibi (2010) on Education and training of non- professional staff in Nigerian library in information practice and education: Current Trend and Issues. The study examined the process of education and training of para-professional staff in Nigerian academic libraries, It equally identified and discussed seven essential strategies, provided in the curricular for the education of these staff in libraries. The position paper suggested that the education of these cadres should be mounted at three levels, namely: Library Assistant, senior library assistant and the Assistant library officers'. This implies that educating and training these cadres of staff that provides essential services to the end users would not only help to improve the image of their work setting but also enhance the image of the profession. In addition, it would go a long way in creating awareness in the use of ICT. In a study conducted by Maria-Gorretti (2012) on the challenges of effective adoption of information and communication technology in Academic libraries in South-East Nigeria. Descriptive survey method and purposive sampling technique were utilized to select 3 federal universities in South-Eastern, geopolitical zone. The population comprised 100 professional librarians in selected universities and out of 100 copies of questionnaire distributed, 80 copies were retrieved and used for the analysis. The study revealed that sampled university libraries faced different challenges toward effective utilization of ICT, but education qualification of library staff 75(93.8%) was the most common challenge toward the adoption of ICT.

In Owolabi (2013), attention was on Socio-demographic factors as determinant of access and use of ICT by staff of university libraries in Oyo state. The study area consisted of Ladoke Akintola University, Lead City University and Bishop Ajayi Crowther University. Descriptive survey method was used and the population of the study comprised all categories of library staff which included professional, para-professional and support staff in the selected University Libraries in Oyo, State Nigeria. Questionnaire was used to collect data from 150 sampled respondents. Data was analysed using SPSS, frequencies & percentages. Librarians with only secondary education accounted for 12%, OND 28%, and HND (8%) respectively, those with bachelor and masters degrees accounted for (20%) and (32%) respectively. The results showed that there was high correlation between technology usage and level of Education, thereby confirming the importance of education in service delivery as it was the case in every other industry.

Beliefs and utilization of Information and Communication Technology

Belief refers to a state of mind in which trust or confidence is placed in some persons or things. It may also be regarded as something that is believed especially, a tenet or body of faith held by an individual or any group of people or church. According to American Heritage Dictionary of English Language (2011), belief is defined as mental act, a condition or habit of placing trust or confidence in something or a person. For Ebeigbe, Kior, and Okafor, (2013), one of the common reasons why people refused to utilize devices that can make living and working more comfortable, such as wearing of prescribed eyeglasses is the belief that the prescribed eyeglasses could cause the eyes to become sunken or pushed in. To these authors, such belief has made people with correctable refractive errors to abhor the use of the prescribed eyeglasses even when specialist eye doctors free of charge give such prescribed eyeglasses to them. Castonon, Congdon and Patel (2006) submitted that more than half of their sampled population believed that prescribed devices such as eyeglasses, and ICT hard/software could be used to correct refractive errors and or make the execution of jobs and tasks much easier. The authors equally revealed that significant percentage of their respondents have positive beliefs about the usefulness of modern devices including ICT but expressed regret on their affordability. The respondents were reported to have added that they would wear prescribed eyeglasses if specially ordered for them or if the dispensing cost of such eyeglasses and other devices were affordable.

Inability to afford the cost of devices such as eyeglasses or ICT did not necessarily remove the fact of the beliefs expressed in respect to their usefulness. Fears had been expressed about the cost of not only buying ICT devices such as computer, equipment and software but more in hiring those few who understand it. Not only were computer experts needed to manage and maintain networks, they were also needed as trainers. These fears were borne out of challenges/difficulties being encountered by users of ICT in developing nations like Nigeria. Equally, fears of the possibility of many workers becoming redundant in the future as a result of deployment of technology (ICT) into work environment were not uncommon. These positions and fears were at best the bye products of the belief that workers, according to Robert and Edem (2016) had in their capability and capacity to use ICT to turn things around in the work space. The trust, faith, reliance and confidence being expressed in respect of efficacy of ICT in solving multivarious problems at work places were not misplaced. Several research studies conducted by scholars in library and information science such as Obinya, Obinyan and Aidenoje (2011), Namugera (2014), and Daramola (2016) among others highlighted the various areas and functions that the introduction/ utilization of ICT had revolutionalised within the libraries around the world. These highlights on the other hand had reinforced the strong belief held by the generality of

the people in the efficiency and the efficacy of the ICT.

In a study conducted by Oshiotse (2011) to investigate the mediating influence of cultural beliefs on the communication behaviours of Librarians in the Edo State Public Library in Benin City. Data for the study were generated through a questionnaire administered to 36 staff in the Cataloguing Division of the public library. Results of data analysis indicated that: Edo and Igbo ethnic groups members had different cultural, beliefs but common psychological communication response orientation. Conclusively, the researchers observed that most of the studies reviewed in respect of utilization of ICT were on demographic characteristics of students that were patronizing the library, while only few were done on staff who were operators of these devices for the benefit of the users. The current study, therefore, assists in filling a major gap in the study especially in relation to the selected variables concerning the library staff who are operators of technology in the libraries for the benefit of end users.

METHODOLOGY

Ex-post facto research design was adopted for the study. This is a type of design that explores the cause of a condition that already exists. The population of the study comprised all library staff serving in university libraries in Cross River and Akwa Ibom States. The sample for this study consists of 475 librarians from the Universities in Cross River and Akwa Ibom States. Purposive sampling technique was used for the study. The instrument used for data collection was a structured questionnaire design to elicit appropriate and relevant information from the respondents. The validity of the instrument was ascertained. Cronbach alpha method was used to determine the reliability of the instrument. The reliability coefficient ranged from .745 to .884, indicating that the result of the reliability coefficient of the sub-scale are high enough to qualify the instrument to be used for the study. A total of four hundred and seventy-five copies of questionnaire were administered and the entire numbers were retrieved. However, only four hundred and sixty-one (92%) out of the copies retrieved were found treatable and used for the study. The statistical tool used for the study was One Way Analysis of variance (ANOVA), and Independent t-test.

RESULTS AND DISCUSSION

Results of this study are presented on the basis of each of the hypotheses set to guide the study. The hypotheses were tested at 0.05 level of significance.

Hypothesis one

Age does not significantly influence utilization of ICT among library staff of university libraries.

The independent variable in this hypothesis is Age (below 30 years, 31 to 40 and 41 and above); while the dependent variable is utilization of ICT among library staff of university libraries. To test this hypothesis, utilization of ICT among library staff of university libraries from age; below 30 years, 31 to 40 and 41 and above were compared using One-way Analysis of Variance (ANOVA). The result of the analysis is presented in Table 1.

TABLE 1: Summary of data and One-way Analysis of Variance (ANOVA) of the influence of Age on utilization of ICT among library staff of university libraries (N=461)

Age	N	$\bar{x}$	SD		
Below 30 years– 1	84	33.5238	7.36235		
31 to 40– 2	201	29.9602	8.61211		
41 and above – 3	176	29.5170	6.95781		
Total	461	30.4403	7.91251		
Source of variance	SS	Df	Ms	F-ratio	p-level
Between group	995.027	2	497.513	8.195*	.000
Within group	27804.583	458	60.709		
Total	28700.610	460			

* Significant at .05 level, critical F=3.00, df= 2, 458.

The result on Table 1 revealed the calculated F-value to be 8.195 and higher than the critical F-value of 3.00 at .05 level of significance, with 2 and 458 degrees of freedom. This result, therefore, implied that, age significantly influenced utilization of ICT among library staff of university libraries. With the result, the null hypothesis was rejected.

Since Age had significant influence on utilization of ICT among library staff of university libraries, a post hoc analysis was conducted using Fishers' Least Significant Difference (LSD) multiple comparison analysis. The result of the analysis is as presented in Table 2.

TABLE 2: Fishers' Least Significant Difference (LSD) multiple comparison analysis of the influence of Age on utilization of ICT for library services among staff of university libraries

(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	p-level
Below 30 years	2.00	3.56361[*]	1.01230	.000
	3.00	4.00676[*]	1.03328	.000
31-40	1.00	-3.56361[*]	1.01230	.000
	3.00	.44315	.80434	.582
41 and above	1.00	-4.00676[*]	1.03328	.000
	2.00	-.44315	.80434	.582

* The mean difference is significant at the .05 level.

The result of the analysis in Table 2 showed that Librarians whose age were below 30 years were significantly different in their utilization of ICT from those librarians whose ages were either 31 to 40 or 41 and above. Also Librarians whose ages were 31 to 40 were significantly different from those who were 41 and above in utilization of ICT within university libraries.

Hypothesis two

Gender has no significant influence on utilization of ICT among library staff of university libraries
The independent variable in this hypothesis is gender (male and female); while the dependent variable is utilization of ICT library among staff of university libraries. To test this hypothesis, utilization of ICT among library staff of university libraries from male and female gender were compared using independent t-test. The result of the analysis is presented in Table 3.

TABLE 3: Independent t test of the influence of gender on utilization of ICT for library services among staff of university libraries (N=461)

Gender	N	$\overline{x}$	SD	t-value
Male	150	30.3067	7.27499	
				.252
Female	311	30.5048	8.21284	

Not Significant at .05 level, critical t=1.96, df = 459.

The result in Table 3 revealed that the calculated t-value of .252 is lower than the critical t-value of 1.96 at 0.05 level of significance with 459 of degrees of freedom. With this result the null hypothesis that gender has no significant influence on utilization of ICT among library staff of university libraries was retained. This implies that gender had no significant influence on utilization of ICT among library staff of university libraries.

Hypothesis three
Level of education has no significant influence on utilization of ICT among library staff of university libraries.

The independent variable in this hypothesis is Level of education (Diploma(low level), BLS, B.Sc.(moderate level) and MLS/Phd (high level)); while the dependent variable is utilization of ICT for library services among staff of university libraries. To test this hypothesis, utilization of ICT among library staff of university libraries of low, moderate and high Levels of educational attainment were compared using One-way Analysis of Variance (ANOVA). The result of the analysis is presented in Table 4.

TABLE 4: Summary of data and One- way Analysis of Variance (ANOVA) of the influence of Level of education on utilization of ICT for library services among staff of university libraries (N=461)

Level of education	N	$\bar{x}$	SD		
Diploma – 1	125	29.9280	7.76175		
BLS. – 2	102	28.6569	7.75809		
B.Sc. – 3	129	30.4031	8.73348		
MLS/Phd – 4	105	32.8286	6.60049		
Total	461	30.4403	7.91251		
Source of variance	SS	Df	Ms	F-ratio	p-level
Between group	956.314	3	318.771	5.232	*.001
Within group	27843.295	457	60.926		
Total	28799.610	460			

*Significant at .05 level, critical F=3.00, df= 2, 458.

The result on Table 4 revealed that the calculated F-value of 5.232 is higher than the critical F-value of 3.00 at .05 level of significance with 3 and 458 degrees of freedom. With this result the null hypothesis was rejected. This result, therefore, implied that, level of education significantly influenced utilization of ICT among library staff of university libraries. Since level of education had a significant influence on utilization of ICT among library staff of university libraries, a post hoc analysis was done using Fishers' Least Significant Difference (LSD) multiple comparison analysis. The result of the analysis is presented in Table 5.

TABLE 5: Fishers' Least Significant Difference (LSD) multiple comparison analysis of the influence of Level of education on utilization of ICT among library staff of university libraries

(I) EDUCATION	(J) EDUCATION	Mean Difference (I-J)	Std. Error	p-level
	2.00	1.27114	1.04150	.223
Diploma	3.00	-.47510	.97965	.628
	4.00	-2.90057*	1.03328	.005
	1.00	-1.27114	1.04150	.223
BLS	3.00	-1.74624	1.03422	.092
	4.00	-4.17171*	1.08516	.000
	1.00	.47510	.97965	.628
B.Sc.	2.00	1.74624	1.03422	.092
	4.00	-2.42547*	1.02594	.018
	1.00	2.90057*	1.03328	.005
MLS/Ph.D	2.00	4.17171*	1.08516	.000
	3.00	2.42547*	1.02594	.018

* The mean difference is significant at the .05 level.

The result of the fisher's multiple comparison analysis in Table 5 showed that librarians whose level of educational qualification was Diploma were significantly different in their utilization of ICT from those whose level of educational qualification was either BLS, B.Sc. or MLS/PhD. Also librarians whose level of educational attainment was BLS were significantly different from those who were either B.Sc. or MLS/PhD in utilization of ICT among library staff of university libraries. Again librarians whose level of educational qualifications was B.Sc were significantly different from those who were MLS/PhD in utilization of ICT among library staff of university libraries.

Hypothesis four
Belief has no significant influence on utilization of ICT for library services among staff of university libraries. The independent variable in this hypothesis is Belief (Low, Moderate and high); while the dependent variable is utilization of ICT for library services among staff of university libraries. To test this hypothesis, utilization of ICT for library services among staff of university libraries whose belief was low, moderate or high were compared using One-way Analysis of Variance (ANOVA). The result of the analysis is as presented in Table 6.

Table 6: Summary of data and One-way Analysis of variance (ANOVA) of the influence of Belief on utilization of ICT among library staff of university libraries (N=461)

Belief	N	$\bar{x}$	SD		
Low – 1	90	29.6667	8.44945		
Moderate– 2	214	29.6776	7.70913		
High – 3	157	31.9236	7.70576		
Total	461	30.4403	7.91251		
Source of variance	SS	Df	Ms	F-ratio	p-level
Between group	523.774	2	261.887	4.242*	.000
Within group	28275.835	458	61.738		
Total	28799.610	460			

* Significant at .05 level, critical F=3.00, df= 2, 458.

The result on Table 6 revealed that the calculated F-value of 4.242 is higher than the critical F-value of 3.00 at .05 level of significance with 2 and 458 degrees of freedom. With this result the null hypothesis was rejected. This result therefore implied that, belief had a significant influence on utilization of ICT for library services among staff of university libraries. Since belief had a significant influence on utilization of ICT for library services among staff of university libraries, a post hoc analysis was conducted using Fishers' Least Significant Difference (LSD) multiple comparison analysis. The result of the analysis is as presented in Table 7.

TABLE 7: Fishers' Least Significant Difference (LSD) multiple comparison analysis of the influence of Belief on utilization of ICT among library staff of university libraries

(I) BELIEF	(J) BELIEF	Mean Difference (I-J)	Std. Error	p-level
Low	2.00	-2.25690*	1.03885	.030
	3.00	-.01090	.98715	.991
Moderate	1.00	-2.24600*	.82567	.007
	3.00	.01090	.98715	.991
High	1.00	2.24600*	.82567	.007
	2.00	2.25690*	1.03885	.030

* The mean difference is significant at the .05 level.

The result of the analysis in Table 7 showed that librarians whose belief was low were significantly different in their utilization of ICT for library services from those whose belief were either moderate or high. Also librarians whose belief was moderate were significantly different from those whose belief was high in utilization of ICT for library services in university libraries.

DISCUSSION OF FINDINGS
This section is concerned with the discussion of findings from the study. The discussion is presented in accordance to the variables of the study.

Age and utilization of ICT for library services among staff of university libraries.
The result of the study indicated that, age significantly influenced utilization of ICT among library staff of university libraries. The findings of this study were in line with that of a similar study conducted by Joyous and Paul (2016) on social factors that influenced the use of ICT in Agriculture extension in Southern Africa, as well as the one by Aramide, Ladipo and Adebayo (2015), who

revealed that there was influence of age on the use of ICT by young members of staff than the older. The revelation from the current study therefore is not in any way surprising, because the ICT is the 21st century invention, with which the younger generation, sometimes known as the computer age generation were more conversant. Very much unlike the days of the older generation, where there were no internet and computers, ICT is now taught from kindergarten level of education and this has made the younger generation more conversant with the usage of ICT than it is with the older generation. However, a contrary result was found from the study conducted by Jegede (2009) on Age and ICT- Related behaviours on Higher Education Teachers in Obafemi- Awolowo University, Ile-Ife, Nigeria. The findings revealed that age was not a factor when considering attitude, competence and ICT use among teacher- educators. This implies that irrespective of the teacher's age, it does not affect his ICT related behaviour. The variation in the findings may have been because of the differences in the type of professions as well as

status and the category of the respondents that were used for the different studies.

From the findings of the present study, it can be deduced that the use of ICT was more pronounced among the younger generation of staff, and that they could easily contend with the challenges and complexities of new technology innovation. It was also worthy of note that the older librarians appeared to be naturally wary of ICT use hence the popular saying that "you cannot teach an old dog new trick". This seems to describe their disposition towards the use of ICT. This disposition portends a great danger and bleak landscape for poor and nonexistent use of ICT in libraries. There is therefore a greater need for reorientation and in-service seminar/training.

Gender and utilization of ICT for library services among staff of university libraries.

The result of the second hypothesis revealed that, gender had no significant influence on utilization of ICT among library staff of university libraries. This implied that whether a library staff is a male or female, it does not matter and does not influence or affect his or her utilization of Information and communication technology. This finding is in line with the findings of a similar study conducted by Benake-Ebiele (2012); Adnan, Mohammed and Ahmed (2013) on gender's association with ICT usage in Pakistan. The result from the two studies showed that no association existed between gender and ICT usage. The implications of this revelation are that: men and women could utilize ICT without any difference in their level of effectiveness; and that the ICT was not meant for just one sex only. In addition, there should not be gender disparity among the library staff, because gender did not really guarantee or serve as a qualification to use ICT for library services. However, the finding is at variance with the studies conducted by Saka (2014) and Owolabi (2013) who observed that female library staff does better in the use of technology than their male counterparts. The current findings equally contradicts the views of Owolabi (2013), Kennedy, Wellman and Klement (2003). Their study revealed that women suffered from low-self confidence in managing technologies for service delivery, and the implication of the current study, which revealed that there was no statistically significant difference in the use of ICT on the basis of gender, therefore is that the study supported the drive for gender equality and elimination of gender disparity that may arise in university libraries. There is no basis for gender stereotype as regards ICT policy formulation, since gender is viewed to be a social construct; where societal obstacles are eliminated, both male and female gender have equal opportunity to utilize ICT. All creatures of God are given equal right, male or female, there is no social barriers against females in the Use of ICT.

Level of education and utilization of ICT for library services among staff of university libraries.

The result of the third hypothesis indicated that, level of educational attainment significantly influenced utilization of ICT for library services among staff of university libraries. This finding agrees with that of Losh (2003) and Owolabi (2013) who observed high correlation between technology usage and level of Education, and concluded that education was accepted to have played a key role in the achievement of community development, the process of globalization through technological development, and research, teaching-learning process, at the various stages of learning. The findings of this current study confirmed the importance of education in service delivery as it is the case in every other industry where those with high education are known to possess high level of acceptable attitude and disposition to work. The implication of this in the current information age, is that those who are educated would be able to cope with the inherent complexity of new technology innovation. The library system requires expertise in library services like cataloguing, indexing, bibliometrics, database management, web 2.0, online cataloguing and classification. To carry out all this activities, the library requires service of those individuals who possessed a good (high level) education. Equally, the findings of the present study was in agreement with the one conducted by Maria-Gorretti (2012) on the challenges of effective adoption of ICT in academic libraries in South-East Nigeria. The study revealed that the sampled university libraries faced different challenges toward effective utilisation of ICT and that educational qualification of library staff 75(93.8%) was the most common challenge toward the adoption of ICT.

The current study equally revealed that the higher the level of educational attainments, the greater is the level of awareness towards innovations. Also it exposed the fact that the level of educational attainment, at all times exposes individual to better values of life; standard of living, and better utilization of ICT. Therefore, the librarians level of education cannot be overlooked in this information age, especially in this era where the curriculum of librarianship had been modified to include the emerging technologies in librarianship. This is because through education, knowledge was acquired, awareness was created and ignorance was removed. This is in consonance with the findings of Su (2009) who revealed that librarians who had different educational levels had different belief about technology usage, while the librarians with low educational attainment struggled with ICT and were as such not willing to attend to the users. The users of today's library are so enthusiastic about the use of technology. The importance of education was equally supported by the findings of Adeyinka (2007) who examined Nigerian secondary school teacher librarians' uses of ICT and its implication for further development of ICT use in

Nigerian secondary schools. In view of the critical nature of information and communication, technology in delivery of effective services to the 21st century users who are conversant with technology from their kindergarten days would certainly pose a big challenge to librarians who are not well educated.

The variations observed between the B.Sc. and BLS degree holders may be due to the fact that BL degree curriculum is much more library programme specific than that of the BSc. It is on record that the curriculum of library and information science from first degree, PGD, Masters and Ph.D had been reviewed to accommodate the recent innovations in ICT such as digital preservation, social- networking, building of library consortium, metadata management, databases library software development among others. It is only when a librarian attained these higher level of education that he would be able to make use of technological innovation in librarianship for a better service delivery. This implies that higher level of education that is geared towards professional development would continue to influence utilization of Information and communication technology for library services.

Belief and utilization of ICT for library services among staff of university libraries.

The result of the fourth hypothesis indicated that, belief significantly influenced utilization of ICT among library staff of university libraries. The findings are in line with the view of Castonon, Congdon and Patel (2006) who submitted that more than half of their sampled population believed that prescribed devices such as eyeglasses, and ICT hard/software could be used to correct refractive errors and or make the execution of jobs and tasks much easier. The authors reported that a significant percentage of their respondents had positive beliefs about the usefulness of modern devices including ICT, but expressed regret on their non-affordability. The respondents were reported to have added that they would wear prescribed eyeglasses, if specially ordered for or if the dispensing cost of such eyeglasses and other devices were affordable. Inability to afford the cost of devices such as eyeglasses or ICT did not necessarily remove the fact of the beliefs expressed in respect of their usefulness.

The findings in this current study corroborated those of Daramola (2016), who highlighted that the utilization of ICT had revolutionalised services within the libraries around the world. Revolutionalisation has reinforced the strong belief held by the generality of the people in the efficiency and the efficacy of the ICT. Fears have been expressed about the cost of not only buying ICT devices such as computer, equipment and software, but also more in hiring/appointment of those few who understood and had the skills to operate them. Computer experts are needed to manage and maintain networks, and at the same time, serve as trainers. It could therefore, be deduced that library staff have confidence and trust that ICT would increase efficiency, save the time of users, avoid repetition of efforts, assist in the creation of library networks, help to attract the users, enjoy round the clock access and access to unlimited pieces of information from different sources. Though fears of the possibility of many workers becoming redundant in the future as a result of deployment of technology (ICT) into work environment were not uncommon. The trust, faith, reliance and confidence being expressed, in respect of efficacy of ICT in solving multi various problems at work were still not misplaced.

CONCLUSION

Based on results of the study the following conclusions were drawn; age, Level of education, and belief significantly influenced the utilization of information and communication technology for library services among staff of University libraries in Cross River and Akwa Ibom States, Nigeria. The result further revealed that, gender did not significantly influence the utilization of information and communication technology for library services among staff of University libraries in Cross River and Akwa Ibom States, Nigeria. It was therefore, imperative to apply the theory of self-efficacy, using mastery experience, modeling, verbal persuasion and physiological factors to become competent in the utilization of modern technologies.

RECOMMENDATIONS

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

1. Library management and Parent institutions should embark on a compulsory (thorough ICT) training and retraining of staff especially those library staff that are 40 years and above. They must ensure they organize interactive sessions for the staff at least on quarterly basis. This will help them to adapt to the changing roles and demand for library services and librarians.

2. Library management should make sure that every library staff has access to ICT facilities available in the library irrespective of gender.

3. Librarians should be encouraged to embark on some self-help projects and undertake aggressive research to further their education to the highest level. Because through education knowledge is acquired, awareness is created and ignorance is removed.

4. The Librarians Registration council should review the library and Information Science School Curriculum as a matter of urgency to accommodate the emerging technologies in librarianship. University authorities should be willing to release staff for relevant studies.

REFERENCES

Adeyinka, T., 2007. An assessment of secondary school teachers uses of ICTs. International Journal of Education and Development. 3 (2), 5-15.

Adnan, A., Muhammed, M., and Matloo, A., 2013. Age and gender's association with information and communication Technology (ICT) usage into educational institutions of Pakistan. Sociology Mind. 3(4), 325-332.

Adeyinka, T., 2007. An assessment of secondary school teachers uses of ICTs. International Journal of Education and Development. 3 (2), 5-15.

Alshankity Z, and Alshawi A., 2006. Gender differences in internet usage among faculty members: The case of Saudi Arabia. Hum. Syst. Int. conference, 1 (2), 27-37.

American Heritage Dictionary of English Language 2011. Belief: Retrieved May 24th2017 from http://www.thefreedictionary.com/belief

Aramide, K. A., Ladipo, S. O. and Adebayo I., 2015.Demographic Variables and ICT Access As predicators of Information Communication Technologies Usage among Science Teachers in Federal Unity Schools in Nigeria. Library Philosophy and Practice (e-journal).http://digitalcommons.unl.edu/libphi lprac /1217.

Arikpo, A. B., 2017. Tackling Illiteracy syndrome and a reflection on centuries old adult education strategies: Any hope for cure? University of Calabar Inaugural lecture.

Asuquo, I. E., 2017. Socio-demographic variables and utilization of prescribed eyeglasses among staff of tertiary institutions in Akwa – Ibom State, Nigeria. Unpublished Ph.D thesis, Department of Physical and Health Education, University Uyo.

Carmen, L., 2006. My Computer, My Doctor: A Constitutional Call for Federal Regulation of Cybermedicine," American Journal of Law and Medicine, Boston. 32,(4), 585-609.

Castanon, H. A., Congdon, A. and Patel, N., 2006. Factors associated with spectacle wear compliance in school-age Mexican children. Investigation / vision science, 47 (3), 925-928.

Daramola, C. F., 2016. Perception and utilization of electronic resources by staff: The case of the federal University of Technology Library Akure. American Journal Educational Research, 4(5),366-370.

Emmanuel, E. B. and Benake-ebide, C. E., 2012. Gender differences in information seeking behaviour of undergraduate students in some Universities in Nigeria. Library and Information Practitioner (LIP), 5(1&2), 396-411

Enochsson, A., 2005. A gender perspective on internet Use: Consequences for information seeking. Information Research, 10(4) 237.Available at http://.informationr.net/ir/10-4/paper237.html.(Retrieved 12 May, 2016)

Ebeigbe, J. A., Kio, F. and Okafor, L. I., 2013. Attitude and Belief of Nigerian Undergraduates to spectacle wear. Ghana Medical Journal. 47(2) 70-73.

Hawthorn, D., 2000. Possible implications of aging for interface designers. Interacting with Computers, 12, 507-528.

Hornby, A. S., 2000. Oxford Advance Learner's Dictionary of Current English, 6th Edition; Oxford: Oxford University Press. Pg.10

International Standard Classification of Education ISCED, 2013. Revised classification of different levels of educational pursuits and attainment. France: UNESCO Publication.

International Telecommunications Union (ITU). 2003. World telecommunication development report: Access Indicators for the information society, 12-30.

Joyous, S. T. and Paul, F. M., 2016. Social factors that influence use of ICT in agricultural extension in Southern African, Journal of Agriculture., 6 (15), 1-10

Kennedy, T., Wellman, B. and Klement, K., 2003. Gendering the Digital divide. IT and Society.1 (5), 72-96.

Lawal, O. O. and Ocheibi, J. A., 2010. Education and training of non-Professional staff in Nigerian Academic Libraries: A proposal. In Lawal O. O. Library Information Practice and Education in Nigeria. Current Trends and Issues. Calabar: De-masta press.

Losh, S. O., 2003.Gender and Educational Digital Gaps:1983-2000. IT and Society, 1(5),57-71.

Maria-Gorretti E., 2012. The challenges of effective adoption of information and communication technology in academic libraries in South-East Nigeria. Library and Information Practitioner (LIP), 5(1&2), 445-458.

Mullins, I. J., 2002. Management and Organisation Behaviour.Ptiman, London, U.K

Namugera, L., 2014. Users awareness, perceptions and usage of Makerere Library services in the main and selected branch libraries. Qualitative and quantitative methods in libraries (QQML), 3, 741-758.
National Teacher's Institute Manual (NTI), 2011. Kaduna:

Obinyan, G. A., Obinyan, O. O. and Aidenojue, E., 2011. Use of information resources in four branches of a state public library in Nigeria. http://www.whiteclouds.com/iclc/cliej/pdf.Ac cessed June, 2017.

Ogunjimi, B. E., Eyong, I. U., and Offon, E. U., 2022. Information Literacy Skills and the Utilization of Information Resources by Public Health Workers in Federal Neuro-Psychiatric Hospital Calabar. Advances in Social Sciences Research Journal, 9(3), 84–100.
https://doi.org/10.14738/assrj.93.10498.

Olatokun, M. W., 2009. Analysing Socio-Demographic Differences in Access and Use of ICTs in Nigeria Using the Capability Approach. Issues in Informing Science and Information Technology, 6, 479-496.

Oshiotse, A. O., 2011. Cultural beliefs as factors influencing interpersonal communication among the employees of Edo state public library in Benin City, Nigeria. Academic Research International, 1 (1), 1-19

Owolabi, 2013. Socio-demographic factors as determinants of Access and Use of ICT by staff of University libraries in Oyo State.

Accessed on the 20th of May, 2017 from Library philosophy and Practice (e-journal). http://digital commons.unl.edu/libpilpra/947.

Robert, B E. and Edem, N. B., 2016. Impact of Information Communication and Technology on Cataloguing and classification of Library Materials in three university libraries in Akwa-Ibom State, Nigeria. Computing and Information System Journal, 20 (3), 1-13.

Robert, B. E. and Edamagbor, I. B., 2017. Library management and adoption of information and communication technology in Akwa-Ibom and Cross River State. Journal of library and information Technology Trends, 2(2), 96-107.

Saka, K. A., 2014. An assessment of gender as a predictor of ICT use by library personnel in Malaysia. International Journal of Applied Technologies in Library and Information Management, 3 (3), 25-35.

Su, B., 2009. Effective technology integration: Old topic, new thoughts. International Journal of Education and Development using information and communication technology (IJEDICT), 5,161-171.

Susol J, Steinerova J., 2007. User's information behaviour – a gender perspective.Infor.Research,12(13),availabl e at http://www. information.net/ir/12-13/paper.320.html.

Taylor, W, Zhu, G., Dekkers, J and Marshall, S., 2003. Socio-economic factors affecting home Internet usage patterns in Central Queensland. Information Science Journal. 6:233-246

WHO, 2015. Gender definition fact sheet. Retrieved May 24, 2017, from http://www.who.int/mediacentre/factsheets/f s403/en/.

173

A REVIEW OF CATHOLIC MEN ORGANISATION (CMO) THE HISTORY OF ST. PAUL PARISH, UNIVERSITY OF CALABAR: MY LIFE AS A CATHOLIC FAITHFUL, 2021 INTERNATIONAL FATHER'S DAY CELEBRATION ESSAY- WRITING COMPETITION RESULTS, 12TH JUNE, 2021

PROFESSOR ENO GRACE NTA

(Presented at the 2022 International Father's Day Celebration at CMO Hall, St. Paul Parish, University of Calabar, Calabar on 19th June, 2022.)

INTRODUCTION

The Catholic Men Organisation (CMO) is one of the four major organisations in the Church, the others being Catholic Women Organisation (CWO), Nigerian Federation of Catholic Students (NFCS) and Holy Childhood Association. The CMO is the pillar of the Church and as its motto, "Christ is our Leader" provides exemplary leadership in the Church. Members of the CMO are heads of their various families and understand the need to plan for every member of the family. Since 2006 when the first International father's Day celebration took place in St Paul, children and students have played a key role. They have entertained the Parish with traditional dance displays, and had essay-writing competitions in 2007 and 2021. In addition, three undergraduate students enjoyed scholarship awards in 2021. Of course, the focus on students and children is not surprising since St. Paul is a predominantly student parish otherwise usually referred to as the Wisdom Parish.

Presentation

The slim publication is in paperback with a rainbow like colour display of red, black, gold medal, green, white and blue hue as the cover. The golden medal with St. Joseph the patron saint of CMO encircles a father presenting some gift to a child on the front cover. This cover also carries the title, the medallion of St. Joseph and names of the editors. It is published by University of Calabar Press and the Copyright is held by the CMO. The publication is divided into three main sections:

i. The preliminary pages where the origin of International Father's Day and its celebration in St. Paul are presented (i – v)
ii. Winning essays for 2021 celebration of International Father's Day (p.1 – p.11)
iii. Appendix of photographs from the 2021 celebration (p. 12 – 14).
Finally, page 15 contains the references.

THE PRELIMINARY PAGES
Origin of Father's Day Celebration

This opens with an overview of the origin of the Father's day celebration which started in the year 1909 surprisingly by a woman named Sonora Smart Dodd of Spokane, Washington. This gesture was in appreciation of her father William Jackson Smart, who though widowed early, devoted his life to raising his children single-handedly.

Celebration of International Father's day in St. Paul Parish, University of Calabar.

Contrary to what obtains elsewhere, St. Paul CMO has not been shy in celebrating fathers/men. Even before the world's adoption in 2021, of the Sonora Smart Dodd's call (1909) for such a celebration, the feast of St Joseph the Worker, had served that purpose in the Church. This celebration in fact is an avenue for showing love to the family and beyond. Each Father's Day is not just fun time but a period for living out our faith in thanksgiving, and by touching our neighbours as displayed on the Table on page v; with its summary presented here.

Eno Grace Nta, Department of English and literary Studies, University of Calabar, Calabar, Nigeria

The first celebration organised on the 18th of June, 2006 under the tenure of Prof. Barth Ekweme and had Prof. O. C. Charles as its Central Planning Committee Chairman showed that the men of St. Paul Parish recognised the importance of the day. The second celebration which made monumental history in the Parish was organised on the 17th of June, 2007. Prof. ekweme was still the CMO Chairman while Barr. Ekpo Nta chaired the planning committee. The activities organised included an essay writing competition on the topic "My Father"; a talk on "The Role of the Father in the Family and the Church" given by Dr. Chris Udiong; gifts to the Rev. Sisters; refurbishing of rest rooms in the Church and having the men serve at Mass. The celebration was grand and remained a major feat by the men. On the 20th of June, 2021, the CMO under the chairmanship of Dr. Joseph Udosen organised Father's day. This time around, the CPC Chair was Prof. Bath N. Ekwueme and the activities included an essay writing competition on 'My life as a Catholic Faithful', with prizes given to the best three winners in each category, and scholarships awarded to three undergraduates. The 2022 edition under the tenure of Dr. Charles Njoku was moderated by Mr. Gabriel Ogban as the CPC Chairman. This held on the 19th of June, 2022 with the unveiling of the 2021 essay writing publication. In addition, an extensive medical outreach was initiated in the Church premises for the entire University Community and beyond. Issues of focus were eye check, sugar level, blood pressure check and ear examination.

2021 International Father's day in St. Paul Parish, University of Calabar.

The celebration involved Essay writing in three categories of Primary, Secondary and Tertiary. At least a hundred entries were received across the three categories but those adjudged the best three from each group were published to serve as a reference document on some activities in the Parish and to encourage others to strive for better performance thereafter. The topic, "My Life as a Faithful Catholic" was the same for all categories. Participants had a free hand in selecting an essay type.

At the primary level, many approached the topic from an expository angle. Thus, it opens with some definition of the Church or the Catholic faithful. Each child displayed an awareness of some practices of the faith such as the sacrament of baptism, the Rosary, the Saints and the efficacy of prayer. It is obvious that the home provided the firm foundation for further spiritual growth. Although an expository essay seeks to inform, the children weave in breath of freshness with their individual styles. Also, we appreciate their relative ages in how well they handled sentence construction, coherence and logical progression. The childlike trust displayed by the 3rd prize winner is most endearing.

The secondary school essays are more personalized. We easily follow each person's individual journey to being a Catholic either from training at the seminary/Catholic school, the Church and home.

The essays from the Tertiary Category are definitely very well crafted with other subthemes of interest highlighted. We read a conversion story, handling peer pressure and coping with none Catholics. The threat to Catholicism is not necessarily from other faiths but sometimes comes from overfamiliarity with the routine of Mass, devotions and prayers which could lead to apathy. We find reiterated as essential for keeping the youth in the faith, the need to encourage /mandate that they belong to different associations in the Church, that the pastoral obligation of the Church hierarchy should make catechism an ongoing process, while the youth in turn follow the uphold the lyrics of the famous chorus that advises that you 'read your Bible and pray every day.'

Generally, we appreciate the role of family, mentors, priests and the Church in the life of a Catholic. We thank God for the values and character of these ones whose essays are published. It seems the submissions had minimal editing effected. However, whatever carries the logo of the University makes a statement on the quality of the work as well as the professionalism that defines its products. It is therefore hoped that such lapses could be avoided in future.

In conclusion, the essays in the three categories have given us the uniqueness of the Catholic faith; her beliefs about the Sacraments, the roles of the Bible and tradition, the importance of the Virgin Mary, the saints and the Papacy. Clearly enunciated in the essays was the Church's mission in carrying out and continuing the work of Jesus Christ on earth. This challenge has been taken up by the Catholic Men Organisation (CMO), St. Paul Parish, Unical through the different activities introduced in the Celebration of the   International   Father's   Day.

AVAILABILITY AND UTILIZATIONOF INSTRUCTIONAL TECHNOLOGIES IN SUPERVISION IN PUBLIC SECONDARY SCHOOLS DURING COIVID-19 ERA IN CROSS RIVER STATE, NIGERIA

ATEGWU, P. O., KENN-Aklah. F. U., FANAN, A. G. AND UZOIGWE, M. C.

ABSTRACT

This study investigated the availability and utilization of instructional technologies in supervision in public secondary schools in Cross River State, Nigeria. To achieve the purpose of this study, descriptive survey research design was adopted; a research question was raised and two hypotheses were formulated to guide the study. The population of this study comprised the entire 279 respondents drawn through census approach from all the public secondary schools in Cross River State.Data collection was carried out with the use of researchers' constructed instrument titled: Availability and Utilization of Instructional Technologies in School Supervision during COVID-19Pandemic Survey (AUITSSCOVID-19PS). The instrument was validated and reliability was established through Cronbach Alpha analysis which yielded .90 hence indicating high internal consistency in achieving the purpose of this study. In order to answer the research question, data collected were analyzed using mean and standard deviation while the hypotheses were tested with independent t-test statistical techniques. The results showed that the availability of instructional technologies used in school supervision is very low. It was also found that the extent of utilization of instructional technologies in school supervision is very low. Based on the findings and discussion, conclusions were made. It was therefore recommended among others that the government should ensure that adequate instructional technologies are provided and utilized in supervising secondary schools especially during this period of global COVID-19 pandemic.

KEYWORDS: Availability, Utilization, Technologies, School Supervision, COVID-19 Pandemic

INTRODUCTION

Globally, the issue of supervision in the school system for decades has been a subject of strong debate among educational researchers and sundry. This is partly due to ineffective administration exacerbated by incompetent school managers over the years. It is also due to the havoc wrecked by the dreaded worldwide Covid-19 pandemic outbreak on all sectors of human activities (Uzoigwe, Owashi & Opuwari, 2020).

Before the pandemic, the Nigerian education system has adopted purely, face-to-face approached to teaching and learning in secondary schools. Like other sectors, while COVID-19 is primarily affecting public health, spillover effects can already be observed in education, stemming largely from extended school closures to deaths of hundreds of thousand across the globe. By current World Bank information gathering, at the time of writing this paper, more than 150 countries are

Ategwu, P. O., Department of Educational Management, Faculty of Educational Foundation studies, University of Calabar, Calabar, Nigeria

Kenn-Aklah, F. U., Department of Educational Management, Faculty of Educational Foundation studies, University of Calabar, Calabar, Nigeria

Fanan, A. G., Department of Educational Foundation, Benue State University Nigeria.

Uzoigwe, M. C., Department of Educational Management, Faculty of Educational Foundation studies, University of Calabar, Calabar, Nigeria

reporting school closures and more are joining the trend in order to mitigate the spread of the virus.

By obligation, school leaders are expected to employ their supervisory skills in overseeing educational resources for goals' achievement (Uzoigwe, Chuktu & Eton, 2020; Sunday, M. O.; Obogo, G. O. & Adie R. U.). However, as a branch of educational management, supervision is a day-to-day professional guidance of all educational operations, coordination of the detailed academic works and cultivation of good inter-personal relationship among all the people involved in the teaching-learning process in the school system. Effective supervision with emerging technologies is essential from principals during a pandemic outbreak because educational goals' achievement requires accountability, and cannot be realized in a vacuum. Effective utilization of emerging technologies such as computer devices in supervision enables school administers to maintain social distance and stay safe while carrying out their duties effectively. However, through effective supervision, educational goals at the secondary school level are focused towards preparing individuals for higher education, equipping school leavers with the needed skills, knowledge and values for effective living within the society (Federal Republic of Nigeria, 2014). Supervisory leadership in schools at this level is expected to be at its best and of good quality in order to enhance effective teaching and learning in all subjects. It has to encourage knowledge acquisition, the opportunity for higher education and better learning outcome among the school leavers.

At the peak of the pandemic, 45 countries in the Europe and Central Asia region closed their schools, affecting 185 million students. Given the abruptness of the situation, teachers, supervisors and administrators were unprepared for this transition and were forced to build emergency remote learning systems using advanced technologies almost immediately. Besides, under normal circumstances, the process of effectively addressing pandemic crises in the education sector by school managers begin with a proactive preparation, that is, a response in anticipation of a known or unknown crisis. This happens such that when amidst the crisis, they move to coping by implementing measures to minimize the negative impact. This may include introducing protocols for screenings in schools, rolling out hygiene practice campaigns, imposing school closures, offering distance learning, using closed schools for emergency purposes, among others. Other measures include enforcing the wearing of face mask, social distancing, school environmental disinfection, diagnostic testing, symptomatic isolation and using hand sanitizers (Uzoigwe, Onabe, Onwochei and Ekpenyong, 2020). As the emergency phase dissipates, communities move into a recovery mode and governments implement policies and measures to regain lost time. The approaches may include adjustments to the academic calendar, prioritizing grades by preparing for standard examinations, continuing with distance learning in parallel to schools, to mention a few.

Those countries that have shown greater resilience in repeated crises are those who were able to benefit from lesson learned and use the momentum to re-prepare, investing and reinforcing systems going forward.

Similarly, in Nigerian school system, one of the key policies adopted by Federal Republic of Nigeria (2014) is the integration of instructional technologies in school supervision. Instructional technology is the combined use of computer hardware, software, and educational theory and practice to facilitate learning. Integration of instructional technology in school supervision encompasses the installation of Information and Communication Technology hardware and software/laboratories to promote the attainment of school goals. This is essentially important because secondary school is established by law to train students for useful living within the society and furtherance to higher education. Therefore, the availability and effective utilization of instructional technologies in school supervision would to a great extent help supervisors to access communication platforms like WhatsApp, Twitter, Facebook, Instagram, or Tumblr, and so on for enabling dynamic communication with students, teachers and principals without merely experiencing face-to-face contact during pandemic crises in the school system. Also, educational supervision-empowering technologies include mobile apps that grade written lesson notes and provide lesson plan databases. Buttressing this fact, Cano and Garcia (2021) stated that school systems need to aggressively track emerging technologies that work for their teachers and supervisors during pandemic crises and put all other unworkable technologies aside.

Unfortunately, the researchers have observed that despite best efforts to set up a supportive remote learning experience using emerging technologies in school supervision during pandemic crises by Cross River State government in public secondary schools, evidence is sadly evolving on the extent of non-availability and poor utilization of emerging technologies in the study area which have resulted in poor teaching and learning during the pandemic. Lack of technical support, inadequate ICT infrastructure on ICT and lack of professional development were identified as the barriers hindering teachers and supervisors to use emerging technologies to facilitate supervision in secondary schools. There are no provisions of computer spreadsheet, PowerPoint/projector, overhead projector, school portal, electronic database, desktop computers, laptop computers, printers, photocopier, scanner, CD ROM, Flash drive, internet facilities, mobile phones, Radio set, Television set, among others. Insufficient technologies and poor utilization of these devices in school supervision have degenerated not only to corrupt practices such as mutilation of school records and examination malpractices but also violated the support of the key messages and actions submitted for COVID-19 prevention and control in schools as endorsed by Federal Ministry of Health, UNICEF, NCDC and World Health Organization. Poor utilization of technologies in

school supervision has also made the tasks daily administrative improvisation of principals more inefficient and ineffective. Low level of utilization of technological supervision process has hindered the use of ICT for lesson content delivery and sharing, and to facilitate the interaction between teachers and students and a supervisor, as well as between the students.

There is no gain saying that adequate provision of emerging technologies and their effective utilization would play important roles in enhancing the quality of education, especially during a pandemic outbreak due to its capabilities in facilitating administration activities from data storage to knowledge management and decision making. In a study carried out by Salih, (2017) on the supervision of information technology classrooms in Turkey: A nationwide survey. He found that most supervisors were familiar with computers, but only used them at the 'medium' level, mostly for word processing, spreadsheets and drawing up reports on school visits. It was also found that almost all of the respondents sought to support the effective development of technologically based classrooms by examining teachers' plans, providing computer application opportunities for pupils, and helping school principals encourage and manage such undertakings. However, almost 50% of the supervisors indicated that they had no knowledge or understanding of e-portfolios, and that they had never received professional development or in-service training in exploiting the technologically based classroom. As a result, they were unable to provide sufficient guidance to teachers. Similarly, Mathayo (2016) found that lack of technical support, inadequate instructional technologies and lack of professional development were identified as the barriers hindering teachers to use instructional technologies to facilitate teaching in secondary schools. The finding also showed that on examining the factors determining the use of emerging technologies in teaching in secondary schools, the study identified the following factors: - teachers' positive attitude, teachers' competence in technology use, accessibility of technological facilities, professional development and availability of technical support. Correspondingly, David, Tanui and Oruta (2019) found that the overall implementation and use of emerging technologies in school supervision in all the departments of school administration of the public schools in Kajiado County was very low. The study concluded that most of the public secondary schools in Kajiado County had not embraced instructional technology in various areas of supervision. Amuchie, (2015) found out that the extent of availability of technological resources in secondary schools in Ardokola and Jalingo is very low. The extent of utilization of technological resources in teaching and learning is equally very low. Technological resources were not available in the schools for the use of supervisors, teachers and students for learning activities. It was also found out that many factors were perceived by the teachers and principals as constraints to the effective utilization of technology in supervision in secondary schools. They include; poor power supply. Lack of adequately trained teachers in the use of instructional technology in teaching, high cost of computers and accessories among others. Also, Fahriye and Dagley (2020) revealed that headmasters have awareness on the use of digital and technological facilities. They are aware on digital transformation although budget and application restrictions are revealed to apply this transformation.

In the same vein, Diogo (2021) found that emerging technologies were used for content delivery and sharing, and to facilitate the interaction between postgraduate students and a supervisor, as well as between the students. Based on the supervisor's reflections, key positive and negative factors are also systematized. In a study carried out by Oluwadare, (2017) on the availability and utilization of emerging technologies in school supervision in Kaduna State, the results revealed that the available emerging technologies in the State were not adequate in schools and their utilization was a matter of concern. The study further revealed that the views of both the Male and Female Principals on the availability and utilization of emerging technology in the supervision of secondary schools did not differ. Nwana, Egbe and Ofoegbu (2017) found that many of the technological resources needed for the supervision of teaching of computer education were not available. It was also revealed that majority of the resources needed for the teaching of computer education were not being used by principals and the teachers. Chris, (2021) found that the available emerging technologies in the State were not adequate in schools and their utilization was a matter of concern. The study further revealed that the views of both the male and female principals on technological facilities availability and utilization in the management of secondary schools did not differ. Ohakwe and Okwuanaso (2016) contented that the knowledge of computer application softwares such as spreadsheet, excel, computer – aided design, and database are important skills in school's management. Therefore, the complexity of secondary school education requires more demand from school administrators in supervising and processing relevant data in an attempt to provide information for the State Teachers Board and other educational agencies for decision making towards quality assurance and transformational development despite the outbreak of Covid-19.

Statement of the problem
Secondary schools were established by law against all odds to promote quality assurance by supporting school leavers to become useful members of the society as well as to further for higher education. But a cursory observation at Cross River State public secondary schools revealed some issues related to low availability and poor utilization of instructional technologies in supervision. There are no provisions for computer spreadsheet, PowerPoint/projector, overhead projector, school portal, electronic database, desktop computers,

laptop computers, for supervision of teaching and learning in the schools. Some administrators do not utilize internet, email, teleconferencing, audio tapes, computers, photocopiers and printers in supervising lesson notes, lesson plan and other instructional activities of teachers in order to stay safe especially during the period of Covid-19 outbreak. This results in poor teaching delivery among teachers and low academic performance of students in virtually all the subjects.

Recently the Federal Government contended that computer knowledge would be a requirement for some employments, interviews and in some cases promotions. But it seems as if instructional technologies have not been effectively made available and utilized in the supervision of schools as it appears, some vital areas of application are still not attended to in public secondary schools in Cross River State. It is on these bases that the study tends to empirically investigate the extent of availability and utilization of instructional technologies in supervision in public secondary schools during Coivid-19 era in Cross River State, Nigeria.

Purpose of the study

The main purpose of the study was to examine the extent of availability and utilization of instructional technologies in the supervision of public secondary schools during Coivid-19 era in Cross River State, Nigeria. Specifically, the study sought to find out:

1.   The extent of principal instructional technology availability for the supervision of secondary schools in Cross State, Nigeria

2.   The extent of principal instructional technology utilization in the supervision of secondary schools in Cross River State, Nigeria

Research questions

The following research questions were formulated to guide the study

1)   What is the extent of instructional technology availability for the supervision of   secondary schools in Cross River State, Nigeria?

2)   To what extent do principals utilize instructional technology in supervising secondary   schools in Cross River State of Nigeria?

Research Hypotheses

The following hypotheses were formulated to guide the study.

Ho_1:   There is no significant difference in the mean responses of male and female principals on instructional technology availability in the supervision of secondary schools in Cross River State.

Ho_2:   There is no significant difference in the mean responses of male and female principals   on the extent of instructional technology utilization in the supervision of secondary   schools   in Cross River State.

METHODOLOGY

This research was carried out in Cross River State, Nigeria. The study adopted descriptive research design. The sample of this study comprised the entire 279 public secondary school administrators drawn through the census method from three education zones in Cross River State. A researcher-designed questionnaire titled: Availability and Utilization of Instructional Technologies in School Supervision during COVID-19 Pandemic Survey (AUITSSCOVID-19PS) was used to elicit information from the respondents. The instrument was structured into a four point Likert scale: VHE (Very High Extent), HE (High Extent), LE (Low Extent) and VLE (Very Low Extent). The instrument was face validated by three experts; one from Measurement and Evaluation and another from Educational Management of the University of Calabar. Cronbach Alpha method was used to determine the reliability coefficient at .90. The questionnaires were personally administered with the help of four trained research assistants. The copies were retrieved, scrutinized, gleaned and analyzed for the study. The statistical techniques for the data collected varied in accordance with the nature of research questions and hypotheses. Tables, frequency counts, mean scores and standard deviation were computed to answer the research questions1 and 2. The mean of 2.50 was regarded as "Unavailable" while a mean response on or above 2.50 were regarded as "Available.".By using The Statistical Package for the Social Sciences (SPSS). The independent t – test was used to test hypothesis1 and 2. The two null hypotheses were tested at 0.05 level of significance. The scales were scored 4, 3, 2, and 1 respectively for positively worded items and reversed for negatively worded items.

Presentation of results

Research question one

1)   What is the extent of instructional technology availability for the supervision of public   secondary schools during Coivid-19 era in Cross River State, Nigeria?

        The result generated from the study is presented in table 1.

Table 1: Means ratings and standard deviation scores of views of principals on instructional technology availability in the supervision of secondary schools during Covid-19 era in Cross River State.

S/N	Instructional technologies	Mean	S.D	Decision
1	Internet	1.34	0.43	Unavailable
2	Multi-media projector	1.86	0.43	Unavailable
3	e-mail	1.22	0.34	Unavailable
4	Interactive radio	1.22	0.34	Unavailable
5	Teleconferencing	1.35	0.44	Unavailable
6	Audio tapes	1.87	0.43	Unavailable
7	Computers	1.22	0.34	Unavailable
8	Photocopiers	1.15	0.23	Unavailable
9	Handsets	1.85	0.84	Unavailable
10	Printers	1.89	0.43	Unavailable
	Grand mean	2.00		Unavailable

Cut-off mean=2.50

Table 1 showed that all the respondents disagreed on the extent of instructional technology availability in the supervision of secondary schools duringCovid-19 era in Cross River State. All the 10 items had mean scores below the cutoff point of 2.50 on a four-point Likert scale. This result implies that the internet services, multi-media projector, e-mail, interactive radio

teleconferencing, audio tapes, computers, photocopiers, handsets and printers were not available in all the sampled schools.

Research Hypotheses

The following hypotheses were tested in the study.

Ho_1: There is no significant difference in the mean responses of male and female principals on instructional technology availability in the supervision of secondary schools in Cross River State. The hypothesis was tested using independent t – test. The result generated from the study is presented in Table 2.

Table 2: Independent t–test analysis of the differences in the mean responses of male and female principal's views on instructional technology availability in the supervision of Secondary schools in Cross River State.

Instructional technologies	Principals	N	Mean	S.D	S.E	Df	t-calculated	t-critical	Decision
	Males	79	2.86	.76	.22	277	1.09	2.02	NS
	Females	200	3.10	.82					

P<.05

Table 2 showed that the calculated t-test value of 1.09 is less than the criterion value of 2.02 at 0.5 level of significance to accept the null hypothesis of significant difference. This result implies that the views of both the male and female principals' views on instructional technology availability in the supervision of secondary schools in Cross River State did not differ in the study area.

Ho_2: There is no significant difference in the mean responses of male and female principals on

the extent of instructional technology utilization in the supervision of secondary schools in Cross River State.The hypothesis was tested using independent t–test. The result is shown in table 3

Table 3: Independent t–test analysis of the differences in the mean responses of male and female principals' views on instructional technology utilization in the supervision of Secondary schools in Cross River State.

Instructional technologies	Principals	N	Mean	S.D	S.E	Df	t-calculated	t-critical	Decision
	Males	79	2.69	.78	.21	277	1.91	2.02	NS
	Females	200	3.11	.80					

p<.05

Table 4 also showed that the calculated value of 1.91 is less than the criterion value of 2.02 at 0.05 level of significance. This implies that there is a significant difference in the mean scores of the principals. This is the views of both male and female principals on instructional technology utilization in the supervision of secondary schools in Cross River State not differ.

DISCUSSION OF FINDINGS

The analysis of research question one indicated that all the respondents disagreed on the availability of the items showing instructional technologies in the supervision of public secondary schools during Coivid-19 era in Cross River State. From the Table, it was seen that all the 10 items had mean scores below the cut-off mean score of 2.50 using the four-point Likert scale. This result implies that the internet services, multi-media

projector, e-mail, interactive radio, teleconferencing, audio tapes, computers, photocopiers, handsets and printers were not available in all the sampled schools. The findings are not surprising because there could not be utilization of instructional technology without availability of the said technology especially during the period of Covid-19 pandemic era. It is therefore, obvious that lack of these core instructional technologies would make principals ineffective in supervising and achieving the laudable goals of public secondary schools in Cross River State.

The result of the hypotheses revealed that that the views of both the male and female principals on the extent of utilization of instructional technologies in the supervision of public secondary schools during Covid-19 era in Cross River State. Table 2 shows that the calculated t-test value of 1.09 is less than the criterion figure of 2.02 at 0.05 level of significance. The implication of this result is that the null hypothesis is rejected while the alternate is retained. It means that there is a significant difference in the mean responses of male and female principals on instructional technology availability in the supervision of public secondary schools in Cross River State. Similarly, Table 3 equally shows that the calculated value of 1.91 is less than the criterion figure of 2.02 at 0.05 level of significance. This implies that the null is rejected while the alternate hypothesis is retained for the mean responses of male and female principals on instructional technology utilization in the supervision of secondary schools in Cross River State.

These findings agreed with Nwana, Egbe and Ofoegbu (2017) who found that many of the technological resources needed for the supervision and teaching of computer education were not available to be used by principals and teachers. The finding also tallies with that of Chris (2021) who found that the available instructional technologies in the State were not adequate in schools and their utilization was a matter of concern. The finding is in consonant with that of Ohakwe and Okwuanaso (2016) who contended that the knowledge of computer application software such as spreadsheet, excel, computer – aided design, and database were important skills in school's management.

CONCLUSION

Based on the findings of study, it is therefore imperative to conclude that the provision of instructional technologies and proper utilization of these devices in the supervision of secondary schools would bring teachers and educational administrators into the information age with computer training and with more teacher-oriented, easily accessible data bases that supports effective instructional delivery.

RECOMMENDATIONS

Based on the results and findings of the study, the following recommendations would go a long way to solve the problems of instructional technology availability and utilization in the supervision of secondary schools in the state.

1. Government should ensure the adequate provision of basic instructional technologies alongside constant electricity in all the public secondary schools in Cross River State.

2. Government should also sponsor the re-training of principals and teachers on the utilization of instructional technology in educational supervision.

REFERENCES

Amuchie, E. A., 2015. Utilization of innovations and techniques of educational technology in delivering of educational practicum and its impact on increasing academic achievement among pre-service teachers. Journal of Education and Practice, 8(8), 185-195.

Chris, A. F., 2021. Adopting innovations of educational technology in teaching in the schools of Saudi Arabia: an evaluation study. Cairo University: Educational Studies Institute.

David, C. U., Tanui, N. N. and Oruta, O. P., 2019. Role of instructional materials in academic performance in community secondary schools in Rombo district. Educational Technology & Society, 5 (1), 23-34.

Diogo, E. S., 2021. Adopting innovations of educational technology in teaching in the schools of Saudi Arabia: an evaluation study. Economic and social development. An interdisciplinary journal of humans in ICT environment, 1(2) 117-125.

Fahriye, P. C. and Dagley, M. E., 2020. Technology leadership and supervision: An analysis based on Turkish computer teachers' professional memories. Journal of Innovations in Education and Teaching, 29 (2), 105-117.

Federal Republic of Nigeria, 2014. National Policy on Education. NERDC, Lagos.

Mathayo, U. I., 2016. Requirements of using e-learning in teaching Mathematics for the secondary stage from the perspective of specialists. Unpublished PHD thesis, College of Education, Umm Al-Qura University.

Nwana, S. A., Egbe, B. E. and Ofoegbu, N. E., 2017. Utilization of Information Technology as instructional support in Higher Education – A case study. International Journal of Education and Development using ICT (IJEDICT), 2(3), 70-85.

Ohakwe, F. D. and Okwuanaso, J. N., 2016. ICT strategies and tools for the improvement of instructional supervision: The virtual

supervision. Australian Journal of Educational Technology, 23(4), 529-541.

Oluwadare, D. C., 2017. Clinical supervision using information technology to improve teacher quality. African Journal of Teacher Education (AJOTE), 2(1), 14 – 22.

Salih, E. R., 2017. Teachers and computer technology: Supervisors' views. Journal of Adult Education Studies (JAES), 2 (1), 173-185.

Sunday, M. O. and Obogo, G. O. and R. U. Adie, 2021. Scaling up Self-regulatory ability in childhood education as correlate of creative mindset. in Central Education Zone, of Cross River State, Nigeria. Global Journal of Educational Research, 20 (1), 63-71.

Uzoigwe, M. C., Chuktu, O. and Eton, I. C., 2020. Transformational leadership practices as predictors of public secondary school goals achievement in Cross River State, Nigeria. Prestige Journal of Counselling Psychology, 3(2), 158-167.

Uzoigwe, M. C., Onabe, D. B., Onwochei, N. N. and Ekpenyong, B. E., 2020. Assessing administrators' effectiveness in combating dreaded Covid-19 pandemic outbreak in Lagos State public secondary schools, Nigeria. African Journal of Educational Assessors. 7(2), 1-12.

Uzoigwe, M. C., Owashi, A. and Opuwari, O. S., 2020. Educational application platforms and higher education students' learning during periods of school closure. In E. E. Usoro, A. D. Usoro and C. E. Ezekiel, 2020. COVID-19: The changing landscape of higher education in Nigeria. Uyo. Benchmark Educational Services.