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Influence of Instructional Materials on the Teaching and Learning of Sciences in Senior Secondary Schools in Aba Education Zone, Abia State, Nigeria

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Abstract: The purpose of the study was to examine the influence of instructional materials on the teaching and learning sciences in senior secondary schools in Aba education zone. To achieve this, the study was guided by two objectives, research questions, and null hypotheses which were formulated to find out the influence of instructional materials on the academic performance of students in the senior secondary schools in Aba education zone. The theoretical framework was based on Piaget's cognitive development theory of (1983). A total of 140 male and female teachers were randomly selected from population of 280 teachers in the study area. A structured four point scale questionnaire titled "influence of instructional materials on the teaching and learning sciences in senior secondary schools" was constructed by the researchers and used to collect data for the study. Data obtained were analyzed using inferential statistics. The research questions were answered using descriptive design by calculating mean and standard deviation for scales based on the sub-variables from male and female science teachers and the hypotheses were tested with paired t-test at 0.05 alpha level of significance. The findings of the study revealed that influence of instructional materials in teaching and learning resulted to poor academic performance of students in the senior secondary schools in Aba educational zone. The researchers recommended that all the school stake holders and non-governmental agencies should help to ensure that enough instructional materials such as charts, pictures, lens, mode and maps, graphs and so on are provided for the teaching and learning sciences in Aba educational zone.

Keywords: Science education, teaching, learning, teaching strategies, instructional materials.

Introduction

Over the years science education has faced various challenges. The school curriculum offers a child-centered teaching-learning approach as students are encouraged to take up the science related subjects which occupies a unique position in the school curriculum and is central to many science related courses (Yusuf and Folabi, 2010). In Nigeria, the curriculum of science subjects in the school curriculum is to promote national development as the nation adopts more science oriented policies and programs in education (Oriahi, Umumuavbi and Aguele, 2010). Science is the study of nature and behaviour of living and non-living things (Okolo, 2010). It is a body of knowledge gotten through a step-by-step study of all forms of matter. According to Mbajorgu (2003)

science is concerned with regards to developing, acquiring and controlling knowledge, skills, capacity and attitude about natural factors of the environment. Science education has been recognized worldwide as a pre-requisite in science and technological development. It is that education intended to make every individual scientifically literate enough to live in this age of science technology and to have men and women with high intellectual ability, productive and functional members of the society through training in science based progressions or vocation (Hyacinth, 2004). Science is a great enterprise which technically, is receiving much emphasis in education because of its significant and relevance to life and society.

Effective teaching and learning of sciences is a process by which a science teacher adopts all the possible methods used in teaching in the classroom to make sure that students understand the concept and be able to respond positively during assessment or to produce a good result (Ugwuoke, 2018). Teacher effectiveness is exhibited in the teaching method, classroom management, material used in teaching, as well as the way students are been handled. Effective teaching and learning is crucial in order for students to reach educational success in and outside classroom setting. However, there are many factors militating against effective use of instructional materials in teaching and learning sciences in secondary schools. These factors are grouped into three- learner's characteristics, teacher's characteristics and the learning environment. The learner is the most important of these factors because without him, there will be no learning at all. The teacher is important since he is the person who provides the learning experiences which the learner needs. The learning environments count because it represents all the elements which act to affect the learner and the teacher in one way or the other. These factors should be taken into account for the achievement of effective teaching and learning of sciences in Aba education zone.

It is necessary to use appropriate teaching strategies in learning and teaching science so as to attain its objectives in the school. Onyejemezie cited in Ojike (2018) makes reference to a Chinese saying "a look is worth a thousand words". This explains that what a teacher may spend much time and words trying to describe can easily be understood by the learner if effective instructional materials are used to present the situation or object. Teaching is an attempt to help someone to acquire or change attitude, knowledge, skill, behavior or appreciation. It consists of setting the stage so that someone can learn. To achieve this objectives there are a lot of inputs in terms of human and material resources such as teachers and instructional materials: charts, pictures or images, modes, graphs, lens and so on.

Chart is a geographical representation of data in which the data is represented by symbols such as bar, in a bar chart, line chart or slices in a pie chart. A chart can represent tabular numeric data, functions or some kind of quantitative structures and provides different information to the learners. They are often used to ease understanding of large quantitative of data and relationships between the parts of data. They are usually read more quickly than the raw data.

Picture also called image is a group of colored points on flat surface that looks the same as something else, is an instructional material for teaching and learning sciences. For example, a picture can look the same as an object or a person. A picture can also be drawing paintings or photographs. They are very helpful in teaching and learning sciences. Pictures and diagrams can be used to explain how to do things and

thus a picture is a kind of tool, while an image is something that can be seen but it is not physically there. It can be photograph, a painting or a picture on a television or computer screen. A lens can make an image of an object to appear somewhere else. For instance, when there were no cameras, people made pictures by using paint, brush, pencils, crayons, pens and other things people can write or draw with. Pictures made with paints and brushes are called paintings. They can be put on walls and other things even in class for teaching and learning sciences (Ihedioha, 2019).

Chart is a means of representing data, also called graphs. It can be a set of verticals or edges (discrete mathematics). Graphs are used in teaching and learning sciences in the classroom and other teaching areas other than classrooms.

Mode is another useful instructional material for teaching and learning sciences. Modes are a type of musical scale constructed with a set of characteristic melodic behaviours, musical thoughts used since the middle ages, and were inspired by the theory of the ancient Greek music. The name is derived from a Latin word "modus", meaning measure, standard, manner, way, size, limit or quantity, or method (Wikipedia, 2019).

Map is another instructional material of relevance in teaching and learning sciences. Map represents physical features on the ground (roads, or buildings), using tags, attached to its basic data structure (its nodes, ways and relations). Each tag describes a geographical attribute of the feature been shown by that specific node, way or relation. The way science is been thought in senior secondary schools and colleges leaves more to be desired. The secondary schools in Aba education zone are not in exception. It is against this background that the researcher attempts to examine the influence of instructional materials on the teaching and learning sciences in secondary schools in Aba educational zone.

Statement of the Problem

Every year when results of the public or officials exams (WAEC/JAMB) on science subjects are released, there are mass failures on the sciences (mathematics, physics, biology, chemistry) and even geography precisely. The reason for these mass failures could be that some topics in science subjects are yet to be understood by the students but could effectively be well taken with the use of instructional material like charts, maps, modes, pictures, lens and diagrams.

Purpose of the Study

1. The general purpose of this study is to find out the influence of instructional materials on the teaching and learning sciences in Aba educational zone. Specifically, the study sought to find out influence of inadequate use of instructional materials such graphs, maps, images and so on, on teaching and learning sciences in Aba education zone.
2. The effect of inadequate instructional materials on the teaching and learning sciences in the secondary schools in Aba education zone.

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

1. What are the influences of instructional materials on the teaching and learning sciences in Aba educational zone?.
2. What are the influences of inadequate materials like charts, images and so on, on teaching and learning sciences in Aba educational zone?.

Hypotheses

The following null hypotheses testable at 0.05 levels of significance are formulated to guide this study.

1. There is no significant difference between the mean scores of male and female teachers' responses on the influence of instructional materials on teaching and learning sciences in Aba education zone.
2. Inadequate use of instructional materials does not influence significantly on the mean rating scores of teacher's responses on the teaching and learning sciences in senior secondary schools in Aba educational zone.

Significance of the Study

The study is significant because of its possible benefits to the teachers, students, administrators, curriculum planners, government and the society in general. It may be beneficial because students who do well in sciences could have prospects of becoming doctors, nurses, pharmacists, microbiologists, biochemists, teachers and other related disciplines in future.

Theoretical Framework

The study is anchored on the theory of cognitive approach of Piaget and associates (1983). Piaget and Bruner were frequently cited as foundational influences on development of this perspective. Cognitive theorists recognized that much learning involves association established through cognitivity and repetition of reinforcement, although they stressed that its role in providing feedbacks about the correctness of responses as a motivator. Cognitive theorists view learning as involving the acquisition or reorganization of the cognitive structures through which human process store information. Cognitive theorists believed that materials are analyzed and sequenced, often to a simple to complex or hierarchical order (Piaget, 1983).

According to Bruner (1978)'s theory of development, learning is effectively engaged in, if the learner is given the opportunity to discover facts by him or herself. He argues that many presentation of information will not enhance effective solution of a problem. The theory stress cognitive effectiveness. He further stated that the learning by discovery begins when a science teacher purposefully create a problem and present it to the students by introducing some inconsistence among the information which are given in the process of teaching. The intellectual discomfort created by the inconsistency make the learner to attempt to bring order out of this confusion by engaging in mental processes: discovery activities which involves observation, hypothesizing, measuring, stating problem, data collection, classifying and inferring (Ihedioha, 2019; Mberekpe, 2013).

The application of Jerome Bruner is a theory of teaching and learning created or presented problems to students either by apparent contribution or inconsistency among learning sources of information which are given in the process of instruction. Encouraging discovering learning in science class by the science teachers will result out

helping problem solving. Discovering learning encourages creativity, so students' should be taught concepts in such a way that they have applicability beyond the situation in which they are instructed to learn. Cognitivism advocated the fundamental structure of curriculum to begin with simple contents and later graduated to complex contexts. This means that teaching of science should be inductive. Cognitivism supported the spiral nature of curriculum as we have in our present science curriculum at all levels of education (Mkperekpe, 2013).

Methodology

The study adopted the descriptive survey design. The design entails the collection and use of data systematically, from a given population to describe certain characteristic features which aims at investigating the influence of structural materials on the teaching and learning of sciences in secondary schools in Aba educational zone. Survey research is viewed as one in which a group of people or items are studied by collecting and analyzing data from only a few people or items considered to be the sample of the entire group (Nwogu, 2006). The target population for the study consists of 140 male and female science teachers, from the 280 targeted science teachers in Aba education zone. The main instrument adopted for the collection of data was a 9 item structured questionnaire captioned "influences of instructional material on the teaching and learning sciences". The instruments was validated by experts in education technology and measurement and evaluation in the school of education, National Institute for Nigerian Languages, Aba. The questionnaire was trial tested using 50 male and female science teachers from umuahia education zone and it yielded a reliability coefficient value of 0.87 using Cronbach alpha statistics. The co-efficient signifies high internal consistency and reliability which is good enough for the study. The data collected were analyzed using inferential statistics. The research questions were answered using correlation design by calculating mean and standard deviation for scales based on the sub-variables of science teachers, while the hypotheses were tested with paired t-test at 0.05 alpha level of significant.

Discussion of Findings

Research question one: what are the influence of instructional materials in teaching and learning sciences in Aba educational zone?

Table 1: mean scores and standard deviation of male and female science teachers on the teaching and learning sciences with instructional materials.

S/N	Statements	n	Means	SD	Dec.
1.	Most teachers do not use their instructional materials during Their science classes.	140	3.33	.82	SA
2.	Some schools do not have instructional materials for science classes.	140	2.99	1.07	A
3.	Most teachers use textbooks in their teaching of sciences in classroom.	140	2.99	1.07	A
4.	Most teachers do not remember to write on the chalk board While teaching some topics of sciences in the classroom	140	3.41	.86	SA
	Over all mean average		3.28	.89	SA

Table one revealed that the mean scores and the standard deviation for the influence of instructional materials in teaching and learning ranged from 2.99-3.41 and .08-1.07 respectively. The overall mean average was 3.28. Close observation of the result showed the respondents strongly agree that teaching and learning sciences in the senior secondary schools in Aba educational zone is influenced by instructional materials.

Research question two: what are the influence of inadequate materials like charts, pictures and images, maps and so on, on teaching and learning sciences in Aba education zone?

Table 2: mean scores and standard deviation of male and female teachers responses on the influence of inadequate instructional materials like charts, pictures, images, maps and so on, on the teaching and learning sciences.

S/N	Statements	n	Mean	SD	Dec.
5.	Most teachers do not use pictures or images when Teaching biology, physics, chemistry and mathematics	140	2.46	1.22	A
6.	Science teachers do not use charts or maps when teaching mathematics, physics, biology and chemistry.	140	2.96	1.18	A
7.	Someone science teachers do not enter the class with Lens, modes and graphs.	140	3.26	1.15	SA
8.	Some students loose interest in sciences as a result of motivation from inadequate instructional materials.	140	3.26	1.15	SA
9.	Students fail science subjects due to inadequate use of instructional materials in teaching and learning sciences	140	3.31	1.03	SA
	Overall average		3.03	1.10	A

Table 2 showed that the mean and standard deviation for the influence of inadequate materials on the teaching and learning of sciences ranged from 2.46-3.31 and .92-1.22 respectively. The overall mean average was 3.03. Therefore, the result implied that male and female respondents agreed that inadequate use of instructional materials has in influence on teaching and learning in senior secondary in Aba educational zone.

Test of Hypotheses
The null hypotheses were tested using paired t-test at 0.05 alpha level.

Hypotheses one: there is no significant difference between the mean scores of male and female teachers' responses on the influence of instructional materials on teaching and learning in Aba educational zone.

Table 3: paired t-test analyses on the influence of instructional materials on teaching and learning sciences in senior secondary schools. (n=140)

Variables	X	SD	T- Value	Df	Sig.
Instructional materials	13.13	2.25			
			31.50	139	.000
Teaching and learning	30.26	6.75			

Table 3 indicated that paired t-test (139)= 31.50, P=.000. The p-value was less than the alpha level 0.05, therefore, the null hypotheses that there is no significant influence of instructional materials on teaching and learning sciences in senior secondary schools in Aba education zone is rejected.

Hypotheses 2: inadequate use of instructional materials does not have significant influence on the mean rating scores of male and female teachers responses on teaching and learning sciences in senior secondary schools in the Aba education zone.
Table 4: paired t-test analysis on the influence of inadequate instructional material on teaching and learning in senior secondary schools (n=140).

Variables	X	SD	T-value	Df	Sig.
Inadequate instructional materials	15.17	3.19			
			27.79	139	.000
Teaching and learning	30.25	6.75			

Table four indicated that paired t-text (139)= 27.79, p-value was less than the alpha level, 0.005. The null hypotheses that inadequate use of instructional materials on teaching and learning sciences does not influence teaching and learning significantly was rejected. Therefore, it deduced that there is statistically significant influence of inadequate materials on teaching and learning sciences in the senior secondary schools in Aba education zone.

Discussion of Findings

The first and second findings showed that influences of instructional materials influenced teaching and learning sciences in senior secondary schools in Aba education zone. The teachers who participated in this study indicated that inadequate instructional materials influence the students' lessons in the classroom. The result indicated that inadequate instructional materials not only influenced the teachers' instructions, but lowers the students' interest, intelligence and development of self confidence in the science subjects. The findings of this study agrees with Ojike (2018) that instructional materials can help make the message of the teacher more vivid, interesting and intelligible. The result also agreed with Uzuegbu, Mbadiwe and Anulobi (2014) that instructional materials are devices used to assist the instructors in preparing their lessons and learning by the students.

The result also revealed that teachers have positive response to all the listed influences of instructional materials on teaching and learning sciences and that inadequate instructional materials does not facilitate better understanding of intelligence and self development among students. This assertion is in confirmation with the news of Onyejemezi cited in Ojike (2018). The result is also in support of Owuamanam (2011) and Ihedioha (2019) that instructional materials on teaching and learning gives room for acquisition of skills, knowledge and self-confidence, and self-actualization.

Conclusion

Evidence from this study has led the researchers to conclude that there is influence of instructional materials on teaching and learning sciences in the senior secondary schools in Aba Education Zone. That inadequate use of instructional materials does not

give teachers room to explain, create reality and supply events and active participation in the class. Conclusively, it is clear that inadequate use of instructional materials influenced teaching and learning sciences in the senior secondary schools in Aba Education Zone.

Recommendation
The researchers based on the findings and conclusion, recommended that schools should provide enough instructional materials to enable science teachers discharge their duties effectively for proper understanding by the students and that:

1. Education resource centres be established at local government levels to enable both the primary and secondary schools within the area benefit from their services.
2. The three tier governments, education management boards and the non-governmental agencies should do well to help in funding the provision of instructional materials in the schools.

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The Role of Internet in Acculturation

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Abstract: *In establishing the National Institute for Nigerian Language (NINLAN) a positive symbolic relationship between the aspirations of Nigeria to develop its indigenous languages as well as producing L_1 and L_2 teachers was expected. From the inception of the National Police of Education (NPE) in 1977, it has been a cardinal principle of the policy that each child should learn one of the three major languages, Hausa, Igbo and Yoruba. All the various editions of the policy, with the exception of the 2013 edition state this and the reason given for the provision is to facilitate national unity. Through learning of a language the culture of the people is promoted, preserved and the beneficiary will be gainfully employed. It is because of this that the National Commission for Colleges of Education (N.C.C.E) made it as a mandatory/compulsory requirement those students should spend a minimum of twelve weeks in acculturation programme. This paper reviewed the role of internet in acculturation. It deals with the challenges in using internet in acculturation and possible ways of overcoming them.*

Keywords: *Indigenous language, acculturation, internet, culture.*

Introduction

Culture is a way of living and a way of life. It is a deeply ingrained part of the very fibre of our being. Culture means that there are certain ways and reasons in which individuals and group of people speak, conduct themselves, celebrate holidays and express their belief systems (Study, 2017). When individuals or groups of people transition from living a life style of their own culture to moving into a lifestyle of another culture, they must acculturate or come to adopt the new culture's behaviours, values, customs and language. The word acculturation is the act of that transition (Study, 2017). Therefore, acculturation is a process in which members of one cultural group adopt the beliefs and behaviours of another group. Although acculturation is usually in the direction of a minority group adopting habits and language patterns of the dominant group, acculturation can be reciprocal- that is, the dominant group also adopts pattern typical of the minority group. It may be evidenced by changes in languages preference, adoption of common altitudes and values, membership in common social groups and institutions and loss of separate political or ethnic identification (Thought co., 2017).

However, acculturation according to Murphy (2017) is defined as "the process of cultural change and adaptation that occurs when individuals from different cultures come into contact with each other. This change is brought about under conditions of direct contact between individuals of each society.Individuals of a foreign or minority culture learn the language, habits and values of a standard or dominant culture by the cultural process of acculturation. The process by which these individuals enter the

social positions, as well as acquire the political, economic and educational standards of the dominant culture is called assimilation. These individuals, through the social process of assimilation, become integrated within the standard culture (Murphy, 2017).

The focus of this work is on language. Two things are to be considered. The degree to which person learns the language of the host culture and the degree to which the old language is retained. Based on the importance of language to any nation, the people and the government of Nigeria embarked on the achievement of an indigenous language policy. On the above premises, they came out with the policy that three out of many languages in the country will be taken as the Nigerian major languages. To achieve the policy, it is enshrined in the National policy of education (2004, P.19) thus:

> "in addition to appreciating the important of language in the educational process and as a means of preserving the people's culture, the government considers it to be in the interest of national unity that each child should be encouraged to learn one of the three major languages other than his own mother tongue".

No one undertakes a venture without gain. The issue of training the Nigeria child to learn another indigenous language other than his mother tongue is not geared towards confusing the child but because of its importance to social, economic and political stability of the entire nation. On the above reason, Anyamele,Okanume and Ossai (2016) assert that for national unity and economic stability, to learn another Nigerian language in addition to one's mother tongue will be an immense advantage as a man reached not the excellence with one tongue.Acquisition of other Nigerian language will go a long way to foster the much needed national unity and cohesion as there is joy in hearing one speak with the native language of the people.

Major language is a core subject in junior and secondary education. However, the very purpose of learning one of the three major languages is vitiated by the measures which show clearly that this language provision is a declaration without implementation. One of the measures states that an escape clause is built into the teaching of major languages that they will be taught "subject to availability of teachers" (NPE, 1981). But to say that a particular subject is to be taught only when teachers are available amounts to saying that it will not be taught at all. It is well-known that there is a shortage of teachers of these languages and this is one of the reasons for establishing the national institute for Nigerian languages (NINLAN) at Aba (Bamgbose, 2016).

As part of the mandatory/compulsory requirements in NINLAN, students are expected to spend a minimum of twelve (12) weeks on acculturation programme. This is to enable the students to live freely among other people, improve their spoken skills and engage in teaching their L_2 in the co-operating institution (Federal Republic of Nigeria, 2012).

In view of the above issue, there is a great need for Nigerians to make acculturation programme a success. It becomes important to adopt a mass media that can help achieve the objective of acculturation programme of NINLAN. Internet as a communication tool should be considered a tool that can enhance the incorporation of new immigrant into their receiving environment.

The internet serves as a communication and social support tool. In the acculturation context, the internet can play a dual role. The internet can facilitate newcomers in easily obtaining information from their region, staying in touch with families and friends and interacting with others who have similar interest and cultural

backgrounds. This may lead to ethnic ties and a cultural diverse society. On the contrary, however the internet can offer newcomers with opportunities to learn social norms lifestyles, living tips and other information about the host culture, which may facilitate their acculturation process to the host society and lead to a more cultural homogeneity (Woldeab, 2013).

The internet, sometimes called simply "the net" is a worldwide system of computer networks – a network of networks in which users at any one computer can, if they have permission, get information from any other computer and sometimes talk directly to users at other computers (Owuamanam, 2016). The onus of this paper thus, lies on the role of internet in acculturation.

NPE and NINLAN Mandate

Language is described as a unifying factor that identifies people, state or nation. It is a set of symbols used for communication by a people. It is on the above premise that the people and government of Nigeria embarked on the achievement of an indigenous language policy.On the above premise, the government came out with the policy that three out of many languages in the country will be taken as the Nigerian major languages (Anyamele,Okanum&Ossai, 2016). To achieve the policy, it is enshrined in the national policy of education (1977 and revised in 2004, P.19) thus:

> "in addition to appreciating the importance of language in the educational process and as a means of preserving the people's culture, the government considers it to be in the interest of national unity that each child should be encouraged to learn one of the three major languages other than his own mother tongue".

From the inception of the NPE in 1977, it has been a cardinal principle of the policy that each child should learn of the three major Nigeria Languages, Hausa, Igbo and Yoruba. All the various editions of the policy, with the exception of the 2013 edition, state this and the reason given for the provision is to facilitate national unity. Hence, major language is a core subject in junior and senior secondary education (Bamgbose, 2016). It is well-known that there is a shortage of teachers of these languages and this is one of the reasons for establishing the NINLAN at Aba (Bamgbose, 2016). The rationale for setting up NINLAN in 1993 is precisely to implement the language provision of the NPE on the major languages.

Given the severe shortage of teachers and the inability of university departments of languages to produce teachers in adequate numbers for the implementation of the policy, candidates to be admitted to the institute for a 4-year Bachelor of Arts (B.A.) degree programme are to study two major Nigerian languages with relevant courses in linguistics, education and general studies (Bamgbose, 2016). As part of the mandatory/compulsory requirements stipulated by the National commission for colleges of education (NCCE), students of NINLAN were expected to spend a minimum of twelve (12) weeks on acculturation programme. The students are expected to live freely among other people, improve their spoken skills and engage in teaching their L_2 in the co-operating institutions (Federal Republic of Nigeria 2012).

The non-implementation of the policy that gave rise to NINLAN is one of the causes of the impediment to the progress of the Institute. If the policy had been vigorously implemented, NINLAN would not have become a pawn in the power game at

the different levels of government with different agencies trying to interfere with its mandate and the law setting it up. Instead of its abandonment of its envisaged core programme and diversion into acculturation and proficiency courses, it would today have become a formidable machine for the product of high-powered teachers of Nigerian languages, including, not just of the three major languages but also of the main languages that have assumed a significant role at the state level (Bamgbose, 2016).

Acculturation

The basic word for acculturation is culture. Culture means a way of living and a way of life. Culture means that there are certain ways and reasons in which individuals and group of people speak, conduct themselves, celebrate holidays and express their belief systems (Study, 2017). Therefore, acculturation is the process of cultural change and psychological change that results following meeting between cultures (Wikipedia, 2017). The effects of acculturation can be seen at multiple levels in both interesting cultures. Acculturation is a direct change of one's culture through dominance over another's culture through either military or political conquest (Wikipedia, 2017). At the group level, acculturation often results in changes to culture, customs and social institutions. Noticeable group level effects of acculturation often include changes in food, clothing and language. At the individual level, differences in the way individuals acculturate have been shown to be associated not just with changes in daily behaviour but with numerous measures of psychological and physical well-being (Wikipedia, 2017).Acculturation according Murphy (2017) comprises those changes in a culture brought about by another culture and will result in an increased similarity between the two cultures. This type of change may be reciprocal, however, very often the process is asymmetrical and the result is the (usually partial) absorption of one culture into the other. Murphy believed that acculturation is gradual rather than abrupt. He connected the process of diffusion with the process of acculturation by considering that diffusion contributes to acculturation and that acculturation necessarily involves diffusion.

Winthrop (as cited in murphy,2017) defines acculturation as "the process of systematic cultural change of a particular society carried out by an alien, dominant society". This change is brought about under conditions of direct contact between individuals of each society. Individuals of a foreign or minority culture learn the language, habits and values of a standard or dominant culture by the cultural process of acculturation. The process by which these individuals enter the social positions as well as acquire the political, economic and educational standards of the dominant culture is called assimilation. These individuals through the social process of assimilation become integrated within the standard culture (Murphy, 2017).

Similarly, Lakey (2003) states that acculturation comprehends those phenomena which result when groups of individuals having different cultures come into continuous first-hand contact, with subsequent changes in the original culture patterns of either or both groups. Social Science Research Council (SSRC) (as cited in Lakey, 2003) defines acculturation as "culture change that is initiated by the conjunction of two or more autonomous cultural systems. Its dynamics can be seen as the selective adaptation of valve systems, the processes of integration and differentiation, the generation of development sequences and the operation of role determinants and personality factors".

Stages of Acculturation
Anyone who moves to a different area, whether it is within their immediate neighborhoods, town, state or province or country experiences to some degree four stages of acculturation as they become adjusted to their new surroundings. These stages are as follows:

1. Initial enthusiasm
This stage takes place when people first arrive. It is characterized by extreme happiness, sometimes even by euphoria due to the overwhelming novelty of not only new culture but also the language with its divergent discourse system from the one of which they are accustomed. The discourse patterns that one has known and become accustomed to their entire life are no longer viable in the new culture and its contradictory patterns of discourse and socialization with members of the new cultural group. What causes great burdens for countless L2 learners in this stage is the fact that "these divergences from reality are often very resistant to change (McClintock,2017).

2. Culture shock
The variable degrees to which an individual questions and attends to various factors when encountering a foreign culture context can at times become burdensome for the individual due to the shock of contrast and differences between the two cultures. Once the "initial period of euphoria and joy" has worn off, an individual may be plagued by the enormous complexities that living in a new culture and learning a new language generate. It is a natural thing that anyone who is exposed to a foreign culture environment different than their own will go through, in varying degrees, dependent on how one copes with the emotional (Loneliness, homesickness, anger and indecision) and physical (water, food and physical contact) feelings one will experience (McClintock; 2017).

A factor identified by Schumann (as cited by McClintock 2017) as one of the main causes of culture shock is what he has termed 'social distance'. The concept of social distance has emerged as an effective construct to give explanatory power to the place of culture learning in second language learning. The hypothesis is the more two cultures contradict each other in terms of discourse and patterns of behaviours, the more challenging it will be for an L2 learner to acquire the Target language and adapt to the new culture and vice versa; the closer the two cultures, the more effortless it will be.

3. Culture stress
Having previously experienced culture shock the learner's next progression along the acculturation continuum is that of 'culture stress'.In the context of culture stress, this stage is one of recovery from the trying experience that just occurred in culture shock. (McClintock, 2017) believes that "general progress is made slowly but surely as the person begins to accept the differences in thinking and feeling that surround him, he slowly become more empathic with the persons in the second culture".

However, in order for an individual to successfully cope with the travails of culture stress, one needs to create a new image of oneself and in a sense become a new person. It is the culture or social identity that is at stake when the process of acculturation is under way. To become bicultural is to develop an altered cultural

personality and identity (McClintock, 2017). In doing so, the individual is progressing to a state of fluctuation between the two divergent cultures – are they still a member of their native community or are they now a member of the new cultural community? Such a state develops from the fact that one's communicative ability has increased to a level of near mastery of the language.

The forces of (euphoria, excitement, cultural learning and culture shock)that have engendered the learner to reach this degree of near mastery of the target language and culture have been termed 'empathic capacity' (McClintock, 2017). The construct of 'empathic capacity' also commonly referred to as 'ego permeability' – tends itself to the learner. In a sense, ego permeability is a conception where the learners lower their inhibitions that they have concerning the target language and culture are more willing to accept the differences.

Certainly, not every learner will have the aptitude or motivation to totally overcome the difficulties along the acculturation continuum and will not achieve a competent communicative ability. Because, virtually every encounter with people in a foreign culture is an intense relationship in which tremendous effort is expanded to keep communication from breakdown (McClintock, 2017). The learner may cease acquiring the target language and may never continue along the continuum.

Action and walker;Schumann, Damen& Ellis (as cited in McClintock, 2017) have referred to such a learner as being 'fossilized'. The learner's level of communicative competence may have reached a point where they are able to perform simple everyday tasks of communication but the learner has not acquired a significant understanding linguistically. The learner will most likely speak a 'pidgin' language, which could be the "result of social and psychological distance".

4. Assimilation

Having reached a point where one's cognitive processes will function automatically, a learner will inevitably be nearing the proposed ultimate goal in the acculturation process: 'assimilation' into the target culture. In essence, the learner has endured an exhaustive quest in their studies to reach a point where they cannot only communicate proficiently but also socialize competently in the target culture and the target culture's people have accepted them as being the same as them.

Therefore, assimilation is "the process by which individuals enter the social positions as well as acquire the political, economic and educational standards of the dominant culture. These individuals, through the social process of assimilation became integrated within the standard culture" (Murphy, 2017). Similarly, acculturation refers to a rejection of cultural identity and the adoption of the host culture (Lakey, 2003).

Complete assimilation is not the inevitable consequence of acculturation due to the value systems of the minority or weaker culture being a part of the entire configuration of culture. It may not always be possible for the minority culture to take over the complete way of life of the majority culture. Often a period of transition follows where the minority society increasingly loses faith in its own traditional values but is unable to adopt the values of the dominant culture. During this transition period there is a feeling of dysphoria, in which individuals in the minority society exhibit feelings of insecurity and unhappiness (Murphy, 2017).

Acculturation Strategies

Berry (1990) advocates four acculturation strategies namely:

1. **Integration:** Integration occurs when individuals are able to adopt the cultural norms of the dominant or host culture while maintaining their culture of origin. Integration leads to and is often synonymous with biculturalism.
2. **Separation:** This occur when individuals reject the dominant or host culture in favour of preserving their culture of origin. Separation is often facilitated by immigration to ethnic enclaves.
3. **Assimilation:** This occur when individuals adopt the cultural norms of a dominant or host culture, over their original culture.
4. **Marginalization:** Marginalization occurs when individuals reject both their culture of origin and the dominant host culture,

Effects of Acculturation

The effects of acculturation are as follows:

a. **Individual health:** Acculturation is thought to affect health by impacting levels of stress, access to health resources and attitudes towards health.
Acculturation stress refers to the psychological somatic and social difficulties that may accompany acculturation processes often manifesting in anxiety, depression and other forms of mental and physical maladaptation.
b. **Culture:** In situations of continuous contact, cultures have exchanged and blended foods, music, dances, clothing, tools and technologies. Cultural exchange can either occur naturally through extended contact or more quickly through cultural appropriation or cultural imperialism. Cultural appropriation is the adoption of some specific elements of one culture by members of a different cultural group. It can include the introduction of forms of dress or personal adornment, music and art, religion, language or behaviour. These elements are typically imported into the existing culture and may have wildly different meanings or lack the subtletics of their original cultural context. Because of this, cultural appropriation is sometimes viewed negatively and has sometimes been called "cultural theft". Cultural imperialism is the practice of promoting the culture or language of one nation in another usually occurring in situations in which assimilation is the dominant strategy of acculturation. Cultural imperialism can take the form of an active, formal policy or a general attitude regarding cultural superiority.
c. **Language:** In some instances, acculturation results in the adoption of another country's language, which is then modified over time to become a new, distinct, language. A common effect of acculturation on language is the formation of pidgin language. Pidgin is a mixed language that hasdeveloped to help communication between members of different cultures in contact, usually occurring in situations of trade or colonialism. For example, pidgin English is a simplified form of English mixed with some of the language of another culture.
d. **Food:** Food habits and food consumption are affected by acculturation on different levels. Research indicated that food habits are discreet and practiced privately and change occurs slowing. Consumption of new food items is affected

by the availability of native ingredients, convenience and cost, therefore, an immediate change is likely to occur (Wikipedia, 2017).

The Conceptual Model
The conceptual model that frames this work is the fourfold acculturation mode. This model was promulgated by Berry and associates (Berry, 2002). The fourfold model categorizes acculturation strategies along two dimensions. The first dimension concerns the retention or rejection of an individual's minority or native culture. (That is "is it considered to be of value to maintain one's identity and characteristics? The second dimension concerns the adoption or rejection of the dominant group or host culture (that is "is it considered to be of value to maintain relationships with the larger society?"). From this four acculturation strategies emerge:
➢ Assimilation,
➢ Separation,
➢ Integration, and
➢ Marginalization

For the most part, the above scholars based their view that immigrant's ethnic distinctiveness within conventional culture falls on a separate continuum from that of immigrants' adaption of host identity and culture. The underlying assumption of these models is that the one-dimensional model is overly simplistic in its view towards the understanding of culture and ethnicity.

These scholars argue that acculturation is not a non reversible process and there is no conceptual or definite end point. The fourfold acculturation model offers us the opportunity in which two cultures interact to predict acculturation effects. The model gives immigrants the chance to identify themselves with two cultures, that of their own and that of the host society. Overall, scholars seen to agree that research guided by fourfold model has shown that conceptualization of acculturation as a multidimensional process is especially helpful to understand cultural change and inter-ethnic relations in ethnically plural context (Woldeab, 2013).

Concept of Internet
The internet, sometimes called simply "the net", is a worldwide system of computer networks- a network of networks in which users at any one computer can, if they have permission, get information from any other computer (and sometimes talk directly to users at other computers) (Owuamanam, 2016). Today, the internet is a public, cooperative and self-sustaining facility accessible to hundreds of millions of people worldwide. Physically, the internet uses a portion of the total resources of the currently existing public telecommunication networks.Technically, what distinguishes the internet is its use of a set of protocols called transmission control protocol/internet protocol (TCP\IP). Two recent adaptations of internet technology, the intranet and the extranet also make use of the TC P/IP protocol (Rouse, 2016).

It offers a collection of information with topic ranging from business to science and technology. It also possesses material on the arts and research materials for students' entertainment, sports, shopping, dictionaries, encyclopedias and maps (Owolabi, 2001). The "network of networks" is linked by fast speed telephone cables, fiber optic cables, laser link and even satellites links. The publicly accessible internet contains literally thousands of terabytes of digital materials that can be reused to support learning without reformalting by models such as 02. The structure of this material varies greatly – some are video, some are audio, some are portable document format (PDF), some are hypertext markup language (HTML) and so on but because humans carry out the aggregation of these resources, the heterogeneous nature of the resources is not problematic (Willey, 2010).

The internet has affected people across the world. Its penetration in schools, homes and offices has been spectacular in rich countries but some developing countries like Nigeria have also sized on it. In these countries, the subscribers are increasing dependent on basic browsing, E-mails, e-learning, messaging for job hunting and many other practical applications.

E-learning according to Kopper (2010) can be defined as the use of information and communication technologies (ICTS) to facilitate and enhance learning and teaching. E-learning specialist specializes in development of multimedia and electronic learning products, particularly Web-based learning. E-learning authoring tools are software or online services that enable users to create courses, simulations or other educational experiences. These tools typically support conventional, presentation – like courses and may enable screen recording, multimedia, interactivity, quizzes and non-linear or adaptive approaches (Wikipedia, 2016).

The Role of Internet in Acculturation

Acculturation is a very broad concept. For the most part, acculturation implies that immigrants become conversant in the values, cultural norms and modes of the host society and acquire the skills needed to negotiate their new environment (Berry, 1990). Technology is a cultural amplifier and the rapid advance in internet. Technology is changing the world in which national and international boundaries are less marked (Woldeab 2013).

The internet serves as a communication and social support tool. The internet, by giving people the ability to shape and reshape cultural understanding through digital creativity, has introduced something that is truly different (Woldeab, 2013). This implies that the use of the internet by individuals involves psychological, social and cultural meanings. Tsai (as cited in Woldeab, 2013) asserted that technological advances have drastically changed how people of all ages live and communicate, by aiding them in seeking information and maintaining social ties. As such, the influence of the internet has caused a change in the way human live, work, learn and shop, thus making it one of the extensions of self.

The internet plays a significant role in maintaining close or distant social networks. Consequently, people are using it more than ever for interpersonal communication, that is, receiving electronic mail, contacting friends and family members

over instant messaging services and social media such as Facebook and Twitter. These actions and responses create social network both in scope and size. As such "internet users have somewhat larger social networks than non-users" (Woldeab, 2013). For newcomers these social interactions contribute to the bigger process of their acculturation. This is because "communication is key to the process by which an immigrant gains information to adapt".

In Kim's conceptualization of across cultural socialization (Woldeab, 2013), she describes the adaptive changes individuals experience through continuous communication with the cultural environment. According to her, socialization provides individuals' essential skills and habits for participating in the overall development of culture through shared norms, customs, values, traditions, social roles, symbols and languages by which the social and cultural community are realized.In this case, socialization on the internet with individuals of similar cultural backgrounds may serve the purpose of cultural maintenance, while re-socialization, which is defined as "the way in which an individual who has completed his/her childhood socialization in one culture then comes to adopt the behaviours and values of another culture", may mean that the online socialization by immigrants with individuals from the host society would lead into the development of shared cultural norms and values.

In the acculturation context, the internet can play a dual role. The internet can facilitate new comers in easily obtaining information from their home regions, staying in touch with families and friends and interacting with others who have similar interest and cultural backgrounds. This may lead to ethnic ties and a culturally diverse society. However, the internet can offer newcomers with opportunities to learn social norms, lifestyles, living tips and other information about the host culture which may facilitate their acculturation process to the host society and lead to a more cultural homogeneity (Woldeab, 2013).

The internet, unlike traditional media, crosses the line between mass and interpersonal communication. Furthermore, its intrinsic uniqueness is in its availability and accessibility. For new comers, these tools may offer opportunity for interaction with the host culture and comfort of connections with old ties from home countries (Woldeab, 2013). A case study carried out by Elias and Lemish (2009) with former soviet union immigrants seems to strengthen this argument. Results of their study suggested that the internet reinforced the acculturation of the immigrants in developing identities when they are engaged in settling into and adjusting to their host society.

According to Berry (1997), the internet functions as a survival tool that fulfils information and emotional needs for new comers who may be experiencing anxiety and uncertainty about their new host society and environment. Woldead (2013) also noted that the internet provides newcomers with an array of information and instantaneous response; it also increases the frequency and acceptance of interpersonal communications with their new society and home country.

Challenges in Using Internet in Acculturation
Even though the internet has numerous functions to perform in acculturation, it has inherent challenges. These challenges include:
3.   Computers are out of reach for most people because of the initial cost and cost of maintenance,

4.   Obsolete and dilapidated telecommunications infrastructures,
5.   High cost of links to internet backbones,
6.   Shortage of expertise, and
7.   Limited availability of electricity (Berry, 1997).

Furthermore, Edono and Udo (2000) argue that poverty and wars have being the major challenge restraining people especially African nations from utilizing internet infrastructure creating an everlasting digital divide.

Recommendations

The following recommendations were made to overcome the challenges. Internet should be considered a tool that can enhance the incorporation of new immigrant into their receiving environment. Therefore, the local and federal government agencies, educational institutions and other parties should consider the internet one of the factors that can aid the acculturation process of students in their most culture.

The internet has become the vehicle of cross-cultural interactions and for students this virtual world has become an environment in which they can establish and increase their social networks. Therefore, it is essential that the influence of the internet as a communication and interaction tool in a more or less virtual world where students stimulate and expand their social network be scrutinized from the perspectives of different disciplines for example, anthropology, sociology, psychology, communication, education, health and among others.

Mobile phone has particular important implication for the digital divide because they can be expanded rapidly into poor – urban and rural areas where acculturation takes place. Therefore, the government should as a matter of policy reduce the prices of mobile phone.

Conferences, seminars and workshops should be organized by the government and major stakeholders in education for teachers to update those who already use the computer as well as those who are not yet computer literate. Also computer appreciation should be included in the students' curriculum.

For internet facilities to work effectively there is need for facilities such as steady electricity supply to be guaranteed by the federal government.

Conclusion

The basic word for acculturation is culture. Culture means way of living and a way of life. Therefore, acculturation is a process in which members of one cultural group adopt the beliefs and behaviours of another group. The focus of this work is on language. Two things are to be considered. The degree to which person learns the language of the host culture and the degree to which the old language is retained. Based on its importance of language to any nation, the people and the government of Nigeria embarked on the achievement of an indigenous language policy.

The policy states that every child should be encouraged to learn one of the three major languages other than his own mother tongue.

Acquisition of other Nigerian language will go a long way to foster the much needed national unity and cohesion. It is well-known that there is a shortage of teachers of these languages and this is one of the reasons for establishing the NINLAN at Aba.

As part of the mandatory requirement in NINLAN, students are expected to spend a minimum of twelve weeks in acculturation programme. This is to enable the students to live freely among other people, improve their spoken skills and engage in leaching their L_2 in the co-operating institutions.

It becomes pertinent to adopt a more interactive medium of mass media that can help achieve the objectives of acculturation programmes of NINLAN. In the acculturation context, the internet can play a dual role. The internet can facilitate new comers in easily obtaining information from their region, staying in touch with families and friends and interacting with others who have similar interest and cultural background.

Even though the internet plays an important role in acculturation, it has inherent challenges. These challenges include: Computers are not out of reach for most people because of the initial cost and cost of maintenance, obsolete and dilapidated telecommunications infrastructures, high cost of links to internet backbones, shortage of expertise and limited availability of electricity.

These challenges can be overcome through the following ways, the local and federal agencies, educational institutions and Other parties should consider the internet one of the factors that can aid the acculturation process of students in their host culture, government as a matter of policy should reduces the prices of mobile phone since they can be expanded rapidly into poor – urban and rural areas, computer appreciation should be included in the students' curriculum and finally, steady electricity supply should be provided by the federal government for its internet facilities to work effectively.

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Factors Affecting Efficient Management of Primary Education in Nigeria

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Abstract: *The efficient utilization of resources at the disposal of any institution/organization goes further to address the challenges of such institution or organization. If the financial and material and human resources are not properly controlled and directed, such institution suffers some obvious setbacks. And when such resources are properly managed, the obvious is that such institution enjoys huge successes. This is so with every business organization and in indeed educational organizations. This paper examines the efficient management of primary education in Nigeria looking at the role of Local Government in Education, the relevant laws establishing Local Government system since 1976, factors affecting efficiency, Source of funding of primary education and recommendations.*

Keywords: *efficiency, management, primary education.*

Introduction

The 1976 Local Government system was created in Nigeria by the General Olusgun Obasanjo military Government in 1976. After the creation of the Local Government in 1976, following the Old Man commission reports Local Government Education Authorities were established to replace the hitherto Native Authorities. Ukeje (1993) noted that the Local Education Authorities were indeed parastatal of the Ministry of Education. They were charged with the responsibility of managing the primary schools under their jurisdiction. Thus the management of primary education was under the supervision of the Ministry of Education. It is noteworthy to mention too that after creating Local Government Authorities, their finances were separated from the Native Authorities of the previous order. Thus in 1978 the Federal Government has virtually withdrawn itself imposed responsibility to fund all primary education. In 1979, with the introduction of a civilian regimenew revenue came into effect in 1981.

Thus, the federal government was given 55%, state 30%, local government 10% and 5% to oil producing states. The Federal government handed over the management of primary education to the Local Government. Thus paragraph 2 of the fourth schedule of the 1979 constitution states:

>…the functions of a Local Government council in the government of a state as respects the following matters namely,

1. The provision and maintenance of primary education.

2.   Such other functions as may be conferred on a Local Government council by the House of Assembly

What is Local Government?

Hickey (1966), referred to Local Government as "the management of services and regulatory functions by locally elected councils and officials responsible to them under statutory and inspectoral supervision of central legislature and executive, but with enough financial and other independence to admit of a fair degree of local initiative and policy making"It may be defined as movement at local level exercised through representative councils established by law to exercise specific power within defined areas.

Efficiency

According to Mbiti (1974), organizational efficiency depends on the proper combination of two factors: the personnel skill factor and the equipment and supply factor.The term "efficiency" connotes making maximum profit with the least possible expenditure or providing maximum satisfaction of performance. The personnel skill implies that the employee of an organization (Local Government authority for example) must possess the right attitude and appropriate competent skills necessary for the performance of the work assigned to them.

Role of Local Government in Education

In keeping with the provisions of the 1979 constitution which stipulates that Local Government Councils should be charged with the provision and maintenance of primary education and to assist the Federal/State Governments in achieving the national objectives for primary education, Local Education Authorities were charged with the following duties and powers:

a.   To prepare and submit to the commissioner for Education from time to time and within such time as required; an estimate of the needs of its area for securing sufficient primary schools to accommodate all pupils of primary school age within its area.

b.   To maintain such existing public primary schools as well as established and maintain such new public primary schools as the commissioner may direct.

c.   To assist such primary school with grants.

d.   Furnish the commissioner with advice relative to primary education within its area and with such information, returns, accounts and estimates and ensure that the premises of schools conform to good standards (Adesina, 1986).

The Local Government through the Local Education Authority may in addition to the above functions perform other duties relating to education in its area. A Local Education Authority has powers to establish, in accordance with the provisions of the law an education committee and may authorize such education committee to perform on its behalf any of its functions.

However, Decree No3 of 1991 gave each Local Government Area of Nigeria powers to establish Local Government Education Authority which must have Local Education committee which will carry out the functions assigned to if by the authority.Section 2 of the Decree outlines the functions of the Local Government Education Authority as follows:

a. Recruitment, appointment, promotion and display of teaching and non-teaching staff.

b. Posting and deployment of teachers including inter Local Government Area transfer.

c. Disbursement of funds provided to it by the Local Government council sources.

d. Setting –up of effective and functional supervisory unit.

e. Supervision of all other units set up under its jurisdiction.

f. Providing guidelines on the establishment of new schools and new capital projects.

g. Retirement and re-absorption of teachers.

h. Responsibility for the approval of schemes for the training and retraining of teaching and non- teaching staff.

i. Assessment and provision of salaries and allowances of teaching and non teaching staff based on the scheme of service drawn up by the Local Government Area Council.

j. Ensuring that annual reports are rendered by Head of Schools on teachers appointed to serve under them.

k. Preparing testimonial and certificates of service of teaching and non – teaching staff whenever necessary.

l. Dealing with leave matters including annual vacation leave.

m. Ensuring annual auditing of accounts.

n. Responsibility for the schools in its area of jurisdiction.

o. Submission of annual estimates, annual accounts and monthly returns to the authority

p. Acquisition and distribution of material and equipment to all primary schools in its area of jurisdiction.

q. Undertaking of capital projects and general maintenance of primary school buildings.

r. Stimulation, promotion and encouragement of communal participation in the running of primary schools in its area of jurisdiction.

s. Taking all reasonable steps to ensure full enrolment and attendance in all primary school in its area of jurisdiction.

t. Payment of any land acquired for educational purposes in it area of jurisdiction.

u. Performing such other functions as may be assigned to it by the Local Government councils or commissioner for Education.

From the foregoing, all the powers and authorities concerning the management and administration of primary Education in the country were given to the Local Government through the plat form of the Local Education Authority of such Local Government. To boost the revenue base of the Local Government because of their added responsibility of financing primary education, the federal Government raised the Local Governments' share of the federation account from 10 percent to 15 percent in 1991; and from 15percent to 20 percent in 1992 Ogunu (1993).

It has been observed that despite the huge expenditure as could be seen in the increase in federation account of the Local Government Education, Local Government in the country have not be able to carry out efficiently the functions assigned to them

under the 1979 constitution as amended especially in terms of education. Below are some of the factors which have militated against the efficiency of Local Government in the performance of their education duties since 1976.

Factors affecting the efficiency of Local Government in the administration of primary education in the country.

1.   Lack of qualified staff
Perennial problems which have continued to undermine Local Government efficiency with reference to education was lack of qualified staff to carry out the essential functions of leadership and management. Hence, Ajayi (in Adesiua et al 1983, p.60) noted that:

> "… most of the councils are devoid of competent, inspiring, active leadership, and qualified manpower who could translate education policies into meaningful reality. Inother words, Local Government administration all over the country could be said to have enthroned mediocrity in all facets of their administration, with half-baked personnel (often stark illiterates or semi – illiterates finding themselves in the corridors of power or the guise of elected or nominated) representatives of the peoples."

The Benue State Government report in 1977 complemented that of the Ajayi of 1983 above. The state government noted.

> "Adequate and proper staffing of the local government in the state has been a perennial problem since the advent of local governmentin this country. Many factors have been mentioned as being the principal cause of the situation. A few of the major ones are: lack of funds to employ trained staff and lack of promotional prospects in the local government service among others.

2.   Inadequate funding
Perhaps the most severe problem which has plagued local governments in the country since their creation is inadequate funds to execute their programmes. Most of these local governments have very weak financial base, arising from the fact that the people do not pay rates to the local governments. This made local government councils unable to generate adequate internal revenue due mainly to shortage of staff for revenue collections, incompetence, dishonest practices and lack of devotion to duties. This has made local governments to depend largely on the state and federal governments for grants and subventions.

3.   Another problem which has bedeviled the activities of local government in the management of primary education is persistence interference by both the State Government and the Federal Government respectively.

Ademolekun (1985) sums up what happened in practice throughout the federation as follows:

> "… the actions of state governments… fundamentally contradict
> the objectives set for local government in the constitution.

These actions include among others, the appointment of caretaker committees solely on partisan basis, proliferation of Local Governments, hijacking of Local Government funds, hijacking the functions of the Local Governments as written in the constitution….. It appears that the concern of partisan advantages accounts for the actions of state governments… thus, the laudable objectives set for Local governments in the constitution have been scarified to the partisan interests of the politician"

The situation is not better with the appointment of sole administrators by some state governments to manage the affairs of the Local Governments. There has been consistent power struggle between the sole administrators and Local Government Secretaries.

4. Political Instability at the Federal and state levels has affected the stability of the Local Government leadership and policies on primary education as local government changes. The principle of consistency and continuity which are vital for the realization of local government goals are thereby lost. In addition there is also the conflict between the politically appointed chairman and a bureaucratic, the secretary. The chairman is often not favourably disposed to the technical and expert advice of the Director of Administration; the Head of Personnel Management and even the other senior officials of the Local government such as treasurers, director of work etc. In most cases, the ruling party determines to a large extent the role of the local governments should play either by supplying it with funds or starve it of funds.

5. **Lack of Accurate Census Figures**
    Another discernable constraint on efficiency was the absence of accurate census figures. This made it very difficult for example to project the number of pupils eligible for admission into primary one every year. Also the inability to obtain adequate and reliable data on taxable adults greatly reduced the inflow of revenues from this particular source. So projections and planning were based on faulty data and inputs. This does not augur well for meaningful planning and result-oriented educational programmes at the Local government levels. Even where these data were available, there was the problem of record keeping and preservation. All these engendered crisis in management of primary education

6. **Corruption**
    Corruption is a social malaise which did not spare local government councils. Some local government personnel were engaged in various dubious and criminal acts such as impersonation, illegal collection of taxes, kick-backs, ticket racketeering, inflation of invoices, collusion to dupe the local authority, diversion of government property to private use and siphoning of public funds into private pockets.
    This has led to the dissolution of local governments in some state on grounds of official corruption by their various state governments. Some certain

investigations has revealed large-scale corrupt practices by officials of these local governments. In some cases, the local political leaders and the local government administrator shared the loot with the former having a slight edge oven the latter.

Recommendations

In the light of the universe of problems, short comings and inadequacies of local governance of education described above, the following recommendation are made for more efficient and effective local governance of primary education in the country.

1. Local governments should be given greater autonomy to carry out their educational duties. State interferences should be minimized. State actions should stop at policy decisions and monitoring. State governments should stop taking local government funds and function. However, there should be in place a central guidance, monitoring and support mechanisms that can help strengthen local government management of primary education

2. Highly qualified and experienced and efficient staff should be attracted into local government service by offering them attractive remunerations and conditions of service. In service trainings such as seminars and workshops geared towards effective administration of local government should be made available to those in the system

3. The local governments should strive to generate more funds locally to supplement whatever they get from the federation account and state governments respectively. Local governments should not be dependent on the federation account only. They should invest in some other viable projects to generate revenue for their needs. Such areas as agriculture, commerce and industry should be invested by local governments.

4. Federal and state governments should ensure adequate and regular funding of local governments to save the councils from debts and enable them serve the people especially at the primary education levels. The federal governments and state governments should monitor closely how its monies remitted at being spent.

5. To counter the negative effects of corruption: fraudulence and similar offences which characterize the official fabric of local governments, federal and state governments should evolve befitting disciplinary measures against offenders. This will serve as deterrents to others and save much funds for primary education which councils are losing through corruption and misappropriation by few privilege local government officials

6. The absence of democratically elected officials contributed significantly to the low level of performance by local governments. It is strongly recommended that all local governments should be run by elected chairman and councilors. These are the representatives of the people at the grass root levels.

7. A comprehensive programme of enlightenment should be developed to educate the suppliers and collectors of educational data on the need to have an accurate data at all times. Data should not be falsified for cheap political points.

8. Persons appointed as chairman and secretaries of local governments authorities should be men and women of articulation, probity and proven integrity. The

principle of "Career open to talent" should be adopted. Preferably, retired educationists, magistrates and civil servants as well as successful business man should be appointed as chairman and secretaries respectively.

Conclusion

Effective governance of primary education depends on the efficiency of the local government machinery set up to implement government policy on education at the local level. This paper defined the concepts of local government and efficiency and described the educational objectives and roles of local government councils in the governance of primary education. It critically examined the major factors which have militated against efficiency in local administration of education since 1976 and made several recommendations for efficient management of primary education by local governments in subsequent years.

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Influence of Adolescent Pregnancy Behaviour on Students' Academic Attainment in Rivers State; Implication for Counseling

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Abstract: This study aimed at investigating the influence of adolescents' pregnancy behavior on their academic attainment in Rivers state. To guide the study, three research questions and three hypotheses were formulated. The study adopted is a survey design. Eighteen Primary Health Centers were selected for the study. Six of these were in the two major Urban areas of the state, while twelve were skillfully selected from the three senatorial districts of the state. A total population of1 three hundred and twenty-one (321) pregnant respondents was drawn for the study. Accidental sampling technique was used. The research instrument used for data collection was a questionnaire, designed by the researcher and validated by experts in psychometrics. The Reliability of the instrument was established using a test - re –test method. A reliability coefficient of 0.80 was obtained. The data collected from the study instrument was analyzed using mean and standard deviation to answer research question while the t – test statistic was used to test the hypotheses at 0.05 level of significant. The findings of the study revealed that; peer groups and self-esteem as variables of social behavior, had negative influence on the pregnant adolescent in academic attainment. Hence, the study recommended that counselors should identify these behavioral variables that have influence on the pregnant adolescents, so as to carry out a more informed and effective counseling.

Keywords: efficiency, management, primary education.

INTRODUCTION

In the entire world, the issue of adolescent pregnancy has since become a concern among guidance, NGOs and various government agencies across the world given its effect in the educational growth and development in the child's life. It is well documented that industrialized and developing countries have distinctly different rate of adolescent pregnancy. The World Health Organization (WHO) reported on February 23rd 2018 that approximately 16 million girls aged 16-19 years and 2.5million girls less than 16 years give birth each in developing countries. The report states further that every year some 3.9million girls aged 15-19 years undergo unsafe abortions. The United Nations Population Fund (UNPF) stated that every day in developing countries, 20 thousand girls under age 18 give birth which amount to 7.3 million births a year and if all pregnancy are included and not just births, the figure of adolescent pregnancies tends to be much higher.

Women in Africa in general get married at much earlier age than women elsewhere, leading to earlier pregnancy. According to available data at World Bank as at 2015, the highest incident of birth among 15-19 years old girls was in Africa generally. A Save the Children Report identified 10 countries where motherhood carried the most risk for young mothers and their babies. Of these, nine were in Sub-Sahara Africa. In the 10 highest risk nations, more than one in six teenage girls between the ages of 15-19 gave birth annually and nearly one in seven babies born of these teenagers die before the age of one year.

In Nigeria, an estimated 23% of women age 15-19 years have begun child bearing, of which 17% have had their first child and 5% are pregnant with their first child (Demographic and Health Survey 2013). The report stated further that 32% of teenagers in ruler area have begun child bearing, as opposed to 10% to urban area of Nigeria. The report shows disparities within the geopolitical zones as follows; North West 36%, North East 32%, North Central 19%, South South 12%, South East 8% and South West 8%. It was on this backdrop that the National Population Commission (NPC) in 2013 warned that the number of teenage mother in Nigeria may rise to 60 million by 2015 if aggressive step is not put in place.

In the rural area of Rivers state, in the South South geopolitical zone of Nigeria, the menace of adolescent pregnancy is prevalent as three in every ten girls who have dropped out of college is a mother already, and one in every girl who had just finished college in the rural area might have had an abortion. It is evident that one third of the female children born by their mothers at an adolescent age are most likely to give birth at same age in their life. The survey conducted by a leading International Organization called "Save the Children" stated that annually 13 million children are born by women under the age of 16 years and more than 90 per cent in the developing countries. It is also said that the highest rate of teenage pregnancy in the world was found in the sub-Saharan Africa (Chang'ach, 2012).

Education plays an important role in the future of young people as it prepares them for work and life as an adult. However, available statistics indicated that one-third of pregnant schoolgirls do not complete their schooling (Dhlamini, 2009). Without proper education teenage mothers do not qualify for jobs to earn enough money to support themselve and their children. Grant and Hallman (2006) stated that there is a substantial body of evidence indicating that one of the most consistent risk factors of schoolgirl pregnancy is lower socioeconomic status. This cycle of poverty often repeats itself with pregnant schoolgirls beginning a lifelong trajectory of poverty for themselves and their children through truncated educational opportunities and poor job prospects.

According to Newman (2008) the choice of what to do when the pregnancy is confirmed is too serious a matter for the level of maturity of most school girls. A pregnant schoolgirl often faces confusing advice from people regarding pregnancy, child-rearing and education, and this can undermine confidence in herself and her ability to cope (Changach, 2012). More disheartening is a report from Xinhua (1996) that one out of three girls aged 15 to 19 residing in the central region of Ghana has had a child. Pregnancy takes physical, social, physiological and emotional preparation to accomplish or give birth.

Teenage pregnancies that are unplanned may lead to impulsive decision-making, and pressure from parents, peers, society and school may have an impact on the decisions teens make (Wirkus& Maxwell, 2012). Their inability to see future consequences for their behaviour as

well as psychological immaturity puts them at risk (Mokwena, 2003). According to Seabela (1990), teenage pregnancy presents itself to an affected teenager as an experience associated with a variety of psycho-socio-economic implications for the child, the mother and the society as a whole.

The negative impact of teenage pregnancy on the teenage mother is clearly revealed when she tends to face psychological, emotional, and social problems which may lead to the interruption of the developmental stage of self-identity formation, depressive symptoms, overdependence on parents, high levels of frustration, and problems with forming and maintaining personal relationships (Thompson, 2006).Loignon (1996) cited in the Québec (2011) maintains that teenage mothers often face consequences such as social isolation, poor life habits, low education level, maltreatment, stress, and depression.

The shock of an unwanted pregnancy can be emotionally, psychologically and socially traumatic for the young teenage mother-to-be and in situations where there is no emotional support, some teenagers may experience increased anxiety and frustration, while others may develop depression, emotionally reject the existence of an unborn baby, become alienated from life, break communication with family and friends, and may eventually commit suicide (Bezuidenhout, 2009). Severe Emotional Disturbance (SED) has been defined as the display of behavioural difficulties in pregnant adolescents, sometimes as a result of internal distress (feelings of sorrow, anger, anxiety, frustration, disappointment), that are persistent over time and disrupt learning (Yampolskaya, Brown & Greenbaum, 2002).

On the contrary, Lemos (2009) contends that being pregnant may attract welcome care and attention from parents, professionals, friends and, of course, the boyfriend and young fathers – some or all of whom may want to be, young mothers and fathers such that having a baby stirs powerful emotions of love and tenderness in almost everyone, with these feelings being overwhelmingly positive, regardless of the long-term negative consequences.

Falling pregnant while still at school or at an educational institution generates a set of problems for which the teenager has to find a solution (Bezuidenhout, 2004). She has to decide if she carries the unborn baby to full term or to have an abortion. Should she decide to carry the unborn baby to full term, her studies are obviously going to be interrupted and she would immediately be placed in a disadvantaged position, especially when having to rear her own baby (Bezuidenhout, 2004), and poor academic performance leads to poor employment and financial prospects, which in turn may have detrimental effects on all the other aspects of the life of the mother and her baby (Enderbe, 2000).

In the Daily News (23 July 2011) Allen quotes a statement by Thompson (2009) that "Teenage pregnancy is associated with poor high school attainment and decreased earnings later on in life". Mpaza (2006) maintains that once the baby is born, the teenage mother needs more time parenting the baby and much of the responsibility is carried out during the night, which leaves the teenager with less time to study and do homework – the ultimate consequence of this being a teenage mother failing to concentrate in the classroom because she would be feeling drowsy and exhausted, leading to poor performance in school subjects and failure.

Statement of the Problem

Teenage pregnancy can have a profound impact on young mothers and their children by placing limits on their educational achievements and economic stability, and predisposing them to single parenthood and marital instability in the future. Teenage mothers are unlikely to complete secondary school education or will perform poorly as a result of emotional, psychological and social distractions they face due to the pregnancy. The non-completion or unsound completion of secondary school education limits the life earning potentials among the teenage population, which could perpetuate the cycle of impoverishment in the community.

Most literature focuses on social factors, which predispose adolescents to falling pregnant. Pregnancy may cause psychological distress, as it is often associated with dropping out of school, either before or shortly after childbirth. Adolescent mothers are more likely to present with symptoms of depression when compared with their non-parenting peers and older mothers.

The Demographic and Health Survey of 2013, puts the number of adolescent girls that have giving birth in the South-South geopolitical zone of Nigeria to be 12%. The National Population Commission (NPC) in 2013 warned that the number of teenage mothers in Nigeria may rise to 60million by 2015 if aggressive steps are not put in place. Adolescent pregnancy has been a prevailing issue in this region as most of the female children between the ages of 14-17 are already exposed to sexual life which if not well exposed will lead to pregnancy and the rate at which the number of young female school drop-outs and younger mothers on the street calls for a serious concern. It is against this backdrop, that this study is determined to investigate the influence of adolescent pregnancy behavioron the academic attainment of female students and also proffer solution to the problem.

Purpose of the Study

The main purpose of this study was to investigate the influence of adolescents' pregnancy behavior on students' academic attainment in Rivers State. The specific objectives are;

1. To determine the extent to which emotional behavior of pregnant adolescents influence the academic attainment of students in Rivers state.

2. To investigate the extent to which social behavior of pregnant adolescents influence the academic attainment of students in Rivers state.

3. To assess the extent to which psychological behavior of pregnant adolescents influence the academic attainment of students in Rivers state.

Research Questions

Based on the research purpose,the following research questions were raised

1. To what extent does emotional behaviour of pregnant adolescents influence the academic attainmentof students in Rivers State?

2.   To what extent does social behaviour of pregnant adolescents influencethe academic attainment of students in Rivers State?

3.   To what extent does psychological behaviour of pregnant adolescents influence the academic attainmentof students in Rivers State?

Hypotheses
The following null hypotheses guided the study;

Ho$_1$ There is no significant difference in the mean rating of urban and rural adolescent girl on the extent to which emotional behaviour of pregnant adolescent students influence their academic attainment in Rivers state

Ho$_2$ There is no significantdifference in the mean rating of urban and rural adolescent girl on the extent to which social behaviour of pregnant adolescent students influence their academic attainment in Rivers state

Ho$_3$ There is no significantdifference in the mean rating of urban and rural adolescent girl on the extent to which psychological behaviour of pregnant adolescent students influence their academic attainment in Rivers state

METHODOLOGY
Research Design
The research method used for this study is the descriptive survey. survey research because it covers a large sample population. The T test statistic was utilized at 0.05 level of significance to test three null hypotheses;while mean was used to answer the three questions.

Population of the Study
The population of this study consists of two hundred and seventy (270) pregnant adolescent gotten from eighteen health centers across Rivers State, and fifty one(51) pregnant adolescents met accidentally across six local government area in Rivers State. This summed up to give a total population of three hundred and twenty one(321) respondents for the study.

Sample procedures/Sample Size Determination
The entire accidental respondents obtained from the population was added to 161 respondents obtained from the eighteen health centers, bringing a total of two hundred and twelve (212) pregnant adolescents as sample respondents for this study.
In determining the sample size, the YaroYamen's sampling formula as offered by
Baridam (2001:93) was adopted.

Development of Research Instrument
The researchers developed an instrument title 'Influence of Adolescent Pregnancy behavior and their academic attainment of students (IAPBAA). A set of questionnaire was used to get objective responses from Pregnant/Parenting adolescent girls in Urban and Rural areas of the state. The instrument was tested for Validity and Reliability.

Validity of the Instrument
The researchers had made frantic efforts to ensure that the necessary data for the study are provided by the Pregnant Adolescent. After developing the questionnaires, it was given to experts in the Department of Educational Foundation to ascertain psychometric property. These experts examined the suitability of the language in relation to the level of the students.

Reliability of the Instrument
To establish the reliability of the Instrument, a test-retest method was administered on a set of ten pregnant/parenting adolescent girls from Urban and Rural Health centers respectively, which are outside the sample population. After, the first administration of the instrument, an interval of three weeks was reached before re-administering the same instrument to same respondents. The pair of results was correlated using Pearson Product Moment statistics. A high positive correlation coefficient (r) up to 0.8 was achieved which showed that, the instrument is 'reliable'.

RESULTS OF FINDINGS

Research Question 1: To what extent does social behavior of pregnant adolescents Influence the academic attainmentof students in Rivers State?

Table 4.1: Analysis of perceptions of Urban and Rural Pregnant Adolescent Girls on how their Social Behavior Influence Academic Attainment.

S/N	Factors	Variable Questions	$\overline{X}_1$	SD$_1$	Remarks	$\overline{X}_2$	SD$_2$	Remarks
	Urban Girls					**Rural girls**		
1	Social behaviour (peer groups)	Pregnant girls relate well with peers at school	2.08	0.88	Low Extent	2.71	0.91	High Extent
		Friends and classmates made pregnant students isolate themselves at school	2.92	0.82	High Extent	2.52	1.10	High Extent
	(self-esteem)	Parents unable to provide adequately for pregnant students contributed to them dropping out of school	2.92	1.09	High Extent	2.13	0.89	Low Extent

		$\overline{X}$/SD					
(Self-concept)	Pregnant students feel embarrassed when classmates speaks about their body changes due to pregnancy.	3.25	0.89	High Extent	2.89	0.82	High Extent
	Friends influence decision most pregnant students make	2.25	0.67	Low extent	1.83	0.90	Low Extent
	Shyness of body structural changes made pregnant students drop out of school.	2.38	1.00	Low Extent	2.19	0.93	Low Extent
Grand	**$\overline{X}$/SD**	**2.63**	**0.89**		**2.27**		**0.92**

Source: Field Survey, 2020

From the above Table 4.1, it can be seen that taking a mean of 2.50 as an index of a group, majority of Urban pregnant girls are in agreement with a grand mean of 2.63 that, social behavior during pregnancy influence academic attainment, but reverse is the case for the rural pregnant girls with a grand mean of 2.27. Also, it can be observed that both respondent groups have similar view about item variable statements 2 and 4 also to item 5 and 6 on self-concept. While for the other two sub-factors, they both show slight opposite views.

Research Question 2: To what extent does emotional behavior of pregnant Adolescents Influence the academic attainmentof Students in Rivers State?

Table 4.2: Analysis of Perceptions of Urban and Rural Pregnant Adolescent Girls on how their Emotional Behavior Influence Academic Attainment.

			Urban Girls			Rural Girls		
S/N	Factors	Variable Questions	$\overline{X}_1$	S_1D_1	Remarks	$\overline{X}_2$	S_2D_2	Remarks
1	Emotional behaviour (lack of interest)	Guilt that parents/guardians of pregnant adolescent are disappointed by their pregnancy makes them lose interest in studies.	3.04	0.90	High Extent	2.83	1.17	High Extent

S/N	Factors	Variable Questions						
2	(Lack of attention)	Fear on how parents and teachers react on every provocation makes pregnant adolescents lose interest in studies.	2.54	0.97 Extent	High	2.31	0.80	Low Extent
		Pregnant adolescents are often distracted in class work because they often try to understand the different body changes occurring within them.	2.92	0.82 Extent	High	3.06	1.11	High Extent
		Pregnant adolescents loose attention in class work because they are frustrated with the thought that classmates do have negative perception about them being pregnant.	2.83	1.00 Accepted		2.69	1.03	Accepted
	Grand $\overline{X}$/SD		2.83	0.92		2.65	1.03	

Source: Field Survey, 2020

From the above Table 4.2, it can be seen that taking a mean of 2.50 as an index of a group, majority of the respondents from both groups are largely in agreement that, emotional.

Behavior during pregnancy affects their academic attainment with a grand mean of 2.83and 2.65 for urban and rural respondents respectively. Also, it can be observed that both respondent groups have similar view about item variable statements 1, 3 and 4. While they both show slight opposite views on variable 2 alone.

Research Question 3: To what extent does psychological behavior of pregnant adolescents influence the academic attainment of Students in Rivers State?

Table 4.3:Analysis of Perceptions of Urban and Rural Pregnant Adolescent Girls on how Psychological Behavior Influence their Academic Attainment.

			Urban Girls			Rural Girls		
S/N	Factors	Variable Questions	$\overline{X}_1$	SD$_1$	Remarks	$\overline{X}_2$	SD$_2$	Remarks
1	Psychological behaviour (Aggression)	Pregnant adolescent get easily unfriendliness during discussion.	2.21	0.87	Low Extent	3.00	0.92	High Extent

			$\overline{X}$	SD		$\overline{X}$	SD	
		Pregnant adolescent are quick to make assumptions that classmate are speaking about them in a negative light.	3.08	1.01	High Extent	3.08	0.94	High Extent
2	(interaction)	Pregnant adolescent suggestions during classroom discussion are often rejected.	2.17	1.04	Low Extent	1.98	1.03	Low Extent
		Pregnant adolescents are often more interested in social interactions than attending to studies.	2.96	0.89	High Extent	2.67	1.03	High Extent
3	(Cognitive retention)	Pregnant adolescents ask their seat mate too much questions during test/exams writing.	2.71	1.07	High Extent	2.60	1.14	High Extent
		Pregnant adolescents hardly answer correctly, questions asked in lesson period.	1.79	0.96	Low Extent	2.67		High Extent
	Grand $\overline{X}$/SD		2.49	0.97		2.67	1.02	

Source: Field Survey, 2020

From the above Table 4.3, it can be seen that taking a mean of 2.50 as an index of a group, majority of Urban pregnant girls are not in agreement with a grand mean of 2.49 that, psychological behavior during pregnancy influence academic attainment, but reverse is the case for the Rural pregnant girls with a grand mean of 2.67. Also, it can be observed that both respondent groups have similar views about item variable statements 2, 4, and 5. While they exhibited varying views for variable statements 1, 3, and 6.

Hypothesis 1: There is no significant difference in the mean rating of Urban and Rural Adolescent on the extent to which Emotional Behaviour of Pregnant Adolescent Students influence Academic Attainment of student in Rivers State

Table 4.4: t- test on the significance of emotional behaviour of pregnant adolescents on academic attainment.

Teenage Pregnant Respondents	Mean	St.Dev.	N	Df.	St. Error	P	t_{cal}	t_{crit}	Remark
Urban girls	2.63	0.89	130						

			190	0.92		0.05	2.47	1.96	**Ho$_1$**
									Rejected
Rural girls	2.27	0.93	200						

The data in Table 4.4 revealed that the calculated t-test value of Urban and Rural Pregnant adolescent girls is 2.47, while the critical t-value was 1.96 at a degree of freedom of 190 at 0.05 significant levels. Therefore, the null hypothesis isrejected. Meaning that, there is significant relationship in the perceptions of the Urban and Rural Pregnant adolescent girls on the influence of emotional behavior on academic attainment.

Hypothesis 2: There is no significant difference in the mean rating of Urban and Rural Adolescent on the extent to which Social Behaviour of Pregnant Adolescent Students influence Academic Attainment of student in Rivers State

Table 4.5:   t- test on the significance of Social Behavior of Pregnant Adolescents on their Academic Attainment..

Teenage Pregnant Respondents	Mean	St.Dev.	N	Df	St. Error	P	t$_{-cal}$	t$_{-crit}$	Remark
Urban Girls	2.83	0.92	130						
				190	1.01	0.05	1.04	1.96	**H$_{02}$**
									Accepted
Rural Girls	2.65	1.03	200						

The data in table 4.5 revealed that the calculated t-test value of Urban and Rural Pregnant adolescent girls is 0.04, while the critical t-value was 1.96 at a degree of freedom of 19**0** at 0.05 significant levels. Therefore, the null hypothesis (H$_{02}$), is accepted. Meaning that, there is no significant relationship in the perceptions of the Urban and Rural Pregnant adolescent girls on the influence of Emotional behavior on academic attainment

Hypothesis 3: There is no significantdifference in the mean rating of Urban and Rural Adolescent on the extent to which psychological Behaviour of Pregnant Adolescent Students influence Academic Attainment of student in Rivers State.

Table 4.6:t- test on the significance of psychological behavior of pregnant Adolescents on their academic attainment.

Teenage Pregnant Respondents	Mean	St.Dev.	N	Df	St. Error	P	t$_{-cal}$	t$_{-crit}$	Remark
Urban Girls	2.49	0.97	48						
				190	1.01	0.05	1.04	1.96	**H$_{O3}$**

| Rural Girls | 2.67 | 1.02 | 144 |

The data in Table 4.6 revealed that the calculated t-test value of Urban and Rural Pregnant adolescent girls is 1.04, while the critical t-value was 1.96 at a degree of freedom of 190 at 0.05 significant levels. Therefore, the null hypothesis **(H_{03}),** is accepted. Meaning that, there is no significant relationship in the perceptions of the Urban and Rural Pregnant adolescent girls on the influence of psychological behavior on academic attainment.

Discussion of Findings

In this section, the results and findings of the study are interpreted with respect to the behaviors that determine academic attainment in pregnant adolescents in Rivers State. The study explores some of the key factors in order to effectively understand and control academic attainment within the study group.

CONCLUSION

Teenage pregnancy behavior as it influences academic performance has been investigated at both urban areas and rural areas of Rivers state. The findings noted three dependent variables which are a risk factors to adolescents' behavioral attitude during and after Pregnancy as it influence academic performance. These behaviors include; Social behavior (such as self-concept and self-esteem, peer relationship and risk), Emotional behavior (such as, Lack of interest to study, lack of attention to class work), Psychological health behavior (such as absent minded, poor constructive contribution in discussion and low cognitive retention).

RECOMMENDATIONS

1. Pregnant adolescents should be counseled quickly, so that their orientation about their present condition would not adversely affect their behavioral pattern which in turn influence their academic attainment of student's.

2. Sex education should be taken seriously by school authorities as it is observed that most adolescents fall prey to pregnancy due to ignorance of its negative implications on their academic attainment of students.

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Teachers' Perception of the Utilization of Instructional Materials in Teaching Social Studies in Junior Secondary Schools in Aba North, Abia State; Nigeria

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Abstract: This study aimed at assessing teachers' perception of utilization of instructional materials in teaching social studies in junior secondary schools in Aba North Local Government Area of Abia State, Nigeria. The study was guided by a research question bapd on the purpose of the study. The study adopted the survey research design. All of tlfe fifty-three social studies teachers in public (junior) secondary schools in the area were used for the study. No sampling technique was used since all of the population of study was used. All the fourteen schools were used in the study. The research instrument is a four-point Likert type scale questionnaire with 10 items. Data collected were analyzed using descriptive statistics including mean, standard deviation and simple percentages. The analysis indicated that social studies teachers perceive instructional materials as necessary for effective teaching and learning.

INTRODUCTION

Teaching is a profession, and all who desire to belong to the profession should be well grounded in the art of teaching, they need to be conversant with the philosophy guiding the educational enterprise of all countries in which they intend to practice, they need to have mastery of the subjects in which they specialized, or for which they are trained. A teacher is expected to plan his lesson(s) ahead of class time; it is during the planning stage that he will take care of the type of behaviors relevant to his teaching task, in view of his instructional objectives. Bidwell (1973) in Uche and Eriukoha (2005) defined teaching as a series of interactions between someone in the role of a teacher and someone in a role of a learner, with the explicit goal of changing one or more of the learner's cognitive states (what he knows or believes or his skills in performing or affective state (his attitudes, values or motives).

Instructional materials are also educational inputs and they are of vital importance in the successful implementation of any curriculum. Relevant and appropriate textbooks, visual and audio-visual materials like globes, charts, slides, maps, tapes etc are of

paramount necessities in the teaching-learning process. Audio-visual materials supplement and consolidate what is read in the textbooks and journals. Instructional materials are the relevant materials utilized by a teacher during social studies instructional process to facilitate teaching and learning and for the purpose of making the contents of the instructions more practical and less vague. It therefore follows that such resources may be both human and non-human provided they facilitate the acquisition and evaluation of knowledge, skills, attitude morals and values (Esu & Inyang-Abia, 2004). Ordinary words or verbalization has been found to be inadequate for effective teaching. Instructional materials serve as a channel through which messages, information, ideas and knowledge are disseminated more easily. The can therefore be manipulated, seen, heard, felt or talked about. Instructional resources are anything or anybody the teacher turns to for help in his learning process (Esu & Umoren, 1998). The interactive nature of some of the materials makes the learner part of the learning process. According to Esu and Inyang-Abia (2004) different types of instructional materials can be used in teaching any subject effectively. However, it is not all topics in social studies that require the same type and quantity of instructional materials. Esu and Inyang-Abia (2004), opined that as far as teaching of social studies is concerned, both textual and non textual materials can be utilized effectively.

Textual materials and non-textual materials refer respectively to all the pnnt and non-print materials that are used by the teachers and learners for instructional processes. The print materials are the textbooks, magazines, periodicals, journals and newspapers, among others while the non-print materials include: chart, chalkboard, radio, television, pictures, films, videotapes, audiotapes, festivals and games, among others. Together, they assist the students in acquiring clear concepts of the subject matter of social studies. One of the biggest setbacks in the use of instructional materials is inadequate supply of instructional materials. The teachers and learners could improvise these materials especially when commercially-produced ones are not available.

However, the use of instructional materials in the teaching and learning of social studies is not only the issue, but also the appropriateness of the selected materials by the teacher to the topic at hand, which sometimes make the lesson lose effectiveness, thereby rendering the materials useless. These instructional materials are lacking in our Secondary schools as a result, teachers take to chalk and talk as they have no visual or audiovisual materials which the students can see, touch, smell and hear in the process of teaching and learning. According to Dike (1989), instructional materials facilitate teaching and learning and when it is not available, learners cannot do well. This means that the utilization of instructional materials in teaching and learning process is vital to the educational goals and objectiveness.

LITERATURE REVIEW

There are many literatures on the utilization of instruàtional resources for effective teaching and learning. Eshiet (1995) opined for effective teaching, the four elements vis curriculum, teacher, students and facilities have to be involved. Momoh (1980) carried out a research on the effect of instructional resources on students' performances in WASC examination in Kwara State. He correlated material resources with academic achievements of students in ten subjects. Data were collected from the subject teachers

in relation to the resources employed in teaching in five schools. The achievement of students in WASC examinations for the past five years were related to the resources available for teaching each of the subjects he concluded that instructional materials have a significant effect on students' achievement in each of the subjects.

Moronfola (1982) in Okeme (2002) carried out a research in Ilorin local government area of Kwara state. Questionnaire was used to get data on the material resources available for the teaching of ten subjects in ten secondary school. WASC examination results fo'r the past five years was collected and correlated to students' achievements in each of the ten subjects and to the amount of resources available for the teaching of the subjects. She also reported a significant effect of material resources on the academic achievements of students in each of the subjects. Akolo (1978) in Okon (2004) conducted a survey of audio-visual materials for eight teacher training colleges in Kwara state and for twelve teachers' colleges in Plateau State of Nigeria. The study

considers such elements like equipment and materials owned by each of the selected teacher's utilization of equipment and materials owned and the number of teachers that hid some measure of audio-visual related training. The study revealed that there was under utilization of instructional equipment in some areas and non-utilization in other areas where the research was conducted.

Jekayinfa (2005) undertook a study onthe use of instructional materials by social studies teachers in 7 states of Nigeria. The findings showed that the schools lacked quality textbooks, slides, audio visual equipment's and projectors, while maps, charts and globes were readily available.

Purpose of the study

The core objective of this study was to examine the

1. Teachers' perception of the utilization of instructional materials in teaching social studies in Junior Secondary Schools in Aba North Local Government Area of Abia State.

Research question

The study was directed by the following

Questions:

1. What is the perception of teachers' on the utilization of instructional materials in teaching social studies in Junior Secondary Schools in in, Aba North Local Government Area of Abia State.

METHODOLOGY

The study was carried out in Aba North Local Government Area of Abia State., Nigeria. The study adopted the survey research design. The population of the study is made up of all the social studies teachers in junior secondary schools (public schools) in the

study area. The State Secondary Education Board (SEMB) (2011) recorded a total of fifty-three (53) Social Studies teachers in Aba North. No sampling technique was used.

Since all the teachers were used, no need for sampling as all of the population of study was used. All the fourteen schools were used in the study. The research instrument is a four-point Likert type scale questionnaire with 10 items. The questionnaire, Social Studies Teachers' Perception of the Utilization of Instructional Materials Questionnaire (SSTPUIMQ) is made up of two sections — A & B — to seek information on the demographic characteristics of the teachers and their perception of the utilization of instructional material, respectively and the cut-off point is 3.00. Data collected were analyzed using descriptive statistics including mean, standard deviation and simple percentages.

RESULT PRESENTATION

Table 1: Demographic data of the respondents (N = 53)

Variables	Frequency	Percentage
Sex		
Male	15	25%
Female	38	75%
Total	**53**	**100%**
Age		
20-30 years	8	15
31-40 years	23	43
41-50 years	13	23
Above 50 years	10	19
Total	**53**	**100%**
Qualification		
NCE	14	26
B.ED	28	53
M.SC	11	21
Total	**53**	**100%**
Teaching experience		
1-10 years	20	38
11-20 years	16	30
21-30 years	11	20
Above 30 years	6	11
Total	**53**	**100%**

Source: Authors' field survey, 2016.

As shown in table 1, 15 representing 25% of the 100 respondents were males, 38 or 75% were females. The table also indicates that 8(15%) of the respondents were within the age bracket of 20—30 years, 23 (43%) were between 31 and 40 years. Others between 41 and 50 years and above 50 years were 23 and 19 respectively. The table also reveals that some of the respondents were teaching with NCE/OND (26%). Only 21% had a master's degree while 53% were bachelor's degree or HND holders. Lastly,

the table shows that majority of the respondents were teachers of 1-10 years (33), 11-20 years '(30), 21-30 years (27) and 31 years and above (20).

Research question one:

What is the perception of teachers' on the utilization of instructional materials in teaching social studies in Junior Secondary Schools in Aba North Local Government Area of Abia State?

Table I Mean rating and standard deviation of perception of teachers' on the utilization of instructional materials in teaching social studies in Junior Secondary Schools in Aba North LGA of Abia State

ITEM NO	ITEM DESCRIPTION	SA	A	D	SD	X	SD	DECISION
1	Social studies instructional materials in short supply in Aba North LGA	23	20	7	3	4.00	1.16	Accepted
2	The use of instructional materials makes lesson delivery easy	21	19	9	4	4.08	1.44	Accepted
3	The effectiveness of instructional materials is dependent on their relevance to topic under study	19	18	11	5	2.78	1.11	Rejected
4	All social studies topic can be taught effectively even without instructional material	10	12	23	18	**3.83**	**1.36**	Accepted
5	Improvisation is not necessary if instructional material is unavailable	11	7	17	18	4.02	1.45	Accepted
6	I judiciously utilize instructional materials even when they are available in minimal quantity	10	8	22	13	2.99	1.21	Rejected
7	The lack of utilization of instructional material is the bane of the actualization of social studies objectives in Aba North LGA	17	22	8	6	3.87	1.33	Accepted
8	Instructional materials are in short supply in secondary schools in Aba North LGA	21	19	10	3	4.14	1.51	Accepted
9	Community resources are widely used in Aba North LGA	6	8	23	16	2.97	1.01	Rejected
10	It is sometimes difficult to use instructional material in the teaching process	16	22	10	**5**	4.09	1.43	Accepted
	Cluster mean and standard deviation					**3.67**	**1.30**	**Accepted**

Data presented on table 4.1.1 showed that the mean ratings of items 1-10 are 4.00, 4.08, 2.78, 3.83, 4.02, 2.99, 3.87, 4.14, 2.97, and 4.09 respectively with the corresponding standard deviations of 1.16, 1.14, 1.11, 1.36, 1.45, 1.21, 1.33, 1.51, 1.01 and 1 .43. The result of the analysis showed that items 1, 2, 4, 5, 7, 8 and 10 were rated above the cut-off point of 3.0 and thus accepted while item 3, 6 and 9 were rated below it and rejected. Moreover, the cluster mean of 3.68 and standard deviation of 1.30 was found to be above the cut-off point of 3.00. This implies that the respondents are affirmative to teachers' perception of the utilization of instructional materials in the teaching of social studies in Aba North Local Government Area of Abia State, Nigeria.

Discussion of findings

Data were collected to assess teachers' perception of the utilization of instructional materials. in social studies in Aba North LGA. The analysis of the data collected by means of mean and standard deviation, teachers generally agreed that instructional material is instrumental to the effectiveness of the instructional environment and indeed the entire teaching and learning environment. The study shows that even when teachers are reluctant to utilize instructional materials for their lessons, community resources and others resources are rarely available. Furthermore, the study indicated that the dearth or utilization of instructional materials in social studies is the bane of the realization of social studies objectives in the area of study. This finding gives credence to previous works. Firstly, Jekayinfa (2005) has shown that social studies instructional materials are in short supply. Meziobi, Nwosu and Meziobi (2013) maintain that social studies teachers do not contemplate at all, let alone use, community resources in social studies pedagogy. The fact that social studies teachers are reluctant to use instructional materials in their lessons is justified by Meziobi, Nwalado & lgbokwe (2015), who identified a number factor that favours this anomaly. Such factors mentioned include ignorance, lack of enthusiasm and lack of operational know-how on the part of the teacher.

CONCLUSION / RECOMMENDATIONS

The social studies teacher is at the implementation stage of social studies curriculum. However, his effectiveness in delivering the lesson objective is hampered by a perceived and actual unavailability of instructional materials. It is perceived to be unavailable in the sight of most teachers in the sense that they do not intend to utilize their creative ability by improvising. Nevertheless, social studies teachers perceive instructional materials as necessary for effective teaching and learning process. Government. should provide adequate instructional facilities to schools to facilitate effective teaching and learning of social studies. Where there is none social studies teachers should improvise instructional materials from the local environment to improve teaching and learning in the class room . Philanthropists, non-governmental organization should assist the government in making financial provision for the funding of social studies instructional materials particularly in secondary schools and social studies teachers should be trained on how to use instructional materials through workshops and seminars.

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