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Table of Content

Articles

Managing entrepreneurship education and undergraduates' job creation propensity post covid-19 in universities in cross river state, nigeria Ofem Wokasor Eni, Ojini Richard Ayuh, Omini Etta Etta, Nsan Nsan Nja, Unimke Sylvester, Obeten Okoi Okorn, Ekpoto Ekpoto Agbor	115-124
Strike and educational activities planning in nigerian universities: impact and possible solution for today and beyond Ogban Ogban Nkanu, Offem Odim Otu, Inung Sunday Utu Baku	125-134
Depression and examination failure among students of tertiary institution in cross river state, nigeria: implication for counselling P U Ekpang, Unimna Beshel Fidelis , Ugbe Blessing Ushibima	135-141
Perception of school teachers towards integrating ict in senior secondary school curriculum: aftermath of covid-19 pandemic Ofoegbu Jude Uzodinma, Abang Kingsley, Ekarika Catherine Boniface, Nonso N Bisong	143-150
School-based income generation activities and secondary school goal attainment: implication for quality assurance in calabar education zone of cross river state, nigeria Okoi I I, Okon Effionwan Effiom, Odok Lilian Oyak	151-157



MANAGING ENTREPRENEURSHIP EDUCATION AND UNDERGRADUATES' JOB CREATION PROPENSITY POST COVID-19 IN UNIVERSITIES IN CROSS RIVER STATE, NIGERIA

OFEM, WOKASOR ENI; OJINI, RICHARD AYUH; OMINI ETTA ETTA, NSAN, NSAN NJA, UNIMKE, SYLVERSTER; OBETEN, OKOI OKORN; AND EKPOTO EKPOTO AGBOR

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ABSTRACT

This study looked at how managing entrepreneurship education affects undergraduates' tendency to create job post-COVID-19 in universities in Cross River State, Nigeria. Specifically, the study assessed the influence of e-learning and blended learning on creativity and self-employment among 370 undergraduates drawn from 4,993 final year students of 2021/2022 academic session from all the faculties in University of Calabar and Cross River University of Technology respectively. The study adopted correlational research design. To guide the study, two null hypotheses were developed. A structured questionnaire titled: "Managing Entrepreneurship Education and Undergraduates' Job Creation Propensity Questionnaire (MEEUJCPQ)", was designed and used for data collection. Multiple Linear Regression Analysis was used to statistically examine the collected data. Results from testing of the hypotheses revealed that managing entrepreneurship education in terms of e-learning and blended learning has a significant effect on both undergraduates' creativity and self-employment. Based on the study's findings, we assert that managing entrepreneurship education through e-learning and blended learning, individually and collectively, predicts undergraduates' propensity to create job by exuding creativity and self-employment characteristics.

KEYWORDS: Managing entrepreneurship education, job creation, creativity, e-learning, blended learning, COVID-19

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INTRODUCTION

Nigeria, a microcosm in the world, was not insulated and isolated from the impact of the dreaded COVID-19 global pandemic.

The halting of all physical and socioeconomic activities during the lockdown led to increase in Nigeria's unemployment rate from 27.1 percent in 2nd quarter of 2020 to 33.3 percent in 4th quarter of the same year (Nike, Okechukwu, Joseph & Temiloluwa, 2021). Consequently, most macroeconomics pundits attributed the ups and downs within the period under review to a reduction in job creation propensity by undergraduates cum graduates due to the halt in pedagogical processes occasioned by the COVID-19 lockdown as was characterized by restriction of movement and physical distancing. The Corona Virus (COVID-19) outbreak began in Wuhan, China on December 8, 2019, and within a fortnight; there was an overwhelming increase of infected persons outside China. With considerable trepidation, World Health Organization declared the novel human coronavirus a Public Health Emergency of International Concern (PHEIC) on January 30, 2020, (World Health Organization, 2020). Being a virus with high contagiousness, sociopolitical and economic repercussions were imminent; this created accusations of politicization globally as WHO rolled out non-pharmaceutical measures like social distancing, the use of nose masks, sneezing into a bent elbow, and hand-washing, among other measures to curb the spread of the virus. Significant steps taken by Nigeria and the international community to mitigate the spread of the virus ranged from the closure of countries' borders to lockdown. These steps culminated in competition for health workers, and restrictions on cross-border shipment and travel. The situation sparked the ingenious faculty of many with an amplified struggle for essential therapeutic devices by countries respectively (Ratten & Jones, 2020). According to Worldometers (2021), COVID-19 cases surged to 223, 441,854. Total deaths spiked to 4,610,408 with 221 countries affected. Nigeria's total number of cases stood at 197,046; total deaths stood at 2,578; total number of recovered stood at 185,379; total tests was 2,884,034 from a population of 212,178,992 (Worldometers, 2021).

The lockdown and social distancing requirements from the COVID-19 pandemic altered the economic condition of many and provided time for entrepreneurial students to study online. Furthermore, outdoor activities ranging from travel, business, and formal education were all affected. Nigerian learners adapted to electronic learning as a pedagogical method to complement the face-to-face learning method but were frustrated by the COVID-19 pandemic and the lockdown.

In an attempt to increase undergraduates' inclination to job creation post-COVID-19, it became imperative for university education managers to adopt appropriate teaching techniques such as e-learning and blended learning. Undergraduates' job creation propensity is a function of entrepreneurial education in that the latter teaches the former, relevant knowledge, skills, attitude, and behavior for business startups. Therefore, managing entrepreneurship education in a generic sense involves the instrumentality of planning, organizing, directing, coordinating, budgeting, and controlling during teaching and learning processes. However, the objective of this process is realizable by using available human, material, and financial resources effectively and efficiently with the ultimate goal of job creation and self-employment by undergraduates upon graduation. Utilizing e-learning and other traditional learning methods for teaching undergraduates entrepreneurial principles and values is an alternative approach to managing entrepreneurship education.

Social media is one of the components of e-learning. It refers to a shared or networked conversation that contains a form of advertising or suggested story or experience, conveyed through a range of set-ups: print, audiovisual, and still image for sharing, comments, or individual consumption. Social media is a method that emphasizes conversation with other learners. A preponderance of the young population born in the 21st-century digital period accepts social networking sites (SNS) and frequently enmesh their daily routine in communication with their kith and kin using social media sites, which is observed as an approved mode of developing social relations (Chen et al. 2021).

LITERATURE REVIEW

Underscoring the rationale for introducing entrepreneurship education to tertiary education institutions in Nigeria, Ofem, Akuegwu, and Udey (2017), found that rising unemployment in the country stimulated the government of Nigeria to impress on all regulatory agencies of higher educational institutions to design instruments for the introduction, development, and sustenance of entrepreneurial culture amongst students. As a policy decision in 2004, the Federal Government of Nigeria, through the National Universities Commission directed all universities to include entrepreneurship education in their curriculum (Ofem, Obeten, & Ndem 2015; Undiyaundeye & Otu 2015). Managing entrepreneurship education for universities in Cross River State is carried out through their respective directorates of entrepreneurship. In these centers, lecturers and facilitators with cognate experience are engaged to teach undergraduates in line with the developed course outline and content. The resources allocated for the program's production purposes are channeled towards transforming undergraduates into finished products where the inculcation of knowledge, skills, attitude, and behavior occur to push job creation propensity (Ojule, 2020).

In an attempt to demystify the concept of entrepreneurship education, Uchendu, et al. (2015), aver that it entails changing a conception into reality, leading to independence and job creation. Furthermore, it is the process of providing the required knowledge and skills for business opportunity recognition with the ability to take necessary action. Curriculum development and content forms the scope of managing entrepreneurship education in relation to steps involved in starting and growing a new business. However, there is no contradiction that entrepreneurship education imparts entrepreneurial values such as innovativeness, risk-taking, determination, creativity, locus of control, self-confidence and discipline, originality, flexibility and resourcefulness, leadership skills, among others in undergraduates' (Uchendu, et al. 2015). It is strength from the above attributes that Raposo and Paco (2011), observe that entrepreneurship education is targeted at recommending individuals within the active young population bracket to be accountable and full of industry, be entrepreneurially-minded, be self-reliant, and contribute to the nation's gross domestic product.

While managing entrepreneurship education, learners not only imbibe the principles for business start-ups but also acquire knowledge that provides new impetus to hunt openings by creating new concepts and raising required resources. In this study, two instructional approaches are used in the inculcation of creative and critical thinking skills to solve community problems and learn how to be tenacious, resourceful, proactive, purposeful, diligent, and resilient amidst unforeseen circumstances like the COVID-19 pandemic. These approaches are e-learning and blended learning.

Electronic learning, (also known as e-learning) can be said to be any technically facilitated learning that uses computers either from far or physically in a classroom setting. It is a departure from conventional instruction or training to information communication technology-based. E-learning is meant for individual learners with flexible features like self-organized and collective learning; centered on a community of learners, facilitators, and experts (Mgbere, 2016). Blended learning, on the other hand, embraces the merits of both traditional classroom teaching and information communication technology (ICT) supported learning. Blended learning is e-learning combined with other learning methods. It has a great deal of latitude for allied forms of learning like collaborative, constructive, and computer-assisted learning.

The building of group network of social relations where undergraduates communicate with each other about their lives and work experiences through WhatsApp, Facebook, Twitter, Instagram, Research Gate, etcetera, is for taking of entrepreneurship education courses. Through these channels, they collaborate and share information about business start-up intentions cum ideas. For lecturers and students to positively juxtapose and elect the most appealing know-how to realize entrepreneurial course objectives, Chen, et al. (2021), conducted a study on methodological investigation of research focusing on blended and online entrepreneurial teaching and learning. The result from the systematic review showed that before the pandemic, learners may have still preferred the face-to-face method compared to the online and blended form, despite the amplified attractiveness of the latter. Nonetheless, throughout COVID-19 when accessibility of courses remained online, there has been

amplified interest in online and blended entrepreneurship education courses. It therefore befits entrepreneurship instructors to maintain high-quality instructional methods as the achievement of upcoming entrepreneurs is contingent on it (Ratten & Jones, 2020).

In an attempt to explore fundamental content areas and instructional interferences through which one can develop a blended learning method for entrepreneurship students, Frederick (2007), reviewed the instructional necessities of entrepreneurs and their learning styles. The author designed a blended learning atmosphere of direct and online methods that could improve their learning experience. The study aimed to summarize, simplify, organize, and interpret intricate modes of information into an agreeable form from the instructional viewpoint that could be valuable for constructing commercial ventures of all kinds. The study posed four research questions and a range of "information-rich cases" using a proposition that entrepreneurs absorb information differently from other learners. The author developed the "Etappe" mode of teaching entrepreneurs using a blended learning method for the technology-perceptive group with the slogan: "teaching is best online, while learning is best in the classroom." Relying on the concept of experiential learning as concretized by learning styles records; entrepreneurs, in their distinctive teachable moments, needed active and concrete pedagogical interventions that can enhance a blended environment of online and face-to-face modalities leading them step-by-step through deepening learning in the theory, process, and practice of entrepreneurship. The study concluded that the means to transform creative ideas into commercially viable businesses is critical for entrepreneurs and that educational attainment is necessary to commercialize ideas.

A case study by Poon (2013), examined the benefits that blended learning provides to students' learning experiences. Data was collected from lecturers and students using a questionnaire. The study revealed a mutual view between the students and lecturers that blended learning provides flexibility for students. Both lecturers and students found utilization of a wide array of teaching methods aided students' learning. Furthermore, the study found that students with different learning speeds and styles gained from using unlike learning methods in strengthening their learning capabilities and potentiality. Therefore, universities in Cross River

State, Nigeria, are not insulated from the epileptic power supply suffered by the generality of the nation's population. Hence, the deployment of blended learning instructional methods comes in handy post-COVID-19 and the absence of a consistent public power supply.

Another study by Metilda and Neena (2017) looked at how learning to improve the employability skills of business management graduates from three different contexts (Tamilnadu, Karnataka, and PGDM institute) was influenced by digital technologies. Employers from selected industry sectors carefully assessed business management graduates' skill levels. The selection variable was availability of digital technology in school settings with an impact on the average process skill. The dependent variable was students' specific process abilities. The predicted value obtained from multiple linear regression analysis was compared with the mean value to determine the variance of the skill set. Furthermore, a regression equation (Process skill Predicted value = $0 + 1 * \text{mean of the process skill}$) was used to describe the variation in employability caused by process skill, where the mean was determined from the descriptive statistics. Employability skills of graduates from institutions with facilities have a high average (6.04) and low F value, as indicated by the predicted variation in process skills of 5.09 being higher in institutions without ICT facilities than those with ICT facilities. However, graduates from institutions without ICT facilities have a mean process skill of 11.92. The difference in digital skills demonstrates poorer digital skills and a wide range in employability. The study concluded that digitized e-learning influences the formation of process skills, which affects graduates' employability.

STATEMENT OF THE PROBLEM

The introduction of entrepreneurship education in tertiary educational institutions in Nigeria through the National Universities Commission aimed at addressing students' unlikelihood to be job creators upon graduation. The acquisition of related knowledge and skills by undergraduates is fundamental to self-employment and job creation, especially post-COVID-19 pandemic. Unfortunately, in the wake of COVID-19, many university undergraduates in Cross River State are inactive and dormant without any indication of intent to launch new businesses. This tendency is problematic since it cannot help Nigeria's

university system achieve its aims for entrepreneurial education. The employment-seeking choice persists despite all attempts by the government and other relevant stakeholders to reorient undergraduates and shift their attitudes about job creation and self-employment. Perhaps, this has made Nigeria's youth unemployment rate worse. Since all attempts to alter the narrative has been fruitless, the researchers wonder whether managing entrepreneurship education affects undergraduates' job creation propensity.

As a result, the problem of this study put in a question form is: How does managing entrepreneurship education in terms of students' creativity and self-employment affect undergraduates' job creation propensity in universities in Cross River State?

Hypotheses

Two null hypotheses were formulated to guide the study as follows:

1. There is no significant influence of managing entrepreneurship education in terms of blended learning and e-learning on undergraduates' creativity.
2. There is no significant influence of managing entrepreneurship education in terms of blended learning and e-learning on undergraduates' self-employment.

METHODOLOGY

The study adopted a correlational research design to determine whether an increase or decrease in the independent variable in terms of blended learning and e-learning influences the dependent variables (undergraduates' creativity and self-employment) in like manner (Asim, et al. 2017). The population stood at 4,993 final-year undergraduates of the 2020/2021 academic session from all the faculties at the University of Calabar and Cross River University of

Technology. Using Taro Yamane's sample size calculation formula, 370 undergraduates were selected to form the sample of the study. The study's objective was realized using a two-part validated questionnaire for data collection titled: "Managing Entrepreneurship Education and Undergraduates' Job Creation Propensity Questionnaire (MEEUJCPQ)". Part I consisted of 5 demographic variables; part II consisted of two sections. Section I consisted of 12 items that examined undergraduates' adaptation to e-learning and blended learning in entrepreneurship education. Section II contained 12 items that examined undergraduates' job creation propensity, in terms of creativity and self-employment. To test the two null hypotheses formulated for the study, the 24 items from sections I and II were on a four-point Likert scale varying from Strongly Agree (4 points), Agree (3 points), Disagree (2 points), and Strongly Disagree (1 point).

Experts in measurement and evaluation validated the instrument, and a trial test adopting the Cronbach alpha reliability method yielded coefficients ranging from "r" 0.70 to "r" 0.82. These results were deemed to be reliable for use in this study. The researchers with the support of two assistants collected data with a 100 percent return rate. Collected data were statistically analyzed using IBM SPSS version 23.0 and Multiple Linear Regression Analysis.

RESULTS

Hypothesis one

There is no significant influence of managing entrepreneurship education in terms of blended learning and e-learning on undergraduates' creativity. Multiple Linear Regression Analysis test statistic was employed in testing data for this hypothesis. Results of the analysis are presented in Table 1.

Table 1: Regression analysis of students' job creation propensity in terms of creativity using e-learning and blended learning

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1291.265	2	645.633	127.267	.000 ^b
1 Residual	1861.805	367	5.073		
Total	3153.070	369			

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	4.372	.539		8.109	.000
e-learning	.177	.062	.154	2.836	.005
blended-learning	.568	.059	.526	9.666	.000

The results presented in Table 1, indicates how managing entrepreneurial education in terms of e-learning and blended learning affects undergraduates' creativity. The outcome shows that, at the 0.05 level of significance with 367 degrees of freedom, the calculated f value of 127.267 is greater than the critical f value of 3.02. This means that managing entrepreneurship education in terms of blended learning and e-learning has a significant influence on undergraduates' creativity post-COVID-19 era. The null hypothesis is rejected as a result, and the alternate hypothesis is accepted. Furthermore, the coefficient in Table 1 shows that a percentage increase in e-learning while other variables are held constant, will lead to a 17.7 percent increase in undergraduates' creativity post-COVID-19 era, and a percentage change in blended learning while other variables are held constant will lead to 56.8 percent decrease in undergraduates' creativity post-COVID-19 era.

Moreover, the calculated t value for e-learning (2.836) and blended learning (9.666) is greater than the $p < .05$ at the 0.05 level of significance with 368 degrees of freedom according to the t statistics in Table 1. This suggests that post-COVID-19 era; managing entrepreneurial education (including e-learning and blended learning) has a significant influence on undergraduates' creativity.

The R^2 of the multiple linear regressions in Table 2 measures the degree of determination coefficient of predictors with respect to blended learning and e-learning on undergraduates' creativity post COVID-19 era. It predicts that 41 percent of the variation in undergraduates' creativity post-COVID-19 era is explained by the variation of predictors in terms of blended learning and e-learning, 59 percent of the variation in the undergraduates' creativity post-COVID-19 era is explained by other variables which are extraneous to the study.

Table 2: Summary of Multiple regression (R) analysis measuring the degree of determination coefficient of predictors in terms of e-learning and blended learning on undergraduates' creativity

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate	Durbin-Watson
1	.640 ^a	.410	.406	2.252	1.819	

Hypothesis two

There is no significant influence of managing entrepreneurship education in terms of blended learning and e-learning on undergraduates' self-employment.

Data for this hypothesis were tested using statistics from multiple linear regression analysis.

Table 3 shows the analysis findings. Result of analysis in Table 3 shows the predictive composite influence of managing entrepreneurship education in terms of blended learning and e-learning on undergraduates' self-employment post COVID-19 era.

Table 3: Regression analysis of undergraduates' job creation propensity in terms of self-employment using blended learning and e-learning

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1328.198	2	664.099	216.698	.000 ^b
	Residual	1124.721	367	3.065		
	Total	2452.919	369			

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
	(Constant)	3.429	.419		8.182	.000
	e-learning	.456	.048	.451	9.405	.000
	Blended learning	.335	.046	.352	7.348	.000

The results showed that, at the 0.05 level of significance with 367 degrees of freedom, the calculated f-value of 216.698 is greater than the critical f-value of 3.02. This indicates that managing entrepreneurship education in terms of blended and e-learning has a significant influence on undergraduates' self-employment post COVID-19 era. By this result, the null hypothesis is rejected and the alternate is accepted. Furthermore, the coefficient in Table 3 shows that, a percentage increase in e-learning while other variables are held constant will lead to 45.6 percent increase on undergraduates' self-employment post-COVID-19 era, and a

percentage change in blended learning while other variables are held constant will lead to 33.5 percent decrease in undergraduates' self-employment post-COVID-19 era. Moreover, Table 3's t-statistics shows that the calculated t-values for blended learning and e-learning (7.348 and 9.405, respectively) are greater than the critical t-value of 1.966 at the 0.05 level of significance with 368 degrees of freedom. This means that managing entrepreneurship education in terms of blended learning and e-learning has significant influence on undergraduates' self-employment post-COVID-19 era.

Table 4: Summary of Multiple regression (R) measuring the degree of determination coefficient of predictors (e-learning and blended learning) on undergraduates' self-employment

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate	Durbin-Watson
1	.736 ^a	.541	.539	1.751	1.318	

The R^2 of the multiple linear regression in Table 4 measures the degree of determination coefficient of predictors in terms of blended learning and e-learning on undergraduates' self-employment. It predicts that .541 R^2 of variation in undergraduates' self-employment post-COVID-19 is explained by a change of predictors in terms of blended learning and e-learning. Furthermore, 54.10% of change in undergraduates' self-employment post-COVID-19 is explained by other variables extraneous to the study.

DISCUSSION

Hypothesis one:

Findings from analysis of hypothesis 1 indicate that managing entrepreneurship education in terms of blended learning and e-learning has a significant influence on undergraduates' creativity post-COVID-19. This finding reinforces the increasing number of higher education students who sign up for online tutorials and have sustained them during and after the pandemic. A percentage increase in e-learning, while other variables are held constant, leads to a percentage increase in undergraduates' creativity during the period under review.

Conversely, a percentage change in blended learning while other variables are constant leads to a percentage decrease in undergraduates' creativity. This implies that, increased participation in entrepreneurial education through e-learning increases students' ability to use imagination to produce a novel idea, product, or service and vice versa. These findings are in agreement with Chen et al. (2021), whose study on the systematic analysis of research on blended and online entrepreneurial learning and teaching indicates that before the COVID-19 pandemic, learners continued to prefer the face-to-face method over the online and blended version, despite the latter's rising popularity.

Nevertheless, there appears to be accelerated interest in online and blended entrepreneurship education courses since the COVID-19 pandemic, when the only available courses of study were online. Therefore, entrepreneurial educators need to maintain high-quality pedagogical approaches as reinforcement for the use of result-oriented instructional methods because the success of future entrepreneurs depends on it.

Findings from the study of Hypothesis 1 are also consistent with Frederick's (2007) conclusion that entrepreneurs have a prodigious obstacle in turning creative thoughts into profitable ventures. From the above conclusion, it becomes clear that entrepreneurship education through e-learning at a time when face-to-face or physical contact is impracticable or reduced is essential to commercialize ideas.

Hypothesis two:

Findings from the analysis of hypothesis 2 show the predictive composite influence of managing entrepreneurship education in terms of blended learning and e-learning on undergraduates' self-employment post-COVID-19. This finding is supported by the increasing deployment of e-learning as an alternative to other traditional methods, especially when physical convergence for socioeconomic engagement is manifestly impossible.

A percentage increase in e-learning, while other variables are held constant, leads to a percentage increase in undergraduates' creativity during the period under review. Conversely, a percentage change in blended learning while other variables are unchanged will lead to a percentage decrease in undergraduates' self-employment. This finding is evident in the increased utilization of e-learning that ultimately increases undergraduates' inclination to set up businesses and become one's bosses, and vice versa.

The analysis of hypothesis 2 results is consistent with Metilda and Neena's (2017) study, which found that digitized e-learning affects the development of process skills that influences undergraduates' self-employment. Inference from the above findings is that managing entrepreneurship education by the university administration concerning the deployment of innovative pedagogy like blended learning and e-learning will significantly influence students' job creation propensity by exuding creativity and self-employment characteristics.

CONCLUSION

After looking at how managing entrepreneurship education affects undergraduates' propensity to create jobs. We specifically assessed the influence of e-learning and blended learning on the creativity and self-employment of undergraduates. We discovered that there is a significant effect on both undergraduates' creativity and self-employment. Based on the study's findings, we assert that, managing entrepreneurship education through e-learning and blended learning, individually and collectively, predicts undergraduates' propensity to create jobs by exuding creativity and self-employment characteristics. In other words, managing entrepreneurship education through e-learning and blended learning has a significant effect on undergraduates' creativity and self-employment.

RECOMMENDATIONS

From these study findings, we make the following recommendations:

1. Stakeholders in university education should invest more in entrepreneurship education and provide the necessary infrastructure and facilities to encourage creativity and self-employment.
2. Fiscal policy intervention from the Central Bank of Nigeria should focus on increasing the number of entrepreneurs by providing them with venture start-up grants and incentives, which will facilitate employment generation for economic growth.
3. From the vista of opportunities provided by the lockdown, managers of entrepreneurship education should reset business approaches like small and medium-scale enterprises as well as hospitality sectors; that emphasize community-based initiatives for reorganizing entrepreneurial processes to capitalize on local people and communities for social good.

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DEPRESSION AND EXAMINATION FAILURE AMONG STUDENTS OF TERTIARY INSTITUTION IN CROSS RIVER STATE, NIGERIA: IMPLICATION FOR COUNSELLING

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ABSTRACT

This study examined the depression and examination failure among students of tertiary institution in Cross River State, Nigeria and its counselling implication. Descriptive research survey was adopted for the study. The population of the study was all the students both male and female in all the major tertiary institution in Cross River State, Nigeria. A total of 1,000 students between the ages of 15 – 20 years were selected using multistage sampling technique. A self-designed questionnaire titled Depression Evaluation Scale (DES) was used to elicit information from respondents. The instrument was validated and reliability was obtained using test-re-test method. The reliability co-efficient was 0.75 at 0.05 level of significance. The data collected were analyzed using descriptive analysis for the general questions raised while t-test was used to test the hypothesis raised at 0.05 level of significance. The result showed that there is significant difference between male and female students with depression. It was also revealed that there was a significant relationship of depression and mass failure among male students than female counterpart. Based on the findings, it is concluded that depression is a health and behavioural challenge among students in tertiary institution, it was recommended that school counsellors should design an effective counselling programme to assist the students with depression in our tertiary institutions across the globe.

KEYWORDS: depression, programmes, evaluation, counselling, implication, tertiary.

INTRODUCTION

Depression is a mood disorder in which the sufferer experience deep profound unhappiness for a prolonged period of time.

This mood disorder is seen in the form of lowered self-esteem, changes in sleep patterns, changes in appetite or weight and inability to control emotions such as pessimism, anger, guilt, instability and anxiety (Comer, 2007). Further, in

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the description of depression, Black Dog Institute (2012) identified some other signs of depressive mood to include varying emotions throughout the day, reduced capacity to experience pleasure (that is, inability to enjoy what one used to enjoy in the past), reduced pain tolerance for minor aches and pains changed sex drives, poor concentration and memory, reduced motivation to carry out usual tasks and lowered energy level.

The psychosocial theory of Erik Erikson (1987) of the eight stages of human development suggested that individuals between the ages of 18 – 25 have one major development versus isolation. Those young adults who are not able to make the appropriate social connections often find themselves feeling isolated and miserable. It has been reported that in many universities campus, perhaps because of their vestness, students have often with the emphasis on intellectual development, students often feel that little or no attention is paid to their personal development expressed feelings of isolation, sense of abandonment and rejection (Cornish and Benton, 2001). It has also been found by Seligman (1975) that learned helplessness play a significant role in depression. According to him, depression occurs as a result of individual belief that they have no control over their own outcomes, that such views develop after experiencing situations where that kind of control was absent and then generalized it to other situations.

Beck (1976) said ones who is suffering from depression often have negative conceptions of their own traits, abilities and behaviour and because of that they tend to be highly sensitive to criticism from others. According to Beck, ultimately such depressed individuals tend to demonstrate what can be described the negative cognitive trait whereby they have automatic repetitive and negative thoughts about themselves, the world and the future. In essence, depressed persons viewed themselves worthless and inadequate, have this persistent feeling that they can't cope with the demands made on them and is fearful of the future because they believe it holds nothing different or better for them (Beck, 1976).

Researchers observed that depression might be potentially life threatening mood disorder and warned that it might rank second after heart diseases worldwide by the year 2024 (Adeniyi and Okafor 2011). Depression is further seen as increasing not only in students but also among

the adults in Cross River State, Nigeria and it is seen common among students in tertiary institutions. Also, in a study carried out among youths in Nigeria, Omigbodun, Esan and Bakare (2004) reported a depression prevalence of 12.6% which is at the upper end of the globally reported range of 0.4 –14.2%, through Adewuya (2006) and Adewuya, Ola and Aloba (2007) found that the prevalence of major depressive disorder in the western cultures. It is believed that if this trend is not curtailed alarge percentage of students might experience major depressive episode in thecourse of their development. In essence, measures to stop the trend must be pursued with all seriousness. From the above symptoms and the influence generally depression may be described as a serious health challenge which may render students ineffective. It may be more serious among the students in tertiary institution as it may influence negatively on their thinking, interpersonal relationship and may enhance participation in many unhelpful social activities. In a recent study, it was found that depression is not only found among adults but also among in-school adolescents (Ibimiluyi, 2017).

In the recent literature, researchers have not reached a consensus on the nature of the relationship between male students and female students in terms of depression (Fluharty, Taylor, Grabski and Munafo, 2017). Although some researchers have also confirmed that male students are strongly associated with depression than female students of tertiary institutions in Cross River State, Nigeria. Calling wood (2010) asserts that depression is more common among male students than female students. These studies show that there is an association between depression and the studies but can such be replicated among Nigerian sample?

Moreover, there are empirical studies to support the relationship of male students and female students on depression (Brown, Lewinsohn, Seeley & Wagner,1996). Ezeobedo and Kirch (1996) were among the first to examine the relationship between depression and behaviour. According to Audrain-McGovern, Rodriguez, Cuevas and Rodgers (2009), the association between cigarette smoking and depressive disorders can be explained in several ways.

First, depressive disorders may lead to cigarette use (Nezami, Unger, Tan, Mahaffrey, Suessman, Nguyen-Michel, Azen & Johnson, 2005). Using

data from the national longitudinal study of Adolescent health, munafohitsman, Rende, Metalfe and Niara (2008) found that among individuals who have never smoked at baseline, increases in depressive symptoms lead to smoking initiation but not to becoming regular smokers. Khantzian (1997) have earlier suggested that mood disorders may lead students to smoke due to their need to alleviate distressing symptoms they may be experiencing. These individuals are into smoking only to relieve themselves of their depressive situations.

The self-medication hypothesis proposed by Khantzian (1985) states that students choose to use certain substances because they offer the students alleviation from painful emotional states. This is supported by the work of Minnix, Blalock, Marani, Prokhorov and Cinciripini (2011) which found that the pathway through which self-medication hypotheses would work involves individuals having low self-efficacy in the control of their own emotional states and will in turn, create a vulnerability for depressive symptoms that then is controlled through the use of tobacco. Another view suggests that shared risk factors are involved in the etiology of both problems. Several studies from various countries outside Africa have provided evidence that depressive disorders and examination failure share similar, if not the same environmental and genetic precursors (Fergusson, Boden & Horwood, 2011). Some studies also found that there are significant relationships between depression and examination failure, even after controlling for environmental factors (e.g: experienced stressful life events, unemployment and affliction with deviant peers, among others). (Chen, Chen, Williamson, Aggen, Neala & Kendler, 2009; Boden, Ferguson & Horwood, 2010).

Certainly, more research is needed to understand the mechanisms responsible for the association between depression and examination failure symptoms (Munafa & Anava, 2010). High rates of co-occurrence have been reported for depression and examination failure symptoms (Mekenzie, Oisson, Jorm, Romaniuk & Patton, 2010; Weiss. Mouttapa, Cen Johnson and Unger, 2011). The available evidence suggests that students with depression disorder and a mental disorder are more psychologically distressed (Essua, 2011). Based on the above background a

research question is asked, will counseling intervention be an antidote to the prevention of depression and examination failure among students?

Statement of hypothesis

The following null hypotheses were generated and tested at 0.05 level of significance.

1. There is no significant difference in the incidence of depression between male and female in tertiary institutions.
2. There is no significant relationship between depression and examination failure among students in tertiary institution in Cross River State.

Research method

Descriptive research of the survey type was used for the study. This was considered appropriate because it focuses on the observation of the population. The population for the study consisted of all the students both male and female in University of Calabar and College of Health Technology, Calabar all in Cross River State southern senatorial district of Nigeria. This southern senatorial district appear to have similar culture being the ancestral home of the Efik ethnic group in Cross River State of Nigeria with similar languages but with different dialects.

The tertiary institution used included the University of Calabar and College of Health Technology, Calabar. The ages of the students that participated in the study were between 15-20 years. The sample for this study consisted of 2000 male and female students. The method of selection was multi-stage sampling technique. The first stage involved the use of simple random sampling technique by balloting system select five students from the 29 departments in the institution. The second stage entailed the use of purposive selection to select University of Calabar and College of Health Technology, Calabar in the state. The third stage also involved the use of stratified simple random sampling technique to select the sample from the schools selected. In all, a total of 2000 students participated in the study.

A self-designed questionnaire titled Depression Evaluation Scale (DES) was used to elicit information from respondents. The questionnaire consisted of two sections A, B and C. Section A contained information on demographic characteristics of these spondents, such as sex,

age and location, Section B is a modified form of Beck's depression inventory which has been found to have high validity rating of 0.77 and reliability of 0.93 among Nigerian sample (Ferinde, 2013). It consisted of 21 groups of statements on different symptoms of depression such as sadness, pessimism, failure, loss of pleasure, guilty feeling, self dislike and so on. Each statement is rated on a modified 4-point likert scale 1-4 with the respondents picking which of the statements best describe the way he or she is feeling in recent time and at the moment. Respondents were expected to pick just one out of the options. The items were summed up to form a total score of 84. Respondents were categorized as experiencing "low", "moderate" and "High" levels of depression based on percentile formula. Low (21.00-27.97), Moderate (27.98-55.97) and high (55.98-84.00). the instrument was subjected to face, content and construct validity. There liability of the instrument was established using test re-test method and there liability coefficient of 0.75 was found to be significant at 0.05 level of significance.

Section C contained 5 items on counselling intervention and responses were on "yes" and

"No" basis. "Yes" was rated 2 while "No" was rated 1. Frequency and percentages were used to ascertain the perception of respondents on the role of counselling on students depression. The instrument was administered to 2000 respondents by the researchers and four trained research assistants but a total of 1,600 copies of the questionnaire were collected and collated at the end of the administration. The data generated was analyzed using descriptive and inferential statistics. The descriptive statistic which include frequency counts, percentages, mean and standard deviation were used to answer the questions raised while inferential statistics of students t-test was used to test the null hypothesis generated at 0.05 level of significance.

RESULTS

Research Question: Would counselling intervention help to reduce the symptoms of depression and examination failure among students in tertiary institution in Cross Rivers State of Nigeria.

In answering the question, response on item 1-5 in section C of Depression Evaluation Scale (DES) were subjected to statistical analysis using frequency counts and percentages. The result is presented in Table 1.

Table 1: Counselling intervention and Students Depression

S/NO	Items	Yes		No		Total		Mean
		F	%	F	%	F	%	
1	Do you think consulting a guidance counselor would help reduce depression among students?	1109	68.2	516	31.8	1600	100.0	1.68
2	Do you think counselling services would help to reduce depressive symptoms among students?	1247	76.7	378	23.3	1600	100.0	1.77
3	Do you think social supports from counsellors or parents are important to the students?	1307	80.4	318	19.6	1600	100.0	1.80
4	Do you think forming a strong relationship between the counsellor and students would help to reduce depression?	995	61.2	630	38.8	1600	100.0	1.61
5	Do you think establishment of depression awareness club is necessary in tertiary institution?	1083	66.6	542	33.4	1600	100.0	

Table 1 shows that 1109 respondents representing 68.2% of the total sample agree that consulting a guidance counselor would help to

reduce depression among students while 516 (31.8%) disagree. 1247 (76.7%) agree that counselling services would help to reduce

depressive symptoms among students while 378 (23.3%) disagree. On whether social supports from counsellors or parents are important to the students. 1307 (80.4%) agree while 318 (19.6%) disagree. Also, 995 (61.2%) agree that forming a strong relationship between the counsellor and students would help reduce depression while 630 (38.8%) disagree. Furthermore, 1083 (66.6%) respondents agree that establishment of depression awareness club is necessary in tertiary institution while 542 (33.4%) disagree.

Using a cut off mean score, of 1.50 for the rating scale all the items had mean scores above the cut-off mean score. This implies that counselling intervention were important antidotes to depression as thought by the students in tertiary institution.

Hypothesis 1

There is no significant difference in the incidence of depression between male and female students in tertiary institution. In order to test the hypothesis, scores relating to the incidence of depression among male and female students were computed and compared for statistical significance using t-test significance at 0.05 level of significance. The result is presented in Table 2.

Table 2: T-test showing difference of depression between male and female students in tertiary institution

Variable	N	Mean	SD	DF	t-cal	t-table
Male	788	33.56	12.04			
Female	237	31.96	9.93	1600	2.924	1.960

P<0.05

Table 2 shows that t-cal(2.924) is greater than t-table (1.960) at 0.05 level of significance. The null hypothesis is rejected. This implies that there is significant difference in the incidence of depression on male students than females in tertiary institution. Male students had higher mean score of 33.56 than female mean 31.96 counterparts. This implies that the incidence of depression is higher among male students who are involved in examination failure in school.

Hypothesis 2

There is no significant relationship between depression and examination failure among students in tertiary institutions. In order to test the hypothesis, scores relating to depression and examination failure of students were computed using Depression Evaluation Scale (DES) respectively. These scores were subjected to statistical analysis involving Pearson product moment correlation at 0.05 level. The result is presented in Table 3.

Table 3: Correlation Analysis between Depression and Examination failure among students

Variable	N	Mean	SD	t-cal	t-table
Depression	1600	4.74	0.64	0.359	0.195
Exam failure	1600	32.78	11.09		

P<0.05

Table 3 shows that t-cal (0.359) is greater than t-table (0.195) at 0.05 level of significance. The null hypothesis is rejected. This implies that depression and examination failure among students are related.

DISCUSSION

The result of the study revealed that counselling intervention help to reduce symptoms of depression and subsequently examination failure among students of tertiary institutions. This corroborates psychologists and other researchers position that apart from drugs, counselling and other psychotherapeutic strategies can yield significant positive result in the treatment and prevention of depression especially among students of tertiary institutions. Through counselling, especially group counselling, they could network among their peers, form relationships, meet their personal social needs and reduce their sense of isolation as theorized by Erikson (1987). Through counselling they could also overcome their sense of worthlessness and fear of the future which is one of the reasons for depression according to Beck (1976).

The result also showed that there is a significant difference between male and female students in their levels of depression. Males tend to have higher incidences than their female counterparts. It could well be that females are more interactive and forms stronger bonds and relationships more easily than the males in the light of Erikson's (1987) theoretical position. It is also possible that the females have a more positive view of themselves, the world and their future than the males based on Beck's (1976) postulation.

The result further revealed a significant relationship between depression and examination failure. That is to say students who are depressed tend to fail in their examinations. This is not surprising because a mind that is weighed down by repressed thoughts and desires can hardly focus on or retain intellectual materials and subsequently to recall in examination situation. It is Sigmund Freud's belief that many of the symptoms experienced by persons with depression and other mental disorders were indirect and disguised forms of repressed desires and thoughts buried in the unconscious mind which ultimately impacts negatively on behaviour. This is also in line with Seligman (1975) theoretical position that says that depression to a large extent is as a result of learned helplessness. Students who are depressed may have failed before and feel that there is no point bothering because they may fail again anyway. They may feel like they have no control over the examination situation and over their lives.

IMPLICATION FOR COUNSELLING

Campuses of tertiary institutions are vast arena where students can easily feel lost and isolated carrying around the weight of their emotional baggage and other serious psychological problems. There is need to create enabling environment where in addition to their thinking abilities, students need to develop personal-social, emotional aspects of their personalities. This therefore calls for active vibrant counselling services that will address the diversity of special needs in campuses. Counselling especially that of group should be all on-going experience. Such group settings, students can explore areas of themselves that they have kept hidden that are causing them difficulties identify the underlying blocks impeding the full utilization of their intellectual capacities, confront their dread of the future, their sense of worthlessness and hopelessness. The platform could also provide the opportunity for them forge friendships and long lasting relationship. In essence by dealing with their personal problems through counselling, students are set free from certain emotional blocks to learning and become better students, fully equipped to pursue their studies with a renewed sense of enthusiasm and committed. Thus, they can achieve excellence in their examination.

CONCLUSION

Based on the findings of this study, the conclusion is that depression poses a serious challenge among students of tertiary institution in Cross River State, Nigeria. It is also the conclusion that counselling intervention and strategies are essential tools for the prevention and treatment of depression and that there is a significant relationship between depression and failure in examination, with a higher incidence among males than female of tertiary institutions in Cross River State, Nigeria.

RECOMMENDATION

The recommendation is that university counseling centres be given priority attention, sufficiently equipped with both human and material resource to enable them provide quality counselling services aimed at preventing and treating mental disorders and other serious personal-social problems among the students. The need for vibrant, active university counselling centres with the sole aim of preventing and

treating mental health issues among their students cannot be overemphasize.

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PERCEPTION OF SCHOOL TEACHERS TOWARDS INTEGRATING ICT IN SENIOR SECONDARY SCHOOL CURRICULUM: AFTERMATH OF COVID-19 PANDEMIC

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ABSTRACT

The study is aimed at determining the perception of school teachers' towards integrating ICT in senior secondary school curriculum content delivery, aftermath of Covid-19 pandemic. The study adopted a survey research. The Population of the study consisted of all 310 Senior Secondary School teachers (78 males and 132 females) in Owerri municipal Council of Imo state. The sampling technique used is purposive since the population is small. The researchers designed an assessment questionnaire which was used for data collection. It has a reliability co-efficient of 0.83 determined through cronbach alpha. The data collected was analyzed using mean and standard deviation in answering the research questions while the hypothesis was analyzed using independent t-test analysis tested at 0.05 level of significance. The result of the study showed that senior secondary school teachers have positive perception towards integrating ICT in senior secondary school curriculum content. It was therefore recommended among others that the government should speed up the expansion of its existing ICT and remote learning capacity in senior secondary school curriculum, especially for learners with disabilities who may need access to assistive technology. This is based on the fact that senior secondary school teachers have positive perception on the workability of ICT integrated curriculum in senior secondary school.

KEYWORDS: Teachers perception, ICT, Curriculum delivery, Covid-19 pandemic

INTRODUCTION

The Covid-19 pandemic is not restricted to the national borders. It has affected people irrespective of race, level of education, income or gender.

The lockdowns in response to Covid-19 have interrupted traditional schooling with nationwide school closures in most countries of the world, Nigeria inclusive. In Nigeria, the educational community has made determined efforts to

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maintain learning continuity during this period, pupils and students have had to rely more on different types of resources to continue learning distantly through the Internet, television or radio. This is not with its attendant challenges which include among others: access to effective infrastructure and technology, affordable and accessible electricity and connectivity, access to appropriate ICT devices, good learning environment at home, access to learning materials and an appropriate curriculum, capacity building, personal development and training (EdTechHub, 2020).

The implementation of school curriculum rest exclusively on the shoulder of the classroom teacher, who, in this circumstance is someone who facilitates others to gain comprehension, skills, capabilities or standards set to be achieved by the school (Anagbogu, G. E. et al, 2021). The major problem is lack of appropriate curriculum content that integrate ICT in its curriculum content and pedagogy. Also is the lack of competence and confidence on the part of the teacher to competently and effectively use appropriate ICT tools in curriculum content delivery.

Anagbogu, G. E. et al (2021) posited that effectiveness in curriculum implementation denotes the ability of the classroom teacher to evade wastefulness of materials, efforts, zeal, finances and time in doing incredibleness aimed at producing a desired school outcome. This may be attributed to the fact that teachers had to adapt to new pedagogical concepts and modes of delivery of teaching, for which they may not have been specially trained to handle distance learning. Again, efficiency particularly entails the ability of a particular application or attempt to produce a desired outcome with little or no amount of wastage, expenses or unwanted effort (Anagbogu, G. E. et al, 2021).

During the pandemic, distance learning became the medium for education but the openings that digital technologies offer go well beyond a makeshift solution during this crisis. Digital technology offers entirely new responses to the question of what people learn, how they learn, and where and when they learn. Information and communication technology (ICT) can enable teachers and students to access specialized materials outside textbooks, in different setups and in methods that can link time and space. (EdTechHub, 2020). As distance learning requires appropriate material design, a system

for material distribution and returning of tasks, and a system for monitoring learning, management and mentoring skills. These are different from the skills required of a teacher with a class full of students. Based on the current realities it becomes imperative to integrate ICT in senior secondary school curriculum content and pedagogy because it is a bedrock for effective and functional curriculum content that will navigate between distance education and actual traditional schooling. Integrating ICT in senior secondary school curriculum will help make the curriculum content and other curriculum elements to adjust and adopt the format for both distance education and actual conventional schooling.

Covid-19 pandemic had made it imperative to improve education quality in line with the reality at hand. This task is not simple. It requires a consented multiple educational effort and practices, including teaching methods, infrastructure, policy-making, and financial and technical support from government. Among these teachers are one of the most vital factors. They are the ones who will blend all the educational components together and help to create enabling environments for teaching and learning (Bandura, 1993; Harding, 2012). This shows that the teacher's skills have a lot to do with the success or failure of any educational innovation or change. The Covid-19 pandemic which brought new realities into the educational delivery of which distance learning through integrating ICT in curriculum content and pedagogy became the major prospect in this new reality. Teachers are crucial in using ICT in curriculum content delivery, both distantly and in conventional classroom; Kalu-Uche and Akanwa (2016), Adebanyo (2012) and Emeje and Ugwuanyi, (2008) argued that when teachers use ICT in their teaching, they attract students to use ICT in their learning activities. Also, integrating ICT in curriculum will make learning collaborative, interesting and inclusive. It will also bridge time and space as students can learn online from their different homes and at any time and place. Using ICT tools however, require a certain level of ICT skills obtained through training and self-learning. Bransford, Brown and Cockings (2015) define the term perception as attitudes, behaviours, self-beliefs and views that a person has developed towards anything. Teachers' perceptions explain the beliefs that teachers have about the importance of integrating ICT into teaching and learning, and the perceived obstacles that are

associated with using ICT in education aftermath of this Covid-19 pandemic (Bingimals, 2018). Furthermore, teachers' perceptions in using ICT can tell about the teachers' beliefs, including their self-efficacy on ICT usage into teaching and learning. According to Wang (2002), the teacher's perception on the use of ICT can be explained as the way in which teachers' regard, understand and interpret the use of technology in teaching and learning.

Teachers' perceptions are critical to the success or failure of ICT integration in education especially in the aftermath of the Covid-19 pandemic. As alternative means of sustaining education that is online based, is being encouraged in other to observe Covid-19 protective protocol (Apeanti, 2014). For this reason, it is vital that researchers gather information about the apprehensions teachers hold regarding the use of ICT in curriculum content pedagogy. The decisions regarding

whether or how to use ICT in education rests on the shoulders of the classroom or subject teachers. It on this bases that the researchers investigate the teachers' perception towards integrating ICT in senior secondary school curriculum in the aftermath of Covid19 Pandemic. This work is hinged on Davis, Bagozzi and Warshaw (1989) Technology Acceptance Model as cited by Ghavifekr, Kunjappan, Ramasamy, & Anthony (2016). This theory tries to identify variables that can facilitate the acceptance of technology by individuals, like positive perception of the usefulness of technology could make individuals to accept ICT integration in their career. Later, Venkatesh and Davis (2000) modified the variables to reflect the result of their investigation on the reasons why some people use computers and their attitudes towards them. They named came out with the Technology Acceptance Model (TAM) which links the perceived usefulness and the ease of use, with attitude towards using ICT and actual use of ICT itself.

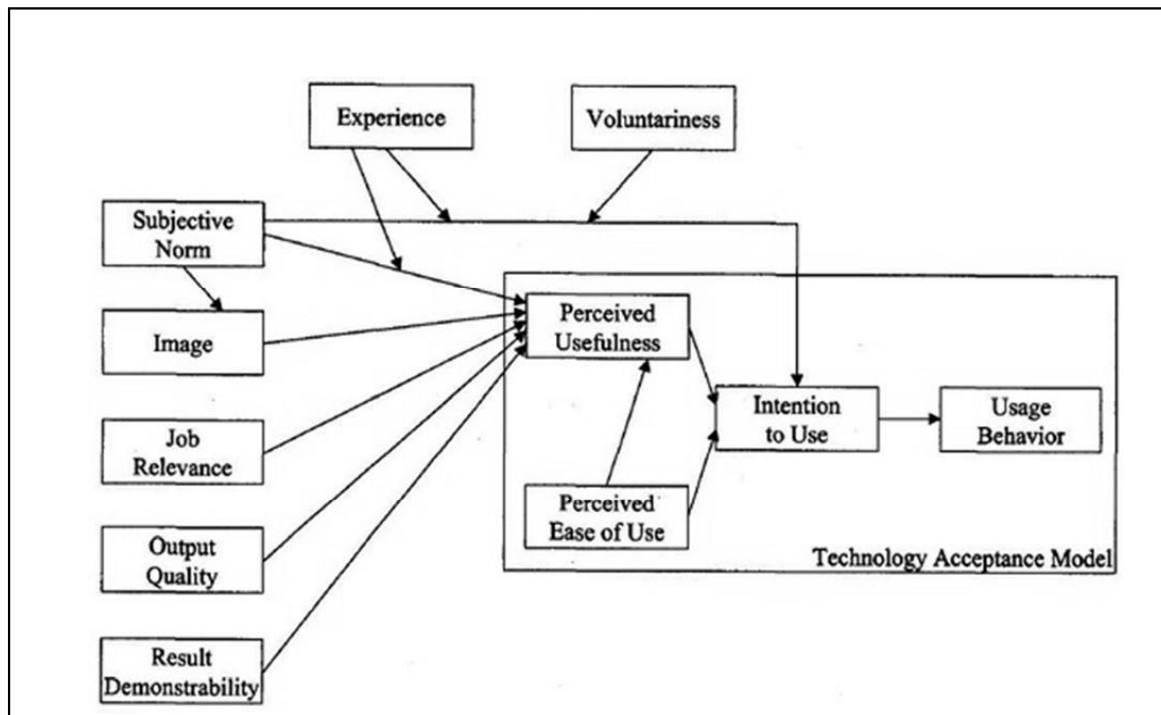


Figure 1.Technology Acceptance Model.

Source: Eke Eke (2020), Journal of Curriculum Studies.

The reality of the Covid-19 pandemic, has made the use of ICT in education among secondary school teachers in Nigeria imperative. This is because of its countless capabilities to sustain continuous education practices in the delivery of curriculum content and pedagogy at both the distance learning and in conventional classroom. For example, ICT can contribute to improve access and equity in education through distance learning especially aftermath of the Covid-19 pandemic realities, teachers' professional development, and efficient administrative management (EduTechHub, 2020). One of the important roles and expectations of ICT integrated education is to improve quality of learning and teaching (Hepp, Hinostroza, Laval, & Rehbein, 2004). Although the degree of positive impact of ICT integrated curriculum may vary in different contexts, a number of studies support the positive relationship between ICT integrated curriculum and quality of education (Hepp, et al., 2004). For example, a study found that the teachers' openness to change, especially in the careful planning on the teacher's role using ICT, influence students' learning both in content acquisitions and critical thinking skills (Baylor & Ritchie, 2001). Integrating ICT in education is especially important for low-income and isolated rural schools since it can enhance their learning tools and resources, as well as it enables students to connect to outside community (Hepp, et al., 2004). It is on this bases that the researchers investigated teachers' perception towards integrating ICT in senior secondary school curriculum: aftermath of Covid19 Pandemic.

PURPOSE OF THE STUDY

The main purpose of the study is to determine teachers' perception towards integrating ICT in senior secondary school curriculum: aftermath of Covid19 Pandemic. Specifically, the study seeks to find out if there are differences between male and female senior secondary school teachers' perception towards integrating ICT in senior secondary school curriculum in the aftermath of Covid19 Pandemic.

The following Research Questions were posed:

1. What is the perception of senior secondary school teachers towards integrating ICT in senior secondary school curriculum in the aftermath of Covid-19 pandemic?
2. What is the difference between the perception of male and female senior secondary
3. school teachers towards integrating ICT in senior secondary school curriculum in the aftermath of Covid-19 pandemic?

One null hypothesis was formulated at 0.05 alpha level

There is no significant difference between the perception of male and female senior secondary school teachers towards integrating ICT in senior secondary curriculum in the aftermath of Covid-19 pandemic?

METHOD

The study used a descriptive survey research design in order to gather information from senior secondary school teachers in all the eleven public senior secondary schools in Owerri Municipal Council of Imo State, Nigeria. The Population of the study consisted of all 310 Senior Secondary School teachers (78 males and 132 females) in Owerri municipal Council of Imo state. The whole population was used because of its small size. Instrument for data collection was teachers' perception questionnaire. A 15-item questionnaire designed by the researchers and validated by three experts in teacher education and educational psychology. The instrument was divided into two sections. Section A dealt with the teachers' demography, while section B dealt with Teachers' Perception towards implementing integrated ICT in senior secondary school curriculum in the aftermath of Covid-19 pandemic.

The instrument was weighted and scaled from strongly Agree (SA), Agree (A), strongly Disagree (SD) to Disagree (D). Respondents were made to tick the option that best described their opinion. The reliability index was tested using subjects outside the study population. A reliability coefficient of 0.83 was realized when data generated were subjected to cronbach alpha.

This yielded a 100% return. The data collected were analyzed using mean and standard deviation in answering the research questions. Any Item with a mean less than 2.50 was rejected while within and above 2.50 was accepted. The hypothesis was analyzed using independent t-test statistical tool tested at 0.05 level of significance.

RESULTS

Data generated from survey questionnaire were analyzed and presented in tables below.

Research Question 1

What is the perception of teachers towards integrating ICT in senior secondary school curriculum in the aftermath of Covid-19 pandemic?

S/N	ITEM STATEMENT	Male Teacher			Female Teacher		
		X	SD	REM	X	SD	REM
1.	I feel confident that learning new ICT skills will help me to be effective in handling distant learning classes	3.21	0.70	Accept	3.35	0.66	Accept
2.	I am aware of the great opportunities that ICT offers for effective teaching/learning for distant learning classes	3.82	0.76	Accept	3.64	0.61	Accept
3.	I think that ICT supported teaching makes distance learning more effective.	3.38	0.55	Accept	3.55	0.51	Accept
4.	I am confident that I am teaching effectively through ICT with my online classes.	3.44	0.67	Accept	3.41	0.61	Accept
5.	I believe that it is problematic to teach online even with the aid of ICT tools.	2.21	0.41	reject	2.34	0.34	Reject
6.	I believe ICT will help to improve the class climate (get students more engaged, less disturbing)	3.00	0.69	Accept	2.68	0.53	Accept
7.	I believe that students will understand more what they learn with integration of ICT in Curriculum delivery	3.68	0.80	Accept	3.59	0.82	Accept
8.	I think ICT integration in curriculum will make work easier for teachers and learners.	3.41	0.55	Accept	3.54	0.53	Accept
9.	I think with ICT integration in curriculum, students will understand lesson easily	3.74	0.62	Accept	3.80	0.69	Accept
10.	I think ICT integration in curriculum will enhance critical thinking in students.	3.29	0.60	Accept	3.50	0.54	Accept
	I think ICT integration in curriculum will help learners to be actively involved in learning.	3.27	0.82	Accept	3.39	0.89	Accept
12.	I think using ICT will promote innovation and problem-solving skills of my learners	3.49	0.53	Accept	3.61	0.70	Accept
13.	I believe that ICT will promote research-based teaching and learning	3.53	0.70	Accept	3.33	0.48	Accept
14.	I find the use of ICT in teaching and learning is time consuming	2.22	0.40	Reject	2.04	0.51	Reject
15.	I believe that ICT facilitates problem-based learning	3.53	0.68	Accept	3.53	0.78	Accept
	Cluster mean	45.84	10.03		49.3	10.03	
	Average mean response	3.17					

Result in Table 1 shows that majority of the items on the questionnaire were accepted as they had response mean greater than the instrument scale mean (2.50). Also, the average mean (3.17) is greater than the scale mean (the acceptable mean average). This implies that teachers have high and positive perception towards integrating ICT in senior secondary school curriculum. It is noteworthy that item no 14 (I find the use of ICT in teaching and learning time consuming) has a mean average that is lower than the average cut off mean of (2.5). This indicates that teachers find

ICT usage as time consuming. But generally from the grand mean, they have positive perception towards ICT integration.

This asserts that teachers have a positive perception and confidence that implementing integrated ICT in senior secondary school curriculum content and pedagogy will make for effective curriculum content delivery both for conventional schooling and online education in the Covid-19 pandemic.

RQ 2: What is the difference between the perception of male and female senior secondary school teachers towards integrating ICT in senior secondary school curriculum?

Table 2: Summary of male and female teachers mean response

Group	N	Mean	SD	Difference in \bar{x}
Male	78	3.06	0.66	0.22
Female	152	3.28	0.66	

Result in Table 2, shows that a mean difference of 0.22 exist between responses of male and female teachers on their perception toward integrating ICT in senior secondary school curriculum. This difference is quite insignificant.

HYPOTHESIS

H_{01} : There is no significant difference between the perception of male and female senior secondary school teachers towards integrating ICT in senior secondary school curriculum?

Table 3: Independent t-test analysis on teachers' perception by gender

Group	N	Mean \bar{x}	SD	DF	T. cal	P.value	Decision
Male	78	3.06	0.66	208	0.19	0.986	Accepted
Female	132	3.28	0.66				

Hypothesis on the differences in teachers' perception by gender, was tested using an independent t-test analysis which resulted in $t(208)=0.19$, $p=0.97$. Hence, the null hypothesis of no difference by gender was retained. This indicates that gender does not matter as far as teachers' perception was concerned on ICT integration into the curriculum content for teaching and learning.

DISCUSSION

Result of the present study revealed the perception of senior secondary teachers towards integrated ICT in senior secondary school curriculum in the aftermath of the covid-19 pandemics. Both male and female senior secondary school teachers have positive perception towards integrating ICT in senior secondary school curriculum delivery in the

aftermath of covid-19 pandemics. This is because the covid-19 pandemic has made teachers to appreciate that ICT integrated curriculum content and pedagogy is key in delivering functional curriculum content online through distance education and in conventional classroom. More so, efficient use of ICT tools propel effective curriculum content delivery through online distance learning and it is compliant to the Covid-19 preventive protocols, which discourages crowded gathering, which is the basic nature of conventional classroom. Also ICT integration in Senior Secondary School Curriculum content and pedagogy will go a long way to enrich the lesson content and make the act of pedagogy inclusive, more learner centered and enhance the overall teaching and learning. Kalu-Uche and Akanwa, 2016 and Adebanyo, 2012 are all in agreement with this study that

integrating ICT in curriculum delivery will help the teachers to effectively implement the school curriculum using different ICTs tools and resources. Also, that ICT in curriculum delivery will make learning more interacting and interesting to learners. This therefore calls for interventions geared toward raising senior secondary school teacher's self-efficacy in integrating ICT in senior secondary school curriculum and in training teachers on the ICT skills that will help them to effectively use ICT in curriculum delivery. The consideration stems from the importance attached to the positive perception exhibited by teachers through evidence based research that they persist on task, take risks and use innovative strategies in teaching and learning.

Both male and female teachers used in the study have positive perception towards integrating ICT in learning. The result indicates that irrespective of sex that senior secondary school teachers' have positive perception towards integrating ICT in senior secondary school curriculum in the aftermath of Covid-19 pandemic. The result is also in agreement with EdTechHub, (2020) that teachers' believe in ICT integration in curriculum can go a long way to boost teachers' effectiveness in curriculum content delivery especially now that online distance learning is being encouraged as a result of the aftermath of Covid-19 pandemics. One could also affirm that why the teachers' perception of the integration of ICT in curriculum content delivery in the aftermath of Covid-19 was overwhelmingly high was that most teachers were forced to stop the conventional method of physical interaction with their students, and unfortunately had no alternative method to continue their teaching and learning.

CONCLUSION

The study carried out to determine senior secondary school teachers' perception towards integrating ICT in senior secondary school curriculum in the aftermath of Covid-19 pandemic, has shown that teachers are more positively inclined towards using technology for curriculum delivery both for effectiveness and continuity. The need for online teaching using technology is most complaint and Covid-19 friendly, without disrupting teaching and learning. Teachers' effectiveness with the use of online technology in pedagogy that will help in maintaining the Covid-19 protective protocol

depend on the perception that the teacher have on the workability or otherwise of ICT integration in curriculum delivery. The result of the study shows that senior secondary school teachers have positive perception towards integrating ICT in senior secondary school curriculum in the aftermath of Covid-19 pandemic irrespective of their gender.

RECOMMENDATIONS

The following recommendations are made thus;

1. The opportunities created for the introduction of remote learning through ICT platforms are important. As senior secondary school teachers have positive perception towards it. The government should speed up the expansion of its existing ICT and remote learning capacity in senior secondary school curriculum, especially for learners with disabilities who may need access to assistive technology.
2. Online education is the future. Therefore the relevant government authorities should try to develop the curriculum of senior secondary schools to fully integrate ICT in its curriculum content and pedagogy because of its huge opportunities.
3. The Ministry of Education should see to it that there is continuous training of senior secondary school teachers on relevant ICT tools that will effectively help them in curriculum content delivery and pedagogy.
4. Government should fast track the full integration of ICT in senior secondary school curriculum and make provisions for adequate ICT resources that will help senior secondary school teachers to effectively deliver the curriculum content both in online distance learning and conventional classroom.

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SCHOOL-BASED INCOME GENERATION ACTIVITIES AND SECONDARY SCHOOL GOAL ATTAINMENT: IMPLICATION FOR QUALITY ASSURANCE IN CALABAR EDUCATION ZONE OF CROSS RIVER STATE, NIGERIA.

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ABSTRACT

This study aimed at determining the relationship between school-based income generation activities and secondary school goal attainment for national development in Calabar Education zone. Two null hypotheses were stated to guide the study. Correlation design was used for the study. The population of the study consists of seventy five school principals in Calabar education zone. Purposive sampling technique was used for the study. Questionnaire titled "School-Based Income Generation Activities and School Goal Attainment (SBIGASGAQ)" was used for data collection. A reliability estimate of .71 and .67 was obtained using test re-test method. Pearson product moment correlation statistics was used for data analysis. The result of the findings revealed that there is a significant relationship between school agricultural based activities and serviced based activities with school goal attainment. Summary and conclusion were drawn in line with the result of the findings. It was recommended that school principals should venture in more lucrative and enterprising ventures which will serve the needs of the community e.g. dormitory, school halls and good football field for sport as this will go a long way to enhance school goal attainment.

KEYWORDS: Income generation activities, School goal attainment, National development.

INTRODUCTION

The Federal Republic of Nigeria in her National Policy on Education (2012) acknowledged education as an instrument par excellence for effecting national development. In other words, the government recognizes the fact that education is an indispensable instrument for solving the social, economic, political and technological problems of the nation.

It has therefore spelt out objectives for every level of educational system. For instance, the objectives of secondary education include preparation of individual for useful living within the society and preparation for higher education. Secondary education is seen as the acquisition of some basic skills which would enhance or facilitate effective interaction with members of the society. It also prepare the young adult for purposeful organization of oneself for achieving

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maximally ones potential to be able to withstand the complexities of living in the environment. It is also seen as the acquisition of some basic skills which would enhance or facilitate effective interaction with members of the society. It is also meant to prepare young adults for further training and education which would lead to the acquisition of some specialize skills needed in different specific operations within the society (Dayo ,2004). It is because of the need for these specific skills that secondary education has received greater attention than even elementary education. It is against this background that one can view the general goals of secondary education as put forward by modern educationist who believe that the type of education which will provide a comprehensive programme for the youth, equip them with basic skills in academic and some vocations; and also prepare the youth for coping with problems of life, would serve the purpose of self-actualization of the youth, (Federal Republic of Nigeria, 2004).

When one critically looks at the broad goals of education in Nigeria in general and that of secondary education in particular, one would not but wonder whether these goals are being achieved under the situation currently prevailing in the education sector, which is characterized by mass failure in English language and mathematics both internal and external (SSCE) examinations, dilapidated buildings, poor conducive environment, lack of instructional resources, lack of qualified teachers in specific subject areas, Uko, Igbineweka and Okoi (2013). The perceived poor goal attainment of secondary education in Calabar education zone is attributed to several factors, such as lack of teachers' motivation, poor and out-dated educational resources, poor funding etc. This study focused on school-based income generation activities as a potent factor in school goal attainment.

Education has always been acknowledged as a dynamic venture. It is never static. Education changes as the needs and aspirations can only be made known through seminars, conferences and workshops. Funds are necessary for the employment and payment of staff in educational institutions (Ogbonnaya, 2005). The Federal and State governments of the federation share responsibilities for secondary education. It is important to mention that the principal sources of revenue by the state government from which it funds secondary education include; Donations and legacies, domestic borrowing, state

government budgetary allocation to which federal government contributes through the revenue the distribution formula and federal Government special grants (Ogbonnaya, 2005).

Despite the importance of finances in promoting acquisition of resources, the draft report cost and financing of education (Abayomi & Olukayode, 2006) highlighted that school fees contribute over 90% of total revenue collection by the schools. According to Selina (2012), because of inadequacy of school funds, various schools have adopted a range of techniques of sourcing for extra funds among them being investing in income generating activities (IGA,) to complement school budgets.

Funds earned through income generating activities (IGAs) are used to develop school infrastructure or /and acquisition of stationery to support learning activity (Kiven & Mayo, 2009). A study done by Selina (2012), Okoi & Odigwe (2016) revealed that schools that have IGAs generate income that are used in promotion of teachers motivational programmes and acquisition of education resources. Such schools end up posting better results in examination compared to schools that do not have such arrangements.

Income generating activities are those activities which can be undertaken by an organization so as to raise revenue to enhance the project or enhance school finances, in many secondary schools there is need to have additional activities which generate revenue to the school and which can supplement the fees paid by students. The main type of revenue generating activities include the following ;school buses, farms, hire of classroom for use by churches and other social activities like ceremonies or crusades, horticulture where some schools raise vegetables and fruits for use ,within and outside the school clubs and societies etc,(Kerei, 2012).

Onkeo and Orodho (2014) identified income generating activities within school as one of the viable resources that school management can adopt to narrow budgetary financial insufficiency brought about by viability of partners of education to meet educational duty towards education financing. In Asians schools self-sufficient school focus entrepreneurial flair of their staff and students on maximizing the returns to the human and physical resources at their disposal creating income to fund their education work, and providing a valuable learning experience (Kafka & Stephenson, 2006).

School based income generation is classified into three namely; agricultural based, service based and commercial based. The agricultural based are mainly livestock farming and crop farming. The commercial based activities are mainly; canteen, bookshops. The third income generating activities are service based income Generating activities (Omukoba, Enose & Ayodo, 2011). Through such IGAs schools are able to derive supplementary resources to full funding gaps due to under-funding by government. IGAs have the potential to improve revenues which then allow schools to meet their operational needs, as well as acquire capital assets.

Ofegbu and Alonge (2016) examined internally generated revenue (IGR) and effectiveness of university administration in Nigeria. The analysis revealed that commercial ventures were among the main sources of IGR while the proceeds were used for services including staff welfare, maintenance of facilities and beautification of the university premises. A further analysis of data showed that there was a significant relationship between internally generated resources and the management and development of universities in Nigeria.

Famide, Omiyale and Adebola (2015) asserted that individual institutions could supplement their funding stream through the establishment of revenue yielding ventures/project. Such ventures/project like bookshops, hotel and catering services, printing press, table water, consultancy services among others, are veritable means of raising funds needed to enhance service delivery. Oche (2009) investigated financial management practices of secondary school principals in Benue State. The result showed that there was no significant difference in the mean ratings of junior and senior secondary school principals on sources of funds for secondary schools, and there was no significant difference in the mean ratings of senior and junior secondary school principals on how funds are managed in secondary schools in Benue State. The findings of the study further revealed that principals explored other sources of funds such as P.T.A. levies, funds from school farms, sale of school magazines, speech and prize giving day, and canteens.

Paul (2016), Odigwe & Okoi (2018) opined that school activities represent a source of financing public secondary schools. They include such activities as sales of students' hand crafts, sales of books and stationery, staging of school plays

and raffles, sales of farm products from the school farm, fund raising activities can be organized by the school authority where parents and other wealthy individuals could be invited to raise money for school projects.

Agricultural based activities constitute various livestock farming and crop farming. The farms play an integral role in the service operation of some schools. The farm provides hands-on opportunities to explore alternative methods of education, food production, distribution, preservation, community development and support for school sustainable development (Kafka & Stepenson, 2006). Most farm activities consist of vegetable production, laying chicken etc. some schools have direct buying relationship with farmers. As an educational environment, the farm site elicit diverse forms of interaction and countless opportunities for reflection. As an educational environment the farms promote hands-on learning that addresses achievement in traditional subject areas. In practical terms also, students learn important job skills in day –to-day lessons in the farm. It is on this note that Odigwe & Okoi, (2017) stated that it is important to have good skills in personal finance management in order to correct day-to-day decisions on what to buy and what not to buy as this would help to save lots of money in the long run, as unnecessary products would be brought not so frequently

Other income generation activities such as service-based income generating revenue includes renting of houses, hire of school bus, hire of classroom for use for school visiting the term during co-curricula activities, workshop, seminars and school canteen. Generating activities that school engage in largely depend on the type school and status. Okoi and Odigwe (2016) also added that in the school system, the head as the administrator performs the task of a financial manager. Even where competent bursars are available, current expectation of prudence and accountability compel the competent school administrator to scrutinize his endorsement and disbursement, this is because in cases of misappropriation of funds, he/she can plead no alibi.

Despite all efforts made by different sources of mobilizing school funds for financing quality education, still principals in secondary schools are lamenting that, the funds obtained are not enough to cater for the need for the provision of quality education, Oche (2009).

Omukoba, Sonata and Ayodo (2011) found that; additional funds generated through school based IGAs was used to purchase teaching and learning materials, facilities maintenance, infrastructure development and staff motivation in secondary schools. More so, Okoi and Odigwe (2016) found that, secondary schools engage in agricultural based projects; other activities were hiring of school facilities school bus, hall, tents, fields for recreation and houses for renting. It is based on this that, study aimed at determining school-based income generating activities and school goal attainment in secondary schools in Calabar Educational Zone, Cross River State.

STATEMENT OF THE PROBLEM

Quality education is very expedient for national development in Calabar education zone of Cross River State. Education is the veritable instrument for generating all genre and levels of manpower in any nation. Observation has shown that secondary schools in Cross River State are facing challenges which include underfunding, poor infrastructure, inadequate classrooms and teaching aids among others. All these have affected the provision of quality education to its citizenry. For any country therefore to attain sustainable national development, there is need for government to develop education.

Secondary schools have experienced rapid increase in enrolment with the introduction of free primary education. The high enrolment has put a lot of pressure on the limited and already over-stretched school facilities. To cope with this, management boards were advised to consider an alternative source of enhancing financing of education in order to supplement government and parents efforts particularly in funding education. Nevertheless, there are challenges to contend with while managing the income generating activities like inadequate capital, lack of entrepreneurial skills to manage them professionally. Therefore, it was necessary to find out to what extent do school-based income generation activities impact on school goal attainment for quality assurance in Calabar education zone of Cross River State, Nigeria?

Purpose of the study

The purpose of this study is to find out school based income generating activities and secondary school goal attainment for sustainable development in Calabar Education Zone. Specifically, this study aim at determining whether

1. Agricultural based activities relate with school goal attainment?
2. Service based activities relate with school goal attainment.

Statement of hypotheses

1. There is no significant relationship between agricultural based activities and school goal attainment.
2. There is no significant relationship between service based activities and school goal attainment.

METHODOLOGY

This study adopts correlation design. The population of the study consists of 75 school principal from 75 public secondary schools in Calabar Educational Zone. The sampling technique adopted for this study was census. The sample for this study was seventy five (75) school principals. Questionnaire titled: School-based Income Generating Activities and School Goal Attainment (SBIGASGAQ) Questionnaire was used for data collection. The questionnaire were validated by expert who ensured that every item measure what the supposed to measure. Test-re-test method of reliability was used in the study. The reliability estimate of 0.67 and 0.71 was obtained. The questionnaire used for the study was 18 item structured in line with the variables used in the study. The likert 4- point scale was used in the design of the questionnaire. The information obtained from the questionnaires was used for data analysis which is presented below.

PRESENTATION OF RESULT

The results obtained from the questionnaires were subjected to statistical analysis which is presented below based on the hypotheses used in this study.

Hypothesis one

There is no significant relationship between agricultural based revenue and school goal attainment

Table 1: Pearson Product Moment Correlation analysis on the relationship between Agricultural based revenue activities and school goal attainment.

Variables	\bar{x}	SD	r
Agric. Based revenue activities	19.58	2.43	
School goal attainment	18.82	2.18	.71*

$p > 0.05$, $df = 73$ critical = .232

The result in table 1 revealed that at 0.05 level of significance and 73 degrees of freedom the calculated r-value of 0.71 is greater than the critical r-value 0.232. With this result the null hypothesis which states that there is no significant relationship between agricultural based activities and school goal attainment was rejected and the alternate hypothesis was

accepted. This implies that income generated activities through agricultural based significantly relate to school goal attainment.

Hypothesis two

There is no significant relationship between services based activities and school goals attainment. The result of this table is presented below.

Table 2: Pearson Product Moment Correlation analysis on the relationship between service-based activities and school goal attainment

Variables	\bar{x}	SD	r
Service-based activities	19.03	2.41	
School goal attainment	18.82	2.18	0.63

$p > 0.05$, $df = 73$ critical = 0.232

The result in table 2 revealed that at 0.05 level of significance and 75 degrees of freedom the calculated r-value of 0.63 is greater than the critical r-value of 0.232. With this result, the null hypothesis which stated that there is no significant relationship between services based activities and school goal attainment was rejected. The result implies that, service based activities significantly relate to school goal attainment.

DISCUSSION OF FINDINGS

The result on Table 1 revealed that there is a significant relationship between agricultural based activities with school goal attainment. The null hypothesis was rejected, while the alternate

hypothesis was retained. The result of this finding is in line with the findings of Okoi and Odigwe (2016) who in their study revealed that school principals need to diversify their income generating activities through farm and livestock activities in the schools. They added that agricultural based activities provide hands-on opportunities to explore alternative method of farming, food production, distribution, preservation and support for school sustainable development. Selina (2012) revealed that schools that have income generating activities generate income that is used in promotion of motivational programme for teachers and acquisition of education resources. Such schools end up posting better result in examination compared to

schools that do not have such arrangement. Funds earned through income generating activities (IGAs) are used to develop school infrastructure or /and acquisition of stationery to support learning activity (Kiven & Mayo, 2009). A study done by Selina (2012), Okoi & Odigwe (2016) revealed that schools that have IGAs generate income that is used in promotion of motivational programmes teachers and acquisition of education resources. Such schools end up posting better results in examination compared to schools that do not have such arrangements.

The result in hypothesis two also revealed that there is a significant relationship between services based activities and school goal attainment. The result of the findings support the findings of Omukoba, Enose and Ayodo (2011) who stated that other income generating activities such as rentage of houses, hire of school bus and giving out houses for churches for rent plays an important role in generating income for the school. They also added that service based activities constitute the highest income generating activities in the school environment. Through these school principals can enhance the day to day running of school activities. In many secondary schools there is need to have additional activities which generate revenue to the school and which can supplement the fees paid by students. The main type of revenue generating activities include the following; school buses, farms, hire of classroom for use by churches and other social activities like ceremonies or crusades, horticulture where some schools raise vegetables and fruits for use ,within and outside the school clubs and societies etc, Kerei (2012).

CONCLUSION

School based income generating activities play a significant role in school goal attainment in secondary schools. The result from this study show that income generating activities in schools is central to the development and attainment of educational goal. Through these activities school principals are able to mobilize resources in order to enhance teaching and learning.

RECOMMENDATIONS

Based on the result of this findings it was recommended that;

1. School principals should venture into more lucrative and enterprising ventures which
2. will serve the needs of the community e.g. Provision of school dormitory, school halls and good football field for sports. This will go a long way to enhance school goal attainment
3. School principals should mobilize their teachers towards the participation of income generating activities such as effective supervision of farm work and other related farming activities.
4. This will also enhance educational goals and sustainable national development.
5. Government should ensure more investment in education by increasing the budgetary allocation to 26% as stated by UNESCO, this will go a long way to enhance sustainable development.

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