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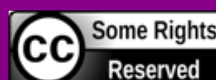


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Enriching Benefits of Improvisation of Instructional Materials for Biology Teachers and Students

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Abstract: *Instructional materials play mediatory roles between the learner and the Biology content. Such roles are to enable the learner gain understanding, deepen knowledge and develop the right skills and attitude towards the content. In Biology teaching in secondary schools, dearth of instructional materials has been reported. This has necessitated improvisation of these materials. Against this backdrop, the paper explored the enriching benefits of improvisation of instructional materials for Biology teachers and students. Using documentary sources, the paper explained the attribute of improvisation, highlighted its benefits, identified challenges and proffered possible solutions to the challenges of improvisation in secondary schools.*

Key words: *Instructional materials, improvisation, Biology*

Introduction

Instructional materials are meant to mediate between the learner and the content. Learning involves the acquisition of new knowledge, ideas, skills, values and experiences which enable the individual to modify and or alter his actions (NTI Manual, 2006). Learning can be a laborious effort without the mediating function of the instructional materials. Thus, educators are in agreement that instruction materials are a component part of teaching and learning process. In the absence of these materials, effort should be made to improvise.

Improvisation is the act of making teaching and learning materials from locally available resources. Eniaiyegu, (1985) viewed improvisation as the art of substituting for the real thing. Another important view about improvisation is by Alonge (1983) cited in Ahmed (2017) who sees improvisation as not only the production of import substitution of materials or real thing, rather it is an activity in promoting curiosity, alertness, endurance and perseverance, all of which are indispensable to science, scientists and learning as a whole. Johnson (2014), defines improvisation as the process of productive thinking that can generate tangible outcome or product.

From the foregoing, improvisation does not just play the role of substitution for standard materials, or to mitigate the perennial dearth of standard instructional materials in the school system, but constitutes learning in itself. As students engage in improvisation, they develop the skills of inquiry and get more involved in the learning process, and there is the tendency to retain the content for a very long time. Such curiosity is very vital in the learning of sciences including Biology. According to Ifeobu (2014):

The biology curriculum has a spiral arrangement of content. The content of biology curriculum are: Concept of living; Basic ecological concepts; Plant and animal nutrition;

Variations and variability; Evolution and Genetics. Based on this spiral arrangement, the concepts to be taught are arranged in such a way that topics are repeated yearly, throughout the three years of the course; to cover the 62 units in the biology curriculum. Any repeated concept is discussed in greater complexity and depth as the course matures over the three-year period. The contents of the senior secondary school biology curriculum places emphasis on field studies, guided discovery, laboratory techniques and skills (p. 14).

The contents of the secondary school Biology curriculum, therefore, require instructional materials and call for improvisation. This paper explored the enriching benefits of improvisation of instructional materials for both Biology teachers and students alike.

Concept of Improvisation

Improvisation of instructional materials is an attempt to adapt and make use of local resources in the teaching/ learning process when the readymade materials are not available or are in short fall or not within the reach of the users. The improvised instructional materials could be produced by the teacher and the students.

Improvisation in the view of Aremu (1998) is a technique of originating a totally new tool, instrument, materials, device or modifying existing ones for serving a particular purpose. Ahmed (2017) sees improvisation as the process of making equipment and materials by the teacher or by engaging the services of others in the absence of the real or manufactured ones. Wasagu (2000), described improvisation as the act of using alternative materials and resources to facilitate instruction whenever there is a lack of or shortage of some specific first hand teaching aid. Fajola (2008) looked at improvisation from the level of creativity involved. These levels involve substitution and construction.

Substitution in improvisation simply implies the techniques whereby a local material is used in place of a piece of equipment that is not available whereas construction involves making of a new instrument in place of the unavailable original one where substitution is not possible. It is expected that both substitution and construction of improvised instructional materials will meet the demand for the real or original material with as high precision as time, money and other facilities and factors will permit (Mberekpe, 2013). Thus, Vandeh, Gbaa and Awambe (2014) posit that improvisation means:

- a. Substituting one thing with another to serve a unique function;
- b. Altering the shape, size or outlook of something to serve a function other than that originally intended; and
- c. Originating or forming a totally new tool, instrument, material or device to serve a particular function.

According to Fajola (2008), improvisation in the context of biology can be seen as a process of using alternative resources for enhancing biology teaching in the absence or shortage of the real ones. The production of the alternative resources is initiated by the teacher and done either by him or the local craftsmen (e.g. the Carpenter, blacksmiths, welder, etc.). The teacher may also use the students for improvising some of the needed materials or equipment.

Benefits of Improvisation to Biology Teachers and Students

Improvised instructional material is a method or way of minimizing loss of equipment and materials and an inexpensive method of widening the scope of inquiry. Improvised instructional material is a meaningful attempt towards finding suitable substitute or alternative to conventional science materials. According to Ahmed (2017), due to state of our nation's economy, Teachers, students, school authorities and communities should engage in improvising instructional materials in order to: -

- Develop in students and teachers, adequate skill for improvisation. This will generate interest and motivation for indigenous technology.
- Have practical and physical links between science and theory
- Eradicate the menace of lack of or inadequate instructional materials for science
- Sensitize both students and teachers that alternatives for some of the conventional science teaching materials are possible.
- Achieve the set out educational objectives through the use of improvised instructional materials in teaching.

When students are involved in the production of improvised instructional materials through their creative ability and imagination, it gives new concept of things outside the range of ordinary experience to the students and makes learning last longer in their memory. For a student to be able to improvise, he/she must be innovative, resourceful and creative in both thinking and manipulative skills (Igwe, 2003). To be creative, is to have capacity for innovation and use same to produce something valuable.

Mberekpe (2013) investigated the effects of student's improvised instructional materials on students' achievement in Biology. This study became necessary because of the unavailability of instructional materials for teaching biology in the secondary schools. The study employed a quasi experimental design, specifically the pretest – posttest non-equivalent group design. The results revealed that students taught using improvised instructional materials performed better than students taught using conventional material; rural students performed better than urban students in biology. These remarkable findings suggest that improvised materials can serve as good alternative to standard instructional materials. It equally shows that when students are involved in improvisation, they tend to perform well. Moreover, the fact that students in rural area performed better than their counterparts in the urban area could be an indication that the rural environment could be richer in materials for improvisation.

Challenges of Improvisation of Biology Instructional Materials

Literature has observed similar pattern of challenges of improvisation of instructional materials. Olibie, Nwabunwanne and Ezenwanne (2013) designed a study to ascertain the challenges of improvising instructional materials by Home Economics teachers at the Upper Basic education level in Nigeria, and as a result identify strategies for enhancing improvisation. The study used survey research design based on two research questions. Findings indicated that some of the challenges faced by the teachers include how to: improvise materials to arouse and sustain learners' optimism and enthusiasm; access expert assistance and technical support; stay informed of innovative developments; have confidence to share ideas with other teachers; interpret research and statistical data; diplomatically handle students' resistance; align improvised materials with curriculum guidelines and timelines; and develop materials to cater for individual

learner's needs in overcrowded classrooms. Although the study focused on Home Economics, similar problem could also be observed in other sciences.

For instance, teachers of Physics another sister subject to Biology have observed some challenges. Utibe-Abasi (2015) investigated the problems faced by Secondary School Physics teachers in improvising instructional materials for effective teaching and learning of Physics in Akwa Ibom State of Nigeria. The findings of the Study revealed the problems faced by Physics teachers during improvisation to include financial constraints, lack of skills and strategies on improvisation, large class size, time constraint, unavailability of tools and lack of exposure on improvisation. The study also showed that these problems faced by teachers were not gender and location sensitive as there was no significant difference in the mean responses of male and female or urban and rural Physics teachers in improvisation of instructional materials. Although the study focused on Physics, similar challenges could also be observed in Biology (Ahmed, 2017).

Strategies for Effective Improvisation of Biology Instructional Materials

In order to succeed in improvisation teachers and students need to be creative and resourceful. Olibie et al (2013) suggest some strategies bothering on teachers' self and group professional development, training, and Internet literacy are capable of enhancing improvisation. According to them, these strategies if implemented might provide the teachers with opportunities to develop more improvisation insights for engaging young people in the highest quality learning activities. Zarewa, (1991) in Ahmed (2017) stated that improvisation helps to change students' attitudes towards science. This portrays that if we can encourage students to partake in the improvisation exercise, they stand a better chance of having a positive attitudinal change towards sciences. Therefore, students should be engaged in the collection, assembling, fixing, etc. of some basic and non-injurious items for improvisation. This will relate the abstracts concept, theories, laws etc. of Biology to the real life situations.

The place of workshops and seminars cannot be over-emphasized. Utibe-Abasi (2015) recommended that seminars and workshop on improvisation be organized for teachers, especially those in sciences in secondary schools by the authorities concerned. When teachers have skills in improvisation they will be able to develop such skills in their students as well. Mberekpe (2013), based on the findings of an experiment conducted, recommended that teaching of Biology in secondary school should be conducted in a manner that students will effectively understand and learn the concept taught through self-made improvised instructional materials.

Suggestions

The following are suggested:

1. The teaching of Biology in secondary school should be practical as the use of improvised instructional materials can play great role in students' achievement.
2. Teacher should try to improvise instructional materials and encourage students to do the same. This will give students enough understanding of Biology concepts as the child's local environment will be used to source for the materials.
3. It is suggested that regular meaningful workshop on improvisation technique for science teachers should be conducted to improve and update their competence in improvisation.

4. At the local education authority level, effort should be made from time to time to organize workshops for Biology teachers on improvisation and needs for the use of instructional materials.

Conclusion

Instructional materials are meant to mediate between the learner and the content. In most cases, these materials are not available, thus necessitating improvisation. Apart from serving the purpose of substitution, improvisation could enrich the creativity and innovation capacity of both teachers and students. It is the conclusion of the paper that both teachers and students should be involved in improvisation. Most importantly, Biology as a practical oriented subject needs to be enriched with lots of materials. Where these are not available for use, teacher and student-made instructional materials can become a vital alternative.

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Parental Involvement and Academic Achievement of Students in Selected Junior Secondary Schools in Imo State

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Abstract: *This study investigated parental involvement and academic achievement of students in selected junior secondary schools in Imo State. The correlational research design was adopted for the study. The population of the study was 1,120 students in Imo State. The Tsaro Yamen formula was used to obtain the sample size of 295 respondents, while the stratified sampling technique was adopted for the study. Content and face validation of the research instrument was carried out by the supervisor and two other experts in the field of measurement and evaluation, while the Pearson's Product Moment Correlation was used to obtain a reliability coefficient of 0.97 from the pilot study. The data collected were analyzed using descriptive statistic of mean and standard deviation and inferential statistic of Pearson's Product Moment Correlation to answer the research questions and to test the formulated hypotheses at 0.05 alpha level respectively. The following findings were made: there is a significant relationship between provision of textual materials and academic achievement of junior secondary school students, there is a significant relationship between provision of guidance counseling and academic achievement of junior secondary school students, finally there is a significant relationship between home teaching and academic achievement of junior secondary school students. The study concluded that provision of textual materials significantly enhance academic achievement of junior secondary school students, guidance counseling impacts positively on academic achievement of junior secondary school students, finally, it was concluded that a great significant relationship exist between home teaching and academic achievement of junior secondary school students. It was therefore, recommended among other things that parents' involvement in schools' activities should be encouraged and the government should consider developing and implementing policies that will support it.*

Key words: *Parental Involvement, Academic Achievement, Junior Secondary School, Students, Imo State.*

INTRODUCTION

Students often tend to do better in school, stay longer in school, and like school more when schools, families, and community groups work together to support learning. In the view of Mugenda and Mugenda (2013), for the past decade, parental involvement shows that regardless of family background, level or income, and students whose parents are involved are more likely to earn higher grades and test scores, enroll in higher-level programme, be promoted, earn credits, attend school regularly, have better social skills, show improved behavior, adapt well to school and graduate to post-secondary education.

Parents often report feelings that children should do home-work alone, and that the parents should not try to help if they are not experts in the subject (Mugenda & Mugenda, 2013). Furthermore, he stated that the structure of many schools today is a deterrent in assisting many students. Bower and Griffin (2011) asserted that the key part to effective parent-involvement

programme involves organizing schools so that at least one person knows each child well, keeping a "parent room" in the building, and sponsoring parent-to-parent communication and events. Parental involvement in a school setting implies a wide range of behaviours, but conventionally it refers to parents and family members who invest most of their resources in their children's education. These investments are intended to improve the child's learning as such can take place in or outside the school. Parental involvement is the level of participation that a parent has in the child's education and school. Many parents today are quite involved, often volunteering to help in their children's classroom activities, communicating well with their children's teachers, assisting with their homework, and understanding their individual academic strengths and weaknesses. Unfortunately, there are also many parents who are not directly involved with their children's education.

Many schools have programme aimed at increasing parental involvement such as games and sports, home activities, and assorted opportunities for volunteers. The following are the parental factors that affect the academic achievement of students; provision of home teaching, provision of guidance counseling, provision of textual materials, cultural values, parent-teachers association, family issues, parent education and parental nurture. Parental involvement at home includes various activities such as helping with homework, and reading with children, discussions about school and the like. Involvement at school may include attending workshops, parents volunteering in the classroom, or attending school plays and sporting events and above all parental nurture, family issues, parent education, and the like (Rain & William, 2011).

According to Lin (2010), academic achievement or (academic) performance is the outcome of education, the extent to which a student, teacher or institution has achieved educational goals. However, academic achievement is commonly measured by examinations or continuous assessment. However, there is no general agreement on how it is best measured or which aspects are most important: procedural knowledge such as skills or declarative knowledge such as facts (Lin, 2010).

Although academic achievement has become a hot topic in education today, especially with increased accountability for classroom teachers and parents alike. Previous researchers have also brought into being that parental involvement is related to the academic achievement of students: parental attitude, support, motivation, and commitment affect students' academic achievement (Lee & Bowen, 2016, and Yan & Lin, 2015). Although Lee and Bowen (2006) ascertained that parental involvement is essential for all children, the nature of parental involvement changes according to race/ethnicity, parent's education, economic status of parents, and family structure. Today, parents are often faced with unique challenges that hinder them from meeting the academic needs of their children which include time, finance, career or job type, level of education and time taken to respond to school activities. If the above needs are not attended to, there is a likelihood of the child not performing well because he or she is not adequately supported. Insufficient parental involvement may lead to poor performance of the child academically (Lee & Bowen, 2006).

Many researchers have studied this concept but none of their studies as focused on parental involvement and academic achievement in Imo State thus leaving a gap. It is on this note that the researcher seeks to study parental involvement and academic achievement of students in selected junior secondary schools in Imo State.

Overview of Parental Involvement

Parental involvement, from an economist's perspective, can be defined as direct effort, provided by the parent, in order to increase educational outcomes of their children. This definition refers to an education production function, and makes parental involvement one of its arguments. The broad perspective adopted here mirrors the definition of family involvement by the Harvard Family Research Project, one of the leading research groups into family involvement outside economics: their definition includes all activities by parents that are intentionally "linked to learning" (Comer, 2010). This review is concerned with parental involvement in school, defined as the efforts delivered by parents while their child is in school age. Traditionally, however, sociologists and practitioners in education have defined family involvement from the school's perspective.

Parental involvement according to Comer (2010) is defined as the level of participation that a parent has in the child's education and school. Many parents are tremendously involved, often volunteering to help in their child's classroom activities, communicating well with their child's teachers, assisting with homework, and understanding their child's individual academic strengths and weaknesses. Although, many parents do not directly get involve into their child's education. Many schools have programs aimed at increasing parental involvement such as games and sports, home activities, and assorted opportunities for volunteers.

Parent and the School Communication

In our society today, schools and parents are responding to increased expectations, economic pressures, and time constraint. In these changing times, effective partnerships between teachers and parents become even more essential to meet the needs of the children. Communicating with parents in the view of Epstein (2015) is one of the six major types of parental involvement practices that enhance the establishment of strong working relationships between parents and teachers. Also, the cultivation of the teacher-parent relationship is another vital point to the development team work. Unfortunately, so many teachers today are not specifically trained in the skills they need to communicate effectively with parents of their school children (Estein, Dauber & Susan, 2009).

Parents' Participation in Educational Activities at Home

According to Keith (2013), whenever a child returns from school with assignment, the parents' role is to make sure that it has been done in the right way and at the right time. Parents checking child's homework, has shown a positive association with academic achievement in some studies. Students whose parents are involved in checking their homework showed higher achievement than students whose parents are not involved in checking homework. Other studies, however, have shown a negative association between parents checking their children's homework and academic achievement (Keith, 2013).

What parents do is more important to student success than whether they are rich or poor, whether parents have finished high school or not. Necessarily, every school will promote partnerships that will increase parental participation in promoting the academic growth of children. It is known that children who spend more time on homework and on average do better in school and that the academic benefits increase as children move into the upper grades (Keith, 2013).

Parents' Involvement in Educational Activities at School

After many years of intense effort to increase parent involvement in schools, it appears that the results are beginning to appear in educational research (Patrikakou, 2014). The news is good for schools where parent involvement is high, and the benefits for children are encouraging. Most times when parents are involved in their children's schools and education, the children have higher grades and standardized test scores, improved behavior at home and school, better social skills and adaptation to school.

Education activities in school include provision of instruction materials, attendance of parents meeting, attending sports day, annual academic day commonly known as 'academic clinic day', parents seminars and participation in different groups like Parent teachers association (PTA) (Hoover, Kathlem, Sandler & Howard, 2007).

Research on the demographics of parents who are involved in their child's school finds that parents with higher educational attainment and income attend school conferences, volunteering at schools, and supporting school events to enrich their children's learning achievement. Parents at all socio economic levels can "level the playing field" in their child's education by taking the time to get involved. Teachers give kids more attention when they know their parents from school visits (Hoover et al., 2007). So it makes parents to give school events first priority for attendance and this can help to support children education.

One kind of parental involvement is school-based and includes participating in parent-teacher conferences and functions, receiving and responding to written communications from the teacher. Parents can also serve as school volunteers for the library or lunchroom, or as classroom aides. Parents can participate in their children's schools by joining Parent Teacher Associations (PTAs) or Parent Teacher Organizations (PTOs) and getting involved in decision-making about the educational services their children receive. Almost all schools have a PTA or PTO, but often only a small number of parents are active in these groups (Grolnick, Wendy, Slowiaczft & Maria, 2014).

Such associations and organizations provide flexible scheduling for school events and parent-teacher conferences, inform parents about what their children are learning, and help parents create a supportive environment for children's learning at home (Grolnick, et al., 2014). He went further to assert that many schools have responded to the needs of working parents by scheduling conferences in the evening as well as during the day, and by scheduling school events at different times of the day throughout the year.

For many parents, a major impediment to becoming involved is lack of time. Working parents are often unable to attend school events during the day. In addition, evenings are the only time these parents have to spend with their children, and they may choose to spend time with their family rather than attend meetings at school.

Barriers to Parental Involvement

The National PTA (2016) defines the greatest shared barriers as the lack of time, not being valued, and not knowing how to contribute. Additional barriers to parent involvement contain not understanding the educational system, childcare problems, language, cultural changes, and transportation problems. Additionally, parents often do not feel welcomed. Little literacy levels, educational verbiage, superciliousness, boring meetings, and parents who have unmet requirements themselves are also barriers to parent involvement.

Moore (2011) stated that aloofness stuck between parents and teachers, deficiency and

lack of teacher training, and obstacles of race and class has been recognized as barriers to parent involvement. Moore (2011) in his view stated that minority parents are not counted in activities for the reason of language or cultural variances. Other barriers are created from opinions, assertiveness, and arrangements by teachers and schools: lack of commitment, role confusion, concerns with territory, and low expectations from at-risk families.

Research Questions

The following research questions were raised to guide the study:

1. To what extent does provision of textual materials relate to academic achievement of students in selected junior secondary schools in Imo State?
2. To what extent does provision of guidance counseling relate to academic achievement of students in selected junior secondary schools in Imo State?
3. To what extent does home teaching relate to academic achievement of students in selected junior secondary schools in Imo State?

Hypotheses

The following formulated null hypotheses were tested at 0.05 level of significance;

- Ho₁: There is no significant relationship between provision of textual materials and academic achievement of students in selected junior secondary schools in Imo State.
- Ho₂: There is no significant relationship between provision of guidance counseling and academic achievement of students in selected junior secondary schools in Imo State.
- Ho₃: There is no significant relationship between home teaching and academic achievement of students in selected junior secondary schools in Imo State.

METHODOLOGY

The researcher adopted correlational research design. The population of this study is 1,120 selected junior secondary school students (320 in Sacred Heart villa Secondary Enyigugu, Aboh Mbaise, 450 in Ihitte Secondary School Ezinihitte Mbaise, and 350 in Secondary Commercial School Otulu Ahiara, Ahiazu Local Government Area, in Imo State. The sample size of this study therefore was 295 students. This was obtained using the Tsaro Yamen formula while the stratified sampling technique was adopted proportionately for the study. A structured questionnaire titled 'Parental Involvement and Students' Academic Achievement Questionnaire' (PIASAAQ with a four point rating scale was used for data collection. The instrument was validated by two experts in the field of Measurement and Evaluation. Mean was used to answer the research questions and the formulated hypotheses tested at 0.05 level of significance using Pearson's Product Moment Correlation Analysis. The response options were very Very High Extent 4, High Extent 3, Moderate Extent 2, Low extent 1.

RESULTS

Research Question 1: To what extent does provision of textual materials relate to academic achievement of students in selected junior secondary schools in Imo State?

Table 1: Mean of the extent to which provision of textual materials relate to academic achievement of students

S/N	Questionnaire Item	\bar{X}	SD	Remark
1	Provision of textual materials enhances better academic achievement.	2.80	1.03	Accepted
2	Textual materials help one to improve in one's academics.	2.71	0.97	Accepted
3	Textual materials help the child to read and get along in school.	2.85	0.83	Accepted
4	When students are not provided with textual materials it discourages them.	2.41	0.92	Rejected
	Grand Mean	2.69	SD	Accepted

The mean score of 2.80 implies that provision of textual materials enhances better academic achievement. The mean score of 2.50 agrees that textual materials helps one to improve in one's academic, the means score of 2.80 also indicates that textual materials help the child to read and get along in school, while the mean score of 2.50 agrees that when students are not provided with textual materials it discourages them. The grand mean of 2.69 implies that provision of textual materials relates to academic achievement to a very high extent.

Research Question 2: To what extent does provision of career counseling relate to academic achievement of students in selected junior secondary school in Imo State?

Table 2: Mean of the extent to which provision of guidance counseling relate to academic achievement of students

S/N	Questionnaire Item	\bar{X}	SD	Remark
5	Provision of guidance counseling enhances student's ability in choosing the best way of life to go.	2.72	0.87	Accepted
6	Guidance counseling helps the child to know what he or she wants in life.	2.96	1.40	Accepted
7	Guidance counseling helps the child to be well directed in life.	2.97	0.95	Accepted

8	Educated parents always assist their children with guidance counseling.	2.98	0.91	Accepted
	Grand Mean	2.90	SD	Accepted

The mean score of 2.70 implies that provision of guidance counseling enhances student's ability in choosing the best way of life to go. The mean score of 3.0 agrees that guidance counseling helps the child to know what he or she wants in life, the means score of 3.0 also indicates that guidance counseling helps the child to be well directed in life, while the mean score of 3.0 agrees that educated parents always assist their children with guidance counseling. The grand mean of 2.90 implies that provision of guidance counseling relates to academic achievement to a very high extent.

Research Question 3: To what extent does home teaching relate to academic achievement of students in selected junior secondary schools in Imo State?

Table 3: Mean of the extent to which home teaching relate to academic achievement of students

S/N	Questionnaire Item	\bar{X}	SD	Remarks
9	Home teaching enhances better academic achievement of students.	2.98	0.79	Accepted
10	Home teaching is essential for proper academic achievement of students.	3.03	0.99	Accepted
11	Home teaching brings about sufficient student's academic achievement.	2.90	1.20	Accepted
12	Students who receive adequate home teaching from their parents do well in school.	3.02	1.16	Accepted
	Grand Mean	2.98	SD	Accepted

The mean score of 3.0 implies that home teaching enhances better academic achievement of students. The mean score of 3.10 agrees that home teaching is essential for proper academic achievement of students, the means score of 2.90 also indicates that home teaching brings about sufficient student's academic achievement, whereas the mean score of 3.10 agrees that students who receive adequate home teaching from their parents do well in school. The grand mean of 2.98 implies that home teaching relates to academic achievement to a very great extent.

Test of Hypotheses

H₀₁: There is no significant relationship between provision of textual materials and academic achievement of students in selected junior secondary schools in Imo State.

Table 4: Relationship between provision of textual materials and academic achievement of students in selected junior secondary schools in Imo State.

Variables	N	$\sum X^2$	$\sum Y^2$	Df	SD	Sig Level	r-cal	r-crit	Decision
Provision of Textual Materials & Academic Achievement	295	2,458	1,119	293	2.71	0.05	2.120	1.645	Reject H ₀

The computed r (2.120) is greater than the critical r value (1.645) for one tailed test at 0.05 level of significance. There is every reason to reject the null hypothesis, and conclude that there is a significant relationship between provision of textual materials and academic achievement of students in selected junior secondary schools in Imo State.

Hypothesis 2: There is no significant relationship between provision of guidance counseling and academic achievement of students in selected junior secondary schools in Imo State.

Table 5: Relationship between guidance counseling and academic achievement of students in selected junior secondary schools in Imo State.

Variables	N	$\sum X^2$	$\sum Y^2$	df	SD	Sig Level	r-cal	r-crit	Decision
Provision of guidance counselling & Academic Achievement	295	4,312	6,401	293	4.01	0.05	2.329	1.645	Reject H ₀

Table 5 above shows that the calculated r-value (2.329) is greater than the critical r value (1.645) at 0.05 level of significance. Given the above, the null hypothesis is rejected while, the alternate is retained. Therefore, provision of guidance counseling significantly relates with academic achievement of students in some selected junior secondary schools in Imo State.

Hypothesis 3: There is no significant relationship between home teaching and academic achievement of students in some selected junior secondary schools in Imo State.

Table 6: Relationship between home teaching and academic achievement of students in selected junior secondary schools in Imo State.

Variables	N	$\sum X^2$	$\sum Y^2$	df	SD	Sig Level	r-cal	r-crit	Decision
Home Teaching									
&	295	6,148	5,589	293	3.01	0.05	1.901	1.645	Reject H ₀
Academic achievement									

The computed r (1.901) is greater than the critical r value (1.645) for one tailed test at 0.05 level of significance. It is imperative therefore to reject the null hypothesis, and conclude that there is a significant relationship between home teaching and academic achievement of students in junior secondary schools in Imo State.

DISCUSSION OF FINDINGS

Based on the analysis of the data it was found that there is a significant relationship between provision of textual materials and academic achievement of junior secondary school students. This finding is in line with the assertion of Epstein (2015) who opined that the provision of textual materials is one of the practices that enhance the academic achievement of students. Unfortunately, so many students today are not specifically provided with such materials such as stationeries and instructional materials alike and are not trained in the skills they need to communicate effectively with teachers in their schools (Estein, Dauber & Susan, 2009).

Communicating with parents in the view of Epstein (2015) is one of the six major types of parental involvement practices that enhance the establishment of strong working relationships between parents and teachers. Also, the cultivation of the teacher-parent relationship is another vital point to the development team work. Unfortunately, so many teachers today are not specifically trained in the skills they need to communicate effectively with parents of their school children (Estein, Dauber & Susan, 2009).

According to Estein, Dauber and Susan (2009), school communication practices are so fundamental to involving families in the education process, teacher preparation and professional development programs should actively promote the development of communication skills for teachers. However, teachers basically strive to establish partnerships with parents to support student learning. This is because strong communication is fundamentally necessary to this partnership and to building a sense of community between home and school.

According to Estein, Dauber and Susan (2009), textual materials and other practices are so fundamental to involving families in the education process, teacher preparation and professional development programs should actively promote the development of communication skills for teachers. However, teachers basically strive to establish partnerships with parents to support student learning. This is because the provision of textual materials is fundamentally necessary to academic success and to building a sense of community for the students.

It was also found that the provision of guidance counseling significantly relates with academic achievement of junior secondary school students. This finding is in line with the view of Lai and Vadeboncoeur (2012), who asserted that the duty of a school entails the provision of career counseling, promotion of parental involvement and this has become a passive act, rather than a genuine effort. In addition, parents are often scapegoats when trying to find the blame to student achievement. For example, some educators blame parents for the children's academic failures (example, "If only the parents helped at home" or "Parents just do not care about school"). Despite these remarks, research continues to credit the provision of career counseling as a way to increase academic achievement effectively. Therefore it is imperative to state here that career counseling is, in fact, a strong independent variable in motivating their children to learn (Gonzalez-DeHass, 2005).

The Ministry of Education recognizes the importance of these services by observing that, deciding on the future career is not quite easy. It is even more difficult when you lack the necessary information on the different types of careers. In an ideal situation the process of career development stretches throughout one's lifetime with a greater emphasis during the secondary and tertiary years (Ministry of Education, 2007).

In his contribution, Schmidt (2001) explained that career guidance and counseling is an important avenue through which students acquire the ability to make rational career decisions, and by extension, programmes for study at universities that impact on their future working lives. This understanding is based on the fact that during the career counseling process, all aspects of an individual's life are considered as an integral part of the career making and planning. After orientation into their degree programmes, a significant percentage of students come wishing to revise their degree programmes, citing dislike for some aspects thereof. Secondly, others come to change, from degree programmes they were admitted into after choosing them as first choice and meeting the degree programme requirements, to others degree programmes they perceive to be better.

Finally it was found that a significant relationship exist between home teaching and academic achievement of junior secondary school students. This entails the act of providing extra means of teaching the child at home in order to improve his/her learning ability. Provision of home teaching is fundamentally influential in the success of any student.

CONCLUSION/ RECOMMENDATIONS

It was concluded that the provision of home teaching significantly enhances academic achievement of students in some selected junior secondary schools in Imo State. Also the study concluded that the provision of guidance counseling relates with academic achievement of students in some selected junior secondary schools in Imo State. Finally, it was concluded that a great significant relationship exist between the provision of textual materials and academic achievement of junior secondary school students in Imo State.

Based on the findings of the study, the following recommendations are made;

- (a) Regarding the weakness of parents to help their children in explaining difficult ideas the researcher recommended the provision of textual materials by parents for their children since textual materials enhances academic achievement of students.
- (b) High training programs such as career counseling, for all school staff should be provided as to aid them with experience in modern techniques in dealing with parents and communicating with them in order to ascertain that guidance counseling improves the academic achievement of students.
- (c) Parents and students should be encouraged to join local community programs around their school in providing home teaching for their children. This is because it has been established that home teaching fundamentally influences students' academic achievement.

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Teachers' Communication Skills and Students' Academic Performance

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Abstract: *This study investigated the influence of teachers' communication skills on students' academic performance in public senior secondary schools in Rivers State. The research design was a descriptive research design using stratified and simple random sampling techniques to select a sample of 990 Senior Secondary (SSII) students from a population of 6420 students from the three Senatorial Districts of River State. Data collected through a researcher-developed structured questionnaire titled Teachers' Communication Skills and Students' Academic Performance (TCSSAP) with a reliability coefficient of 0.86, was analysed with mean, standard deviation and One-way Analysis of Variance (ANOVA). While mean and standard deviation were used to answer the research questions, the ANOVA was used to test the hypotheses at the 0.05 level of significance. It was found that speaking, listening, attitude, gestures and facial expression as components of teachers' communication skills influence students' academic performance to a high extent. Based on the findings, it was recommended amongst others that parents, teachers and education authorities should ensure that children, student teachers, and teachers are properly cultured on effective communication skills. While parents and teachers bring up their children and students in using positive, inspiring, motivating, and friendly words, education authorities must ensure that school curricula make adequate provision for the teaching of students and the training and retraining of teachers in effective communication skills.*

Key words: *Academic performance, attitude, communication, facial expression, gesture.*

INTRODUCTION

Education is at the centre of social, economic, and political development of any nation. According to Fanuel (2011), education is the process by which society transmits knowledge, skills and values from one generation to another. It helps fight ignorance and the acquisition of knowledge creating a better citizenry in terms of prospects in life. Education is designed to guide the development of individuals in the acquisition of appropriate skills, abilities and competences, necessary for individuals to live decent lives as citizens and contribute to the development of the society (Fabunmi, 2004). The acquisition of these appropriate skills, abilities and competences is possible through effective communication and the teacher is at the centre of this acquisition, and thus at the centre of effective communication.

Thomas (1990) informed that communication is the lifeblood of any organization and that the survival and health of the organization depend on effective communication. The school, an educational organisation, is run through communication. Information flows through communication to and from head-teachers, teachers, and students. Communication is the transmission of a message that involves the shared understanding between the contexts in which the communication takes place (Saunders & Mills, 1999). In addition, teacher communication

skills are important for a teacher in the delivery of education to students (McCarthy & Carter, 2001). Communication skills involve listening and speaking as well as reading and writing. For effective teaching a teacher need to be highly skilled in all these areas. Teachers with good communication skills always make learning easier and more understandable for students. Effective communication skills are really important for a teacher in the transmitting of education, classroom management and interaction with students in the class.

Good communication skills of teacher are the basic need of academic success of students, and their professional success in life. Fundamental to teacher and student success is the teacher's ability to communicate effectively with students, parents and colleagues. Teachers must have good communication skills to help their students achieve academic success. Without good communication skills, teachers disable the teaching-learning process as well as their own career mobility. Teachers with poor communication skills may cause poor academic performance of students and lead to unstable professional life after school. Good communication minimises the potential of unkind feeling during the process of teaching and learning. For a teacher, it is very pertinent to have good communication skills to create good classroom environment for effective teacher-student interaction to promote effective learning by students and acquisition of desired professional goals. Good communication is not only needed for effective teaching and learning, but it is also very important in the effectiveness of every human concern in life (Batenburg & Smal, 1997).

Performance of teachers in the classroom totally depends upon their communication skills. If the teacher has good communication skills then he can easily convey his message/lecture in understandable manner to students (Maes, Weldy & Icenogle, 1997). Effective communication among head-teachers, teachers and students ensures that the language used is simple, influencing, inspiring, convincing, and friendly. When teachers used simple official language to communicate the school vision, mission and instructional objectives to students, the performance of students was enhanced. Proper communication between the teacher and students is the most important skill in teaching. If this relationship is appropriately established, educational goals are easily realised. The report of UNESCO (2009) pointed out the language of communication can be through: speech, the written word, visual displays, electronic devices and body languages (for example, non-verbal forms, tone of voices, etc.). The report further guided that communication should be clear, specific and understandable; it should be brief (should not include unnecessary information); and in delivering the message, the communicator must be aware of his speaking, listening, attitude, gestures and facial expressions.

Teachers must have good speaking ability to communicate their subject-matter to the students and facilitate classroom learning and participation. Students depend on their teachers to provide them with instruction, guidance and feedback throughout the learning process. When a teacher fails to communicate effectively with students, students' concentration level drops, and they eventually lose grasp of the subject matter which will lead to poor academic performance.

Verbal communication is the interaction achieved through speaking and conversation. Teachers must be effective in their speaking communication to be able to carry their students along and have good classroom management. In speaking, teachers should use their words carefully to be successful in teaching. Every spoken word provokes a feeling in people, specific emotions, and distinct function. If the teacher properly chooses words, they would inform the students appropriately. Therefore, the teacher must avoid the use of negative words in dealing with his students. A good teacher must be aware of the power of words and its impact on his

students and thus endeavour to use only positive words: words that encourage, motivate, and energise his students.

Expression of words clearly and eloquently by the educator causes the students to listen with dignity and willingness, sum up the facts, and think to solve the problem and supply the teacher's comment without any tension or boredom. But using biased phrases often raises a sense of stubbornness and humiliation in the students, puts them out of the cycle of learning, and leaves irreparable psychological effects on the students (Gholipour, 2007). In the selection of words, the intended concept must be exactly in the words of the teacher. It is appropriate to use clear, concise, accurate, polite, correct and rich expression in oral communication with the students to transmit properly the teacher's intentions to the students and enhance their academic performance (Najafi & Rahmazade, 2013).

Good speaking skill requires non-verbal communication such as listening, attitude, gestures, facial expression, and others to complete its impact on the audience. Non-verbal communication is often more subtle and more effective than verbal communication and can convey better meaning than words. When the teacher listens attentively while delivering his subject matter, he will easily know when the students are following his class and when they are not. He will recognise which areas require to be repeated, he will hear murmurs and accolades from his students, and his classroom management will be effective. All these improve the teaching-learning process and enhance students' academic performance. Friedman (1986) and Hunsaker (1991) observed that listening enhances students' academic performance because as a skill, listening involves receiving, attending, organizing, understanding, interpreting, and evaluating messages from the classroom environment and that listening is a learned behaviour that must be nurtured.

Attitude is manner, disposition, feeling and position with regard to a person or thing, tendency or orientation, especially in the mind. Attitude is a positive, negative or mixed evaluation of an object that is expressed at some level of intensity. It is an expression of a favourable or unfavourable evaluation of a person, place, thing, or event. According to Thurstone (1931), attitude denotes the total of a man's inclinations and feelings, prejudice or bias, preconceived notions, ideas, and threats. Attitudes are learned predispositions towards our environment.

For the teacher, the right attitude is a positive attitude which is a very important aspect of communication in the classroom. The teacher must maintain an attitude of confidence all the time. This includes the display of good mastery of content delivered to the learners, friendly disposition towards students to enable them freely ask questions when in doubt, good command of the language of instruction, and unhindered teacher-students interaction. When the teacher's attitude is positive, students learn better and their performance is enhanced. Wirth and Perkins (2013) revealed that teacher's attitude contributed significantly to students' attention in classroom and influenced their academic performance. Mucella, Melis and Ahu (2011) investigated the effects of teachers' attitudes on students' personality and performance in Istanbul Turkey and found that teachers' positive attitudes have positive influence on students' personality as well as their academic and life performances.

Gesture is a motion of some or all parts of the body, especially during speech. It involves the use of hands, legs, eyes, head and other parts of the body to emphasise communication. *More than half of all human communication takes place nonverbally. The teacher is constantly sending nonverbal messages as he teaches in the classroom, even outside the classroom. When the*

teacher speaks in the classroom, the students judge him and his messages/lectures based on what they hear as well as on what they see. When the teacher presents a speech, he sends two kinds of messages to his audience: While his voice transmits a verbal message, a vast amount of information is being visually conveyed by his appearance, manner, and physical behaviour.

However, if the teacher's physical actions are distracting or suggest meanings that do not agree with your verbal message/lecture, his body language can defeat his words. Whether his purpose is to inform, persuade, motivate, or inspire the students, his body language and the personality he projects must be appropriate to what he says. The goal of the teacher in the classroom is to communicate the content of the subject matter to students. To be an effective teacher, he must project earnestness, enthusiasm, and sincerity by making his manner and actions affirm what he says. This will enhance students learning and promote great academic performance. If his gestures do not convey his words, the results can be disastrous. This is so because what the teacher is, is more clearly communicated through his nonverbal behaviour than through his words. Castellon and Enyedy (2006) argued that the unification of the teacher's gesture, in conjunction with speech and graphic resources, helped students grasp and discuss mathematical concepts. They found that teacher's gestures and talk assisted in clarifying, explaining, highlighting, and emphasizing mathematical concepts to his students and enhanced their performance in Mathematics. Additionally, gesture and talk resolved multiple meanings, elicited students' justification of their thinking, and advanced mathematical lessons.

Non-verbal communication such as facial expression can deliver volumes without words. For instance, a smile, an eye contact, a nod, and perhaps a frown convey our feeling much easier than words. Facial expression has the power to transfer the attitudes and feelings of people to others and in many cases can be even more effective than verbal messages (Farhangi, 1995). Facial expression, like eye contact and physical appearance, indicate a lot of emotions in communication. Facial expression is more effective than other modes of non-verbal cues and gives us a lot of information about the emotional status of others to the extent that some theorists believe that facial expression is the most important source of information after language (Najafi & Rahmazade, 2013).

Statement of the Problem

Communication is important in all aspects of life. And effective communication is the pivot on which all education activities rotate. All education activities from policy formulation for schools, to development of instructional objectives, to delivery of instructions inside and outside the classroom, and to the reporting of results to learners, parents/guardians, education authorities, other stakeholders, and to the general public are carried out through communication.

In the classroom, instructions are delivered by communication: communication in terms of speaking to students to pass messages, listening to hear and understand students' reactions, gestures to emphasise importance of message, attitude to express feelings, prejudices, strengths and threats, and facial expression to inform like, dislike, acceptance and more. Teacher's good communication skills make for effective classroom management which leads to efficient teaching and learning, which in turn enhances students' academic performance. Unfortunately, teachers' communication skills in our secondary schools are suspect, ranging from poor use of language, shouting at students when they ask questions, not listening to appreciate students' concerns, improper use of gestures and facial expressions, to unfriendly attitude in the classroom leading to

poor teacher-students interaction. The study evaluated teachers' communication skills, with a view to improving on them, and thus enhance students' academic performance.

Purpose of the Study

The purpose of the study was to determine the influence of teachers' communication skills on students' academic performance. Specifically, the objectives of the study were to:

1. Determine how teachers' speaking skills influence students' academic performance in public senior secondary schools in Rivers State.
2. Assess how teachers' listening skills influence students' academic performance in public senior secondary schools in Rivers State.
3. Establish how teachers' attitudes influence students' academic performance in public senior secondary schools in Rivers State.
4. Determine how teachers' gestures influence students' academic performance in public senior secondary schools in Rivers State.
5. Ascertain how teachers' facial expressions influence students' academic performance in public senior secondary schools in Rivers State.

Research Questions

1. To what extent do teachers' speaking skills influence students' academic performance in public senior secondary schools in Rivers State?
2. What is the extent to which teachers' listening skills influence students' academic performance in public senior secondary schools in Rivers State?
3. What is the extent to which teachers' attitudes influence students' academic performance in public senior secondary schools in Rivers State?
4. To what extent do teachers' gestures influence students' academic performance in public senior secondary schools in Rivers State?
5. To what extent do teachers' facial expressions influence students' academic performance in public senior secondary schools in Rivers State?

Hypotheses

1. There is no significant influence of teachers' speaking skills on students' academic performance in public senior secondary schools in Rivers State.
2. There is no significant influence of teachers' listening skills on students' academic performance in public senior secondary schools in Rivers State.
3. There is no significant influence of teachers' attitudes on students' academic performance in public senior secondary schools in Rivers State.
4. There is no significant influence of teachers' gestures on students' academic performance in public senior secondary schools in Rivers State.

5. There is no significant influence of teachers’ facial expressions on students’ academic performance in public senior secondary schools in Rivers State.

METHODOLOGY

The study employed the descriptive survey research design. According to Kpolovie (2010) survey research is a developmental field investigation that systematically collects, analyses and synthesises quantitative data on a large representative sample of a given population. The population of the study comprised of 34168 Senior Secondary Two (SSII) students in the 23 Local Government Areas of Rivers State in the 2018/2019 academic session (Source: Rivers State Senior Secondary Schools Board: Planning, Research and Statistics Department, 2019). The sample size of the study was 990 accounting students in Rivers State obtained by applying the Taro Yamen’s formula in each of the three Senatorial Districts of Rivers State. The sample was selected using the multistage sampling approach which involved proportional, stratified, and purposive sampling techniques. The instrument used for data collection was a researcher-developed structured questionnaire titled Teachers’ Communication Skills and Students’ Academic Performance (TCSSAP) with a reliability coefficient of 0.86 established using Cronbach Alpha.

RESULTS

Research Question 1: To what extent do teachers’ speaking skills influence students’ academic performance in public senior secondary schools in Rivers State?

Table 1: Descriptive Statistic on the Extent of Influence of Teachers’ Speaking on Students Academic performance

S/No	Statement	East		South East		West		Decision
		[n ₁ = 353]		[n ₂ = 332]		[n ₃ = 307]		
		x	SD	x	SD	x	SD	
1	My teacher presents information in a way that is easy to understand.	3.62	0.82	3.54	0.97	3.66	0.84	Very High Extent
2	My teacher speaks clearly and tries to carry every student along.	3.55	0.64	3.67	0.68	3.58	0.57	High Extent
3	I admire the way my teacher speaks.	3.19	0.85	3.31	0.59	3.28	0.70	High Extent
4	My teacher guides students in a positive direction for their academic and personal growth	3.21	0.51	3.18	0.86	3.25	0.63	High Extent

5	My teacher provides high and clear explanations to enhance students' academic performance.	3.59	0.81	3.63	0.78	3.51	0.43	Very High Extent
Total		3.43	0.73	3.47	0.77	3.46	0.63	High Extent

The total sample of Rivers East, Rivers South-East, and Rivers West used for the study is 992, while n_1 , n_2 , and n_3 are the sub-samples of Rivers East, Rivers South-East, and Rivers West respectively.

Decision: Students' academic performance is influenced by speaking (as teachers' communication skill) to a High Extent (2.50 x 3.49).

The information in table 1 presents that SSII students of Rivers East have a total mean of 3.43 and standard deviation of 0.73, Rivers South-East have a total mean of 3.47 and standard deviation of 0.77, and Rivers West have a total mean of 3.46 and standard deviation of 0.63 on their rating of the extent of influence of speaking (as a communication skill) on academic performance of SSII students of public senior secondary schools in Rivers State. The SSII students of the three Senatorial Districts of Rivers State have total means that lie between 2.50–3.49 implying that speaking has high extent influence on academic performance of students of public senior secondary schools in Rivers State.

Research Question 2: What is the extent to which teachers' listening skills influence students' academic performance in public senior secondary schools in Rivers State?

Table 2: Descriptive Statistic on the Extent of Influence of Teachers' Listening on Students Academic performance.

S/No	Statement	East		South East		West		Decision
		[$n_1 = 353$]		[$n_2 = 332$]		[$n_3 = 307$]		
		x	SD	x	SD	x	SD	
6	My teacher encourages students' feedback.	3.20	0.27	3.15	0.84	3.18	0.76	High Extent
7	My teacher motivates students to learn by listening to their challenges.	3.77	0.21	3.58	0.43	3.69	0.61	Very High Extent
8	My teacher pays attention to students' concerns and challenges.	3.18	0.66	2.86	0.47	3.06	0.43	High Extent
9	My teacher encourages students to ask questions in	2.89	0.68	3.17	0.60	2.91	0.75	High Extent

class.								
10	My teacher takes his time to listen to individual students and help with their needs.	3.63	0.28	3.71	0.91	3.68	0.55	Very High Extent
	Total	3.33	0.42	3.29	0.65	3.30	0.62	High Extent

The total sample of Rivers East, Rivers South-East, and Rivers West used for the study is 992, while n_1 , n_2 , and n_3 are the sub-samples of Rivers East, Rivers South-East, and Rivers West respectively.

Decision: Students’ academic performance is influenced by listening (as teachers’ communication skill) to a High Extent (2.50 x 3.49).

Table 2 presents that SSII students of Rivers East have a total mean of 3.33 and standard deviation of 0.42, Rivers South-East have a total mean of 3.29 and standard deviation of 0.65, and Rivers West have a total mean of 3.30 and standard deviation of 0.62 on their rating of the extent of influence of listening (as a communication skill) on academic performance of SSII students of public senior secondary schools in Rivers State. The SSII students of the three Senatorial Districts of Rivers State have total means that lie between 2.50–3.49 implying that listening has a high extent influence on academic performance of students of public senior secondary schools in Rivers State.

Research Question 3: What is the extent to which teachers’ attitudes influence students’ academic performance in public senior secondary schools in Rivers State?

Table 3: Descriptive Statistic on the Extent of Influence of Teachers’ Attitude on Students’ Academic performance

S/No.	Statement	East		South East		West		Decision
		[$n_1 = 353$]		[$n_2 = 332$]		[$n_3 = 307$]		
		x	SD	x	SD	x	SD	
11	My teacher provides academic support for all students in the classroom.	3.72	0.95	3.61	0.67	3.75	0.48	Very High Extent
12	My teacher has a positive attitude towards students and other staff.	3.15	0.75	3.27	0.49	2.89	0.73	High Extent
13	My teacher views me as an important member of the	3.25	0.46	2.85	0.68	3.26	0.59	High Extent

	classroom.							
14	My teacher cares about my academic and social well-being which makes me enjoy school.	3.12	0.38	3.36	0.71	3.27	0.78	High Extent
15	I am able to take risks in the classroom without feeling embarrassed because of my teacher's attitude.	3.65	0.74	3.59	0.93	3.66	0.56	Very High Extent
	Total	3.38	0.66	3.34	0.70	3.37	0.63	High Extent

The total sample of Rivers East, Rivers South-East, and Rivers West used for the study is 992, while n_1 , n_2 , and n_3 are the sub-samples of Rivers East, Rivers South-East, and Rivers West respectively.

Decision: Students' academic performance is influenced by attitude (as teachers' communication skill) to a High Extent (2.50 x 3.49).

The information in table 3 presents that SSII students of Rivers East have a total mean of 3.38 and standard deviation of 0.66, Rivers South-East have a total mean of 3.34 and standard deviation of 0.70, and Rivers West have a total mean of 3.37 and standard deviation of 0.63 on their rating of the extent of influence of attitude (as a communication skill) on academic performance of SSII students of public senior secondary schools in Rivers State. The SSII students of the three Senatorial Districts of Rivers State have total means that lie between 2.50–3.49 implying that attitude has a high extent influence on academic performance of students of public senior secondary schools in Rivers State.

Research Question 4: To what extent do teachers' gestures influence students' academic performance in public senior secondary schools in Rivers State?

Table 4: Descriptive Statistic on the Extent of Influence of Teachers' Gestures on Students' Academic performance

S/No.	Statement	East		South East		West		Decision
		[$n_1 = 353$]		[$n_2 = 332$]		[$n_3 = 307$]		
		x	SD	x	SD	x	SD	
16	My teacher uses his body movements to drive some lessons home for the	2.95	0.62	3.12	0.44	3.09	0.71	High Extent

	students.							
17	My teacher nods approval with his head when students get the right answers.	3.25	0.81	3.26	0.53	3.16	0.43	High Extent
18	Sometimes my teacher uses his eyes to communicate disapproval of students' conducts.	3.22	0.66	3.17	0.47	3.19	0.32	High Extent
19	When my teacher teaches in class he uses his hands, eyes and head to drive home his lessons.	3.24	0.52	2.98	0.36	3.32	0.24	High Extent
20	My teacher makes teaching attractive by demonstrating how school lessons apply in the life	3.14	0.47	3.53	0.93	3.12	0.85	High Extent
	Total	3.16	0.62	3.21	0.55	3.18	0.51	High Extent

The total sample of Rivers East, Rivers South-East, and Rivers West used for the study is 992, while n_1 , n_2 , and n_3 are the sub-samples of Rivers East, Rivers South-East, and Rivers West respectively.

Decision: Students' academic performance is influenced by gesture (as teachers' communication skill)

to a High Extent (2.50 x 3.49).

Table 4 presents that SSII students of Rivers East have a total mean of 3.16 and standard deviation of 0.62, Rivers South-East have a total mean of 3.21 and standard deviation of 0.55, and Rivers West have a total mean of 3.18 and standard deviation of 0.51 on their rating of the extent of influence of speaking (as a communication skill) on academic performance of SSII students of public senior secondary schools in Rivers State. The SSII students of the three Senatorial Districts of Rivers State have total means that lie between 2.50–3.49 implying that speaking has high extent influence on academic performance of students of public senior secondary schools in Rivers State.

Research Question 5: To what extent do teachers' facial expressions influence students' academic performance in public senior secondary schools in Rivers State?

Table 5: Descriptive Statistic on the Extent of Influence of Teachers’ Facial Expression on Students’ Academic performance

S/No.	Statement	East		South East		West		Decision
		[n ₁ = 353]		[n ₂ = 332]		[n ₃ = 307]		
		x	SD	x	SD	x	SD	
21	My teacher approves/disapproves students’ attitudes from the way he looks at students.	2.97	0.81	3.28	0.47	3.14	0.95	High Extent
22	My teacher smiles to encourage students to tackle difficult tasks.	3.24	0.57	3.19	0.76	3.28	0.83	High Extent
23	I have a positive view of the way my teacher conducts his class.	3.13	0.52	2.98	0.65	3.21	0.74	High Extent
24	My teacher’s confidence in class makes me work harder and desire to be like him.	2.99	0.68	3.08	0.72	3.43	0.66	High Extent
25	My teacher uses facial expression to manage class (makes students stop noise in class).	3.32	0.58	3.22	0.65	2.91	0.49	High Extent
	Total	3.13	0.63	3.15	0.65	3.19	0.73	High Extent

The total sample of Rivers East, Rivers South-East, and Rivers West used for the study is 992, while n₁, n₂, and n₃ are the sub-samples of Rivers East, Rivers South-East, and Rivers West respectively.

Decision: Students’ academic performance is influenced by facial expression (as teachers’ communication skill) to a High Extent (2.50 x 3.49).

The information in table 5 presents that SSII students of Rivers East have a total mean of 3.13 and standard deviation of 0.63, Rivers South-East have a total mean of 3.15 and standard deviation of 0.65, and Rivers West have a total mean of 3.19 and standard deviation of 0.73 on their rating of the extent of influence of facial expression (as a communication skill) on academic performance of SSII students of public senior secondary schools in Rivers State. The SSII

students of the three Senatorial Districts of Rivers State have total means that lie between 2.50–3.49 implying that facial expression has a high extent influence on academic performance of students of public senior secondary schools in Rivers State.

Hypothesis 1: There is no significant influence of teachers’ speaking skills on students’ academic performance in public senior secondary schools in Rivers State.

Table 6: Summary of One-way Analysis of Variance (ANOVA) on the influence of speaking on academic performance of students of senior secondary schools in Rivers State.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.306	2	.153	209.659	.000
Within Groups	.072	989	.000		
Total	.378	991			

$F(2, 0.153) = 209.659; p = 0.000 < 0.05: H_0$ is rejected

Table 6 presents the sum of squares of 0.306, with 2 degrees of freedom, and a mean square of 0.153 for between groups. Within groups has the sum of squares of 0.72, degrees of freedom of 989, and a mean square of 0.000, while the total has 0.378 sum of squares and 991 degrees of freedom. The computed F is 209.659 which is statistically significant at .05. Thus the null hypothesis that “there is no significant influence of teachers’ speaking skills on students’ academic performance in public senior secondary schools in Rivers State” is rejected: $F(2, 0.153) = 209.659, p < .05$. In other words, teachers’ speaking skills influence, to a High Extent, students’ academic performance in public senior secondary schools in Rivers State.

Hypothesis 2: There is no significant influence of teachers’ listening skills on students’ academic performance in public senior secondary schools in Rivers State.

Table 7: Summary of One-way Analysis of Variance (ANOVA) on the influence of listening on academic performance of students of senior secondary schools in Rivers State.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.883	2	.941	34.918	.011
Within Groups	26.665	989	.027		
Total	28.548	991			

$F(2, 0.941) = 34.918; p = 0.011 < 0.05: H_0$ is rejected

Table 7 presents the sum of squares of 1.883, with 2 degrees of freedom, and a mean square of 0.941 for between groups. Within groups has the sum of squares of 26.665, degrees of freedom of 989, and a mean square of 0.027, while the total has 28.548 sum of squares and 991 degrees of freedom. The computed F is 34.918 which is statistically significant at .05. Thus the null

hypothesis that “there is no significant influence of teachers’ listening skills on students’ academic performance in public senior secondary schools in Rivers State” is rejected: $F(2, 0.941) = 34.918, p < .05$. In other words, teachers’ listening skills influence, to a High Extent, students’ academic performance in public senior secondary schools in Rivers State.

Hypothesis 3: There is no significant influence of teachers’ attitudes on students’ academic performance in public senior secondary schools in Rivers State.

Table 8: Summary of One-way Analysis of Variance (ANOVA) on the influence of attitude on academic performance of students of senior secondary schools in Rivers State.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.301	2	.150	1341.287	.009
Within Groups	.111	989	.000		
Total	.412	991			

$F(2, 0.150) = 1342.287; p = 0.009 < 0.05$: H_0 is rejected

Table 8 presents the sum of squares of 0.301, with 2 degrees of freedom, and a mean square of 0.150 for between groups. Within groups has the sum of squares of 0.111, degrees of freedom of 989, and a mean square of 0.000, while the total has 0.412 sum of squares and 991 degrees of freedom. The computed F is 1341.287 which is statistically significant at .05. Thus the null hypothesis that “there is no significant influence of teachers’ attitude on students’ academic performance in public senior secondary schools in Rivers State” is rejected: $F(2, 0.150) = 1341, p < .05$. In other words, teachers’ attitude influences, to a High Extent, students’ academic performance in public senior secondary schools in Rivers State.

Hypothesis 4: There is no significant influence of teachers’ gestures on students’ academic performance in public senior secondary schools in Rivers State.

Table 9: Summary of One-way Analysis of Variance (ANOVA) on the influence of gesture on academic performance of students of senior secondary schools in Rivers State.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.458	2	.229	177.804	.017
Within Groups	1.273	989	.001		
Total	1.731	991			

$F(2, 0.229) = 177.804; p = 0.017 < 0.05$: H_0 is rejected

Table 9 presents the sum of squares of 0.458, with 2 degrees of freedom, and a mean square of 0.229 for between groups. Within groups has the sum of squares of 1.273, degrees of freedom of 989, and a mean square of 0.001, while the total has 1.731 sum of squares and 991 degrees of freedom. The computed F is 177.804 which is statistically significant at .05. Thus the null

hypothesis that “there is no significant influence of teachers’ gestures on students’ academic performance in public senior secondary schools in Rivers State” is rejected: $F(2, 0.229) = 177.804, p < .05$. In other words, teachers’ gestures influence, to a High Extent, students’ academic performance in public senior secondary schools in Rivers State.

Hypothesis 5: There is no significant influence of teachers’ facial expressions on students’ academic performance in public senior secondary schools in Rivers State.

Table 10: Summary of One-way Analysis of Variance (ANOVA) on the influence of facial expression on academic performance of students of senior secondary schools in Rivers State.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.580	2	.290	585.794	.007
Within Groups	.489	989	.017		
Total	1.069	991			

$F(2, 0.290) = 585.794; p = 0.007 < 0.05$: H_0 is rejected

Table 10 presents the sum of squares of 0.580, with 2 degrees of freedom, and a mean square of 0.290 for between groups. Within groups has the sum of squares of 0.489, degrees of freedom of 989, and a mean square of 0.017, while the total has 1.069 sum of squares and 991 degrees of freedom. The computed F is 585.794 which is statistically significant at .05. Thus the null hypothesis that “there is no significant influence of teachers’ facial expressions on students’ academic performance in public senior secondary schools in Rivers State” is rejected: $F(2, 0.290) = 585.794, p < .05$. In other words, teachers’ facial expressions influence to a High Extent students’ academic performance in public senior secondary schools in Rivers State.

DISCUSSION OF FINDINGS

The study examined the influence of teachers’ communication skills on students’ academic performance and found that teachers’ speaking skills, listening skills, attitude, gestures, and facial expressions, as components of teachers’ communication skills, influence to a high extent academic performance of students of public senior secondary schools in Rivers State.

The findings of high extent influence of teachers’ speaking skills and listening skills on students’ academic performance are supported respectively by Najafi and Rahmazade (2013) when they opined that teachers appropriate use clear, concise, accurate, polite, correct and rich expression in oral communication with the students to transmit properly the teacher's intentions enhance the students’ academic performance and Friedman (1986) and Hunsaker (1991) observed that listening enhances students’ academic performance because as a skill, listening involves receiving, attending, organizing, understanding, interpreting, and evaluating messages from the classroom environment and that listening is a learned behaviour that must be nurtured.

The study further found that teachers’ attitude, gestures, and facial expressions influence students’ academic performance to a high extent. In consonance with these findings, Farhangi (1995) found facial expression to have the power to transfer the attitudes and feelings of people to others and in many cases facial expression is even more effective than verbal messages. Wirth

and Perkins (2013) revealed that teacher's attitude contributed significantly to students' attention in classroom and influenced their academic performance. Mucella, Melis and Ahu (2011) investigated the effects of teachers' attitudes on students' personality and performance in Istanbul Turkey and found that teachers' positive attitudes have positively influence students' personality as well as their academic and life performances. Castellon and Enyedy (2006) argued that the unification of the teacher's gesture, in conjunction with speech and graphic resources, helped students grasp and discuss mathematical concepts. They found that teacher's gestures and talk assisted in clarifying, explaining, highlighting, and emphasizing mathematical concepts to his students and enhanced their performance in Mathematics.

CONCLUSION

The findings of this study have shown that students' academic performance is influenced to a high extent by teachers' communication skills of speaking, listening, attitude, gestures and facial expressions. It is imperative therefore, that the school curriculum should make adequate provision for student teachers to learn effective communication skills, and practicing teachers to be trained and retrained to cultivate good communication skills.

RECOMMENDATIONS

Communication skills are learnt from the home to the school. In other words, the learning of effective communications skills starts from birth through school days and onto adult work life. Therefore, parents, teachers and education authorities should ensure that children, student teachers, and teachers are properly cultured on effective communication skills. While parents and teachers bring up their children and students in using positive, inspiring, motivating, and friendly words, education authorities must ensure that school curricula make adequate provision for the teaching of students and the training and retraining of teachers.

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Transaction Convenience and Customer Patronage of Deposit Money Banks in Port Harcourt

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Abstract: *This study was on transaction convenience and customer patronage of deposit money banks in Port Harcourt. Data were collected through questionnaire from 91 sampled respondents. The hypotheses were tested with Spearman's rank correlation coefficient with the aid of SPSS, statistical software. It was found that there is a significant relationship between perceived time, repeat purchase and word of mouth. Also, there is a significant relationship between perceived effort, repeat purchase and word of mouth. Based on the findings, the study concludes that there is a significant relationship between transaction convenience and customer patronage of deposit money banks in Port Harcourt. Therefore the study recommends that; deposit money banks in Port Harcourt should improve on their transaction convenience to increase customer patronage. Deposit money banks should try to exceed customer expectations in terms of perceived time and effort on transaction to earn their repeat purchase and word of mouth.*

Key words: *Transaction Convenience, Customer Patronage, Perceived Time, Perceived Effort, Repeat Purchase, Word of Mouth*

INTRODUCTION

The significance of banking structure in trade and industry growth and development cannot be destabilized globally, In Nigeria general. They provide a mechanical system to group savings and convert them into investment. A bank serves as a mediator between depositors and borrowers. Globalization and financial liberalization constitute major changes that have significantly affected banks and this has resulted in competition between banks forcing individual banks to find new market to expand (Olanipekun, Brimah & Ajagbe, 2013).

The banking industry no doubt has witnessed advancement in technology just like any other sector; the adoption of e-banking service is one of these as it affects banking operations entirely (Adewoye, 2013). The importance of e-banking in the 21st century cannot be over emphasized because its introduction has given business opportunity to accomplish greater productivity and profitability since trading and transactions would be carried out through communication network which makes it faster even as distance would no longer be a barrier to effective transaction (Fagbuyi, 2003).

Empirically, many studies have been carried out on the service quality with how transaction convenient can impact on consumer's patronage with other related construct. For instance, Dai and Salam (2014) stated that transaction convenience is necessary for customers as they want to quickly conclude their purchase and save their time and effort. According to Kaura *et al.* (2015) customer Feel that online transaction is complicated process, thus providing convenience by making it simple or giving other means of payment will increase customer

satisfaction. Additionally, Aagja *et al.* (2011) confirms that transaction convenience has positive impact on customer satisfaction.

Balogun, Ajiboye and Dunsin (2013); and Mahmood (2013) investigated the factors that influenced customer satisfaction with E-Banking in Nigeria and Pakistan respectively. They found that internet banking products have significant effect on customers' satisfaction. Customers are presumed to be one of the most important stakeholders in any organization because without them, organizations are not likely to succeed. Hence, marketers emphasize on research in the area of consumer behavior and particularly behavioral intention. Knowledge of consumer behavior will go a long way in ensuring effective marketing policies towards the interest of customers which will eventually facilitates positive customer attitude towards the organizations. More especially, since customer behavioral intention is a strong indication of his actual behavior (Kotler, 2006).

In service industry such as banks, customers are always looking for convenience in purchasing products or service due to time and budget constraints. Thus, some customers are no longer buying products in the brick-and-mortar stores as they can now transact online because of added values online shopping brings. It is more convenient and time saving for customers thus encouraging retailers to move to online virtual stores which help to strengthen customer relationship (Seiders, Berry & Gresham, 2000).

Service convenience is simply concerned with the provision of quality service to customers. Banks' ability to render a more quality services to their customers would definitely be evidenced in their customer base as every customer would want a quality service. Obviously, one of the factors that separate competitors (Banks) from other banks in the banking industry is their level and quality of services delivery which includes; waiting convenience, access convenience, transaction convenience, benefit convenience and non-monetary cost. This is because service convenience may determine the level of customer patronage and consequently the customer base of any banks. The patronage by customers on the service delivered by a given bank, no doubt may influence the level of satisfaction they derive from it. Convenience in relation to bank service delivery is the customer's evaluation of the service in terms of whether that service met their needs and expectation (Babatunde and Kemi, 2011). Researchers in marketing recognize that overall convenience is a second-order construct that consists of five convenience types: decision, access, transaction, benefit, and post-benefit convenience (Aagja, Mammen & Amit, 2011; Rahman & Parisa, 2014). On this premise, this paper seeks to examine transaction convenience and customer patronage of deposit money banks in Port Harcourt.

Statement of the Problem

In reaction to customers' anticipation, banks have to afford an excellent service to customers who are sophisticated and will not accept less than above average service. Thus, the issue of service convenience in general, and banking services in particular has become one of the most important and modern directions which have witnessed a substantial expansion during the last years in almost all societies (Agboola, 2000).

In response to the demands for quick, efficient and reliable services, industry players are increasingly deploying technology as a means of generating insights into customers' behavioral patterns and preferences. Well-developed outsourcing support functions (technology and operations) are expected to provide services and manage costs (e.g. Automated Teller Machinenetworks, Cards processing, Bill presentment and Payments, Software Development,

Call centre operations and Network management).

In the service industry such as the banking sector, emphasis is now on conveniences as more customers now complain on many factors such as the unlimited time they spend in the bank for transactions (waiting time), outrageous bank alert and other network related issues, monetary cost they incurred in services rendered as well as the low value/benefit attached to their patronage.

Most Banks' service delivery system in Port Harcourt is sometimes interrupted by rowdiness of its customers and randomness of their arrival and service time. Population explosion is one of the single largest challenges faced by the banks. This scenario, in banks, makes its customers filed up in a queue system for an orderly service performance. It is a common experience in factually every economic life. There is barely any economic activity that this inconveniency is not necessary. Customers wait on line to get attention of the cashiers in the banks and therefore, it is always a desire of every customer to obtain an efficient, prompt convenience service delivery from a service system.

It is very expensive to get new customers than to retain old customers. Keeping customers requires customer service staff in banks to be mature and intelligence. Banking has seized to be an entirely arm chair profession largely directed by conservative men who have been stripped of initiatives. Jegede (2014) stated that as a global banking, the only way to succeed is to develop an effective global banking management system with personnel capable of designing and implementing transnational business strategies through the use of modern technology. Based on these facts, this study seeks to ascertain the nexus between transaction convenience of deposit money banks services and their customer patronage in Port Harcourt.

This study is built on the assumption conceptualized in the figure below

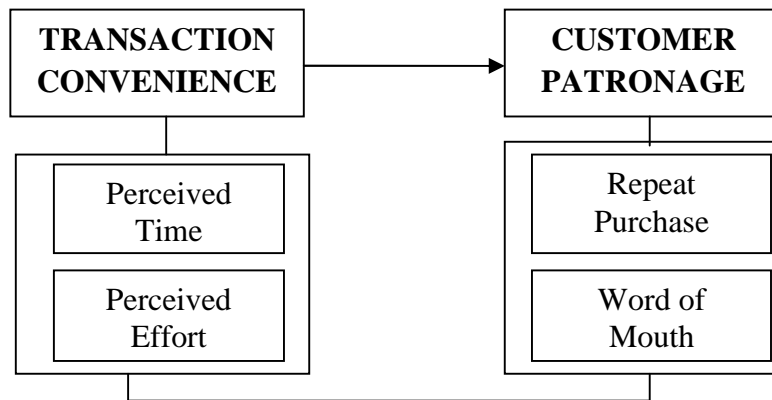


Figure 1: Conceptual Framework of Transaction Convenience and Customer Patronage

Source: Predictor variables adapted from Brown (1990) while criterion variables based on desk review, 2019.

Objectives of the Study

The main objective of the study is to examine the relationship between transaction convenience and customer patronage of deposit money banks in Port Harcourt. Other objectives include:

1. To determine the relationship between transaction convenience and repeat purchase.

2. To explore the relationship between transaction convenience and word of mouth.

Research Questions

Based on the objectives of the study, the following questions are raised.

1. To what extent is the relationship between transaction convenience and repeat purchase?
2. To what extent is the relationship between transaction convenience and word of mouth?

Research Hypotheses

The following null hypotheses are developed for the study.

H₀₁: There is no significant relationship between perceived time and repeat purchase.

H₀₂: There is no significant relationship between perceived time and word of mouth.

H₀₃: There is no significant relationship between perceived effort and repeat purchase.

H₀₄: There is no significant relationship between perceived effort and word of mouth.

REVIEW OF RELATED LITERATURE

Theoretical Framework

This study is anchored on adaptation-level theory. The theory was originated by Helson in 1964 and applied to customer patronage and satisfaction by Oliver. Helson (1964) simply put his theory as follows: “it posits that one perceives stimuli only in relation to an adapted standard. The standard is a function of perceptions of the stimulus itself, the context, and psychological and physiological characteristics of the organism once created, the ‘adaptation level’ serves to sustain subsequent evaluations in that positive and negative deviations will remain in the general vicinity of one’s original position, only large impacts on the adaptation level will change the final tone of the subject’s evaluation”.

According to adaptation level theory, exposure to earlier stimuli serves as a frame of reference by which later stimuli are judged. These earlier stimuli are mathematically combined to form one’s unique adaptation level. Later stimuli that are similar to the adaptation level produce a different response, where as stimuli that are significantly different from the adaptation level can produce either positive or negative responses. New experiences are integrated into the adaptation level, which can cause one’s adaptation level to shift. Then result of these processes is that stimuli have only temporary effects.

Solomon and Corbit (1973,1974), explains the means by which emotional responses to stimuli are regulated by an underlying physiological mechanism involving feedback loops sensing and responding to affective and physiological changes. Solomon and Corbit argued that in the absence of emotionally arousing stimuli, people experience a state of hedonic neutrality; that is, in most instances, people are in a neutral rather than in a positive or negative emotional state.

This theory is quite applicable to the present study on transaction convenience and customer patronage. Every consumer is a psychological being and is influenced by what they perceive to positively influence their buying behavior. This theory gave us an understanding of

consumers respond to service in terms of what they can benefit and how convenient they perceive it.

Concept of Transaction Convenience

Transaction convenience involves consumers' perceived time and perceived effort to initiate service delivery (Brown, 1990). It involves consumers' required actions to request service and, if necessary, be available to receive it. Consumers may initiate service in person (going to a restaurant), remotely (telephoning a take-out order), or through both means (telephoning for a reservation and then going to the restaurant).

Service facility location, operating hours, parking accessibility, and remote contact options figure prominently in the access convenience of firms that rely on consumers' physical presence (Seiders, Berry & Gresham, 2000). Receiving the service, which may be separated by space and time from requesting it, can be affected by service delivery capacity and flexibility and the option to make appointments or reservations (Bitner, Brown & Meuter, 2000).

Transaction Convenience in buying a good falls in the realm of service convenience, such as the convenience of a store's location or a product's location in the store. Access convenience is important because so many services require consumers' participation. Consumers must be present at the right time and place. Firms can improve access convenience by (1) offering consumers multiple ways to initiate service, including the use of self-service technologies; (2) separating required front-end administrative tasks in time and place from the benefit-producing part of a service, such as allowing consumers to reserve a rental car online; (3) bringing the service to the consumer rather than bringing the consumer to the service; and (4) reducing consumers' time and effort in moving from the core service (such as buying a home) to functionally related services (such as mortgage financing and home owners' insurance) (Dai & Salam, 2014; Kaura *et al.*, 2015).

One reason for the growing use of self-service technologies, as discussed by Meter and colleagues (2000), is that many of them reduce time and effort costs for inseparable services. Access convenience is a primary reason for consumers to self-perform certain services. Self-service reduces consumers' dependence on service providers whose accessibility may be inconvenient. Automatic teller machines are popular in part because they are available when financial institution offices are closed. Nothing happens until consumers gain access to the service. Ultimately, services marketing success may rest on whether a convenience-minded consumer is willing to make a left turn into traffic to reach the service facility. The speed and ease with which consumers can access the service may powerfully influence the choices they make (Kaura *et al.*, 2015).

According to Brown (1990), transaction convenience has two dimensions; perceived time and perceived effort. Consumers spend time and effort deciding on, accessing, transacting for, and benefiting from a service. They may also need to spend more time and effort after the service encounter. Consumers' perceptions of transaction convenience directly affect their perceptions of a firm's service quality and their satisfaction with a specific encounter or experience. Because time and effort are personal resources consumers must give up to buy or use a service, fairness issues also may surface when consumer convenience expectations are violated. Based on this, this study adopts perceived time and perceived effort as dimensions of transaction convenience.

Perceived Time

Researchers characterize time as a limited and scarce resource (Jiang *et al.*, 2013; Chang *et al.*, 2012); the term saving time actually means reallocating time across activities to achieve greater efficiency (Chang *et al.*, 2012). Time, unlike money, cannot be expanded; it is finite (Berry, 1979). Studies indicate that people differ in their temporal orientation, including perceived time scarcity, the degree to which they value time, and their sensitivity to time-related issues (Seiders *et al.*, 2000). Time has been classified according to work and non work roles; non work includes activities of necessary self maintenance, household maintenance, and leisure. Classifying activities allows an understanding of why noneconomic variables are significant why consumers sometimes seek to prolong rather than minimize time expenditures (Dai & Salam, 2014). For example, consumers may choose a mode of travel that is more expensive and time-consuming than alternatives (Seiders *et al.*, 2000).

Perceived Effort

Consumers' energy expenditures, or effort are acknowledge to be a distinct type of non monetary cost that, like time, influence perceived convenience and satisfaction (Seiders, Berry & Gresham, 2000).The dimension of physical effort has received little attention in consumer research, and emotional effort has been explored only slightly more (in relation to the psychological costs of waiting). However, cognitive (or mental) effort has been the focus of many studies in psychology, decision theory, economics, and marketing (Bhatnagar, Misra & Rao, 2000). A consistent finding is that people have limited cognitive resources and, as cognitive misers, understanding service convenience conserves these resources during decision making (Chang *et al.*, 2012). Studies suggest that people have only limited ability to estimate or predict how much effort will be required by a task (Chang *et al.*, 2012). Moreover, Bettman, Johnson and Payne (1990) find significant individual differences in consumers' perceptions of required effort.

Concept of Customer Patronage

According to the New Webster Dictionary (1994), Patronage can be said to mean "the material help and encouragement given by a patron, in this instance the patron is seen to be a customer in an exchange transaction. It could also mean "the act of being a regular customer to a shop. In a highly competitive industry, such as banking, satisfying the customers should be the primary focus of firms that wish to sustain patronage (Sulek & Hensley, 2004).

According to this theory, the distinction between behavioral intention and other behaviors enables us to understand factors that define attitudinal influence (Ajzen & Fishbein, 1980). According to Householder and Green (2002), the theory of reasoned action was as a result of previous studies on attitude and behavior. The theory of reasoned action came as result of frustration with traditional attitude-behavior research, much of which found weak correlations between attitude measures and performance of volitional behaviors"(Hale, Householder & Green, 2002).

Derived largely from the social psychology setting, the Theory of Reasoned Action (TRA) as proposed by Ajzen & Fishbein (1975, 1980) has three (3) components: behavioral Intention (BI), Attitude (A), and Subjective Norms (SN). TRA suggests that a person's behavioral intention depends on the person's attitude about the behavior and subjective norms (BI=A+SN). Hence, if an individual decides to enact a given behavior, then it is likely that the person will act it.

It is important to note that purchase action by a customer entails psychological principles that has been developed to harness an understanding of consumers' needs so that products can be developed, designed, and communicated in a rightful manner that can reflect the relevant and important needs of consumers. Consumer decision making is a process consisting of five stages that people go through when deciding on what products or services to buy or patronize a firm, practitioners have traditionally described consumer decision making as a series of five progressive stages namely: need recognition, information search, evaluation of alternatives, purchase decision, and post purchase processes (Grewal & Levy, 2010). However, the following measures of customer patronage such as word of mouth, repeat purchase are hereby discussed below;

Word of mouth

Consumers often share opinions, news, and information with others. They chitchat about vacations, complain about movies, or rave about restaurants. They gossip about co-workers, discuss important political issues, and debate the latest sports rumors. Technologies like Facebook, Twitter, and texting have only increased the speed and ease of communication. Thousands of blogs, millions of tweets and billions of emails are written each day.

Such interpersonal communication can be described as word of mouth, or "informal communications directed at other consumers about the ownership, usage, or characteristics of particular goods and services or their sellers," (Westbrook, 1987). Word of mouth includes product related discussion (e.g., the Nikes were really comfortable) and sharing product related content (e.g., Nike ads on YouTube). It includes direct recommendations (e.g., you'd love this restaurant) and mere mentions (e.g., we went to this restaurant). It includes literal word of mouth, or face-to-face discussions, as well as "word of mouse," or online mentions and reviews.

Word of mouth has a huge impact on consumer behavior. Social talk generates over 3.3 billion brand impressions each day (Keller & Libai, 2009) and shapes everything from the movies consumers watch to the websites they visit (Godes & Mayzlin, 2009).

In the past, consumers used to talk to other people when looking for opinions on a particular brand, product or company. This became known as word of mouth (WOM) in the marketing literature. WOM is probably the oldest mechanism by which opinions on products, brands, and services are developed, expressed, and spread.

A spate of recent articles and books in popular press already notes an increasing interest in word of mouth. There are several definitions of WOM. Early scholars defined it as an oral, person to person communication between a receiver and a communicator whom the receiver perceives as non-commercial, concerning a brand, a product or a service. Westbrook (1987) described WOM as all informal communications directed at other consumers about the ownership, usage, or characteristics of particular goods and services or their sellers (Keller & Libai, 2009).

File *et al.* (1992) define WOM as recommending the firm and the service to others (Godes & Mayzlin, 2009). WOM offers consumers the ability to make more informed choices. As a result, they can benefit from reduced perceived risk of a certain buying behavior, act as goodwill or image which is an asset. Westbrook (1987) mentioned that more risk averse consumers found WOM to be a very useful strategy in reducing most types of risk, and particular consumers were found to rate WOM particularly highly in purchase.

Repeat Purchase

Repeat purchase can be described as the placing of order after order by a consumer from the same organization, it can also be seen as the buying of a product or services by a consumer of the same brand. Repeat purchase customers are customers who are satisfied emotionally, intellectually, physically by an organization offering which could be in form of a product which exceeds their expectations. Repeat purchase in another context could be referred to as “re-patronage intentions,” according to Wirtz and Lwin (2009) it is the willingness of an individual to re-patronize a services organization.

In a relationship built on trust commitment is engendered and then becomes a major predictor of future purchases. Customers regularly visit a particular firm based on their perception of trust—that is, they believe that the company has their best interest at heart when providing a service (Caudill & Murphy, 2000). A repeat purchase is often a measure of loyalty to a brand by consumers, higher repeat purchase value means a well retained, satisfied customer, also higher repeat purchase value drives higher customer value, which means a better top line in the loyalty ladder.

Higher repeat purchase value can mean higher profitability as it does not include new customer acquisition costs; organization can take some actions to ensure repeat purchase of either their products or services by listening to customer comments, suggestion, feedback, complaints, about the product or services they are offering, by also providing value adding services to the customer experience. Repeat purchase is the prime goal a company can set for its products since it is consumer reference to purchase a given brand in a product category. Customer repeat purchase is a good indicator of a long term business sustainability and profitability of an organization; this is because it points to customer satisfaction and retention (Nwulu & Asiegbu, 2015).

Transaction Convenience and Customer Patronage

Norhidayah, Nor, and Rosli (2016) investigated on the moderating effect of convenience towards the relationship between satisfaction and loyalty in Malaysian banking industry. The aim of this research was to explore the influence of e-satisfaction towards e-loyalty among the internet banking users in Malaysia. The moderating effect of convenience on the relationship between e-satisfaction and e-loyalty was also analysed. The study employed systematic sampling technique to recruit respondents. Intercept survey was chosen as method of data collection in which a 25-item questionnaire was used to measure respondents’ e-satisfaction (5 items), e-loyalty (13 items) and convenience (7 items). The survey yielded 120 usable responses. Data were analysed using variance-based partial least squares (PLS) structural equation modelling advanced statistical technique with the help of Smart-PLS version 3. PLS, which has become popular in marketing and social science research, was used to determine the factor loadings and path coefficients in the theoretical model. The study has concluded that e-satisfaction has an effect on e-loyalty; however the moderation effect of convenience was not significant.

Amir, Hadi, Ebrahim and Hossein (2014) studied on the effect of service convenience on customer satisfaction and behavioral responses in bank industry. To retain customers, organizations have to satisfy them particularly in service industry. Service convenience is complex and is comprised of five convenience types, namely, decision, access, transaction, benefit, and post-benefit. The objective of the study was to investigate the effect of service convenience on customer satisfaction and behavioural responses. Data were collected with

questionnaire instruments. Model was developed and tested with structural equation model (SEM) using data collected from the 263 Sepah Bank (the first Iranian bank) customers. The results show that service convenience has a positive effect on customer satisfaction and behavioural responses and customer satisfaction has a positive effect on word of mouth communication and intention to switch.

Moutinho and Smith (2000) examined the association between access (i.e. ease of banking), consumer satisfaction, consumer loyalty, and switching behavior. Their results indicate that there was a direct, positive association between the ease of banking and perceived satisfaction. Increased levels of satisfaction also reduce switching intentions and increase loyalty (Chang & Polonsky, 2012). Transaction convenience is important to customers because if they have issue regarding the product, brand or delivery date then they need a service provider to facilitate them in resolving their problem (Jiang *et al.*, 2013; Chang *et al.*, 2012). In a highly competitive industry, such as banking, satisfying the customers should be the primary focus of firms that wish to sustain patronage. Accessibility is thus an imperative factor that influences customer patronage, repeat purchase, and word of mouth.

It is necessary for the company to provide convenience at this stage because customer wants to spend less time and effort to access service and little inconvenience at access stage will create a negative impact of overall service experience on customers (Dai & Salam, 2014; Kaura *et al.*, 2015). Aagja *et al.*, (2011) and Colwell *et al.*, (2008) verified that access convenience has a strong effect on customer patronage. According to Aagja *et al.*, (2011) customers are more satisfied when the benefit of convenience in terms of accessibility and delivery timings will be provided on demand. Based on this review, the following hypotheses were developed.

H0₁: There is no significant relationship between perceived time and repeat purchase.

H0₂: There is no significant relationship between perceived time and word of mouth.

H0₃: There is no significant relationship between perceived effort and repeat purchase.

H0₄: There is no significant relationship between perceived effort and word of mouth.

Gap in Literature

Based on the empirical literature reviewed, this study observed that, though much have been studied about transaction convenience, there is likely no existing literature on transaction convenience and customer patronage of deposit money banks in Port Harcourt. This is observed gap in literature this study seeks to close.

METHODOLOGY

This study adopted the descriptive research design. The population of this study comprised of all the customers of deposit money banks in Port Harcourt. The researcher purposively administered five (5) copies of questionnaire to the customers in each of the nineteen (19) deposit money banks in Port Harcourt. This gave a total of ninety five (95) copies. The response options rate are; 1= Strongly Agree (SA), 2= Agree (A), 3= Undecided (UN), 4= Strongly Disagree (SD), 5= Disagree (D). In this study, the questionnaire was evaluated through expert checking for content. Thereafter, a pilot study was conducted to pre-test the questionnaire. The aim of the pilot testing is to detect reliability in the design of the instrument and address issue of ambiguity as to

restructure the instrument in line with observations before executing full study. A Cronbach's Alpha test was conducted on the measurement items to determine the reliability of the study instrument. The Spearman's (rho) Order of Correlation will be used to analyse the relationship between independent and dependent variables at $P > 0.01$ (two - tailed test).

ANALYSIS DATA AND RESULTS

A total of one ninety five (95) copies of the questionnaire were distributed, while ninety one (91) copies were returned. The ninety one (91) copies were accurately filled representing a response rate of 96%, these copies were used for this analysis.

Testing of Hypotheses

Hypothesis One

H₀₁: There is no significant relationship between perceived time and repeat purchase in deposit money banks in Port Harcourt.

Table 1: decision Table for H₀₁

		Perceived Time	Repeat Purchase
Spearman's rho	Perceived Time	Correlation Coefficient	1.000
		Sig. (2-tailed)	.054
		N	91
		Correlation Coefficient	.855**
Repeat Purchase	Repeat Purchase	Sig. (2-tailed)	1.000
		N	.054
		Correlation Coefficient	.855**
		Sig. (2-tailed)	.054
		N	91

** . Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS Output, 2019

From the statistical testing of hypothesis one, a significant relationship was revealed to exist between perceived time and repeat purchase, this is shown in the positive correlation (r) value of 0.855 (86%). The null hypothesis one was thus rejected and the alternative hypothesis one accepted. Therefore there is a significant relationship between perceived time and repeat purchase.

Hypothesis Two

H₀₂: There is no significant relationship between There is no significant relationship between perceived time and word of mouth in deposit money banks in Port Harcourt.

Table 2: Decision Table for Ho₂

		Perceived Time	Word of Mouth
Spearman's rho	Perceived Time	Correlation Coefficient	1.000
		Sig. (2-tailed)	.823**
	Word of Mouth	N	.061
			166
Spearman's rho	Perceived Time	Correlation Coefficient	.823**
		Sig. (2-tailed)	1.000
	Word of Mouth	N	.061
			166

** . Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS Output, 2019

From the statistical testing of hypothesis two, a significant relationship was revealed to exist between perceived time and word of mouth. This is informed by the positive correlation (r) value of 0.823 (83%). The null hypothesis three was therefore rejected and the alternative hypothesis three accepted. Thus, there is a significant relationship between perceived time and word of mouth.

Hypothesis Three

H₀₃: There is no significant relationship between perceived effort and repeat purchase in deposit money banks in Port Harcourt

Table 3: decision Table for H0₃

		Perceived Effort	Repeat Purchase
Spearman's rho	Perceived Effort	Correlation Coefficient	1.000
		Sig. (2-tailed)	.922**
	Repeat Purchase	N	.039
			166
Spearman's rho	Perceived Effort	Correlation Coefficient	.922**
		Sig. (2-tailed)	1.000
	Repeat Purchase	N	.039
			166

** . Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS Output, 2019

From the statistical testing of the hypothesis three, a significant relationship was revealed to exist between perceived effort and repeat purchase, this is shown in the positive correlation (r) value of 0.922 (92%). The null hypothesis three was rejected, and the alternative hypothesis three

accepted. Therefore, there is a significant relationship between perceived effort and repeat purchase.

Hypothesis Four

Ho₄: There is no significant relationship between perceived effort and word of mouth in deposit money banks in Port Harcourt.

Table 4: Decision Table for H₀₄

		Perceived Effort	Word of Mouth
Spearman's rho	Perceived Effort	Correlation Coefficient	1.000
		Sig. (2-tailed)	.789**
	Word of Mouth	N	.
			.044
		166	166
Spearman's rho	Perceived Effort	Correlation Coefficient	.789**
		Sig. (2-tailed)	1.000
	Word of Mouth	N	.044
			.
		166	166

** . Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS Output, 2019

From the statistical testing of hypothesis four, a significant relationship was revealed to exist perceived effort and word of mouth, this is shown in the positive correlation (r) value of 0.789 (79%). The null hypothesis four was therefore rejected and the alternative hypothesis four accepted. Therefore, there is a significant relationship between perceived effort and word of mouth.

DISCUSSION

The tested hypotheses revealed that, there is a significant relationship between perceived time, repeat purchase and word of mouth in deposit money banks in Port Harcourt. Also, there is a significant relationship between perceived effort, repeat purchase and word of mouth in deposit money banks in Port Harcourt. These findings are in harmony with Amir, Hadi, Ebrahim and Hossein (2014) studied on the effect of service convenience on customer satisfaction and behavioral responses in bank industry. The results show that service convenience vis-avis transaction convenience has a positive effect on customer satisfaction and behavioural responses and customer satisfaction has a positive effect on word of mouth communication and intention to switch. The findings also agreed with Moutinho and Smith (2000) study on the association between transaction convenience, consumer satisfaction, consumer loyalty, and switching behavior. Their results indicate that there was a direct, positive association between the ease of banking and perceived satisfaction. Increased levels of satisfaction also reduce switching intentions and increase loyalty (Chang & Polonsky, 2012).

CONCLUSION AND RECOMMENDATIONS

Based on the findings, the study concludes that, there is a significant relationship between transaction convenience and customer patronage in deposit money banks in Port Harcourt. The following are recommended based on the study's findings.

1. Deposit money banks in Port Harcourt should improve on their transaction convenience to increase customer patronage.
2. Deposit money banks should try to exceed customer expectations in terms of perceived time and effort on transaction to earn their repeat purchase and word of mouth.

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Service Failure Recovery and Competitive Positioning of the Telecommunication Firms in Port Harcourt

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Abstract: *This study seeks to determine the relationship between service failure recovery and competitive positioning of telecommunication firms in Port Harcourt. Six objectives, research questions and null hypotheses were formulated to guide the study. Well-structured questionnaire of 350 were administered to employee of telecommunication firms in the study area. Descriptive and inferential statistics were adopted for the analysis of research questions and testing of hypotheses. The results showed that apology significantly influence market penetration and market share of telecommunication firms. It also revealed that service rebranding have significant relationship between market penetration and market share of telecommunication firms. The findings indicated that follow-up significantly influence market penetration and market share of telecommunication firms. Conclusively, service failure recovery is a tool for resuscitation of firm as a result of poor product quality which does not meet consumer expectations. Actions taken to integrate the firms into the market include apology, urgent reinstatement, empathy, sympathy, symbolic atonement, service rebranding, and compensation, follow-up. It is recommended that positioning of complain box in a strategic position should be made to enable customer lay complain appropriately; that management and response of complain should be done quickly to avert service failure; that retraining of staff be paramount for competitive positioning; that service rebranding becomes inevitable for service failure recovery to enable competitive positioning; that appropriate words for apology should be customized for purpose of retaining customer and trade or cash discount be incorporated in the market strategy to enable competitive positioning, and service quality should be maintained at all cost.*

Keywords: *Service Failure Recovery, Competitive Positioning, Apology, Follow-up, Penetration, Market Share, Service Rebranding*

INTRODUCTION

Telecommunication firms in Nigeria have solved socio-economic problems of communication bottleneck. It has easy communication and bridged the gap of transiting from one point to the other. Telecommunication embraces television, newspapers, analog and digital signage, internet, mobile phones, radio which is the fulcrum for information medium, with social media rapidly emerging as the next major medium (World Factbook, 2014). The telecommunications industry in Nigeria is what today can be described as self-evident and firmly adapted to the intense realities of changing business trends, intense rivalry, regulatory uncertainty, etc.

The proactive measures of service failure recovery contain strategy that organization in response to service failure; some strategies such as apology, emergency rehabilitation, empathy, sympathy, symbolic atonement, service rebranding, compensation, follow-up, etc. (Zeithaml &

Bitner, 2009). In most cases, companies have at least one out of ten customers that are dissatisfied with service received. Therefore, since the best-managed companies will still have issues thereby emphasizes should be placed on service recovery which connotes the process, measures and pro-activeness in tackling with what has happened (Gavin & Durand, 1998). The survival of any business organizations anchors on customer satisfaction. Maxham (2001) explains consumer satisfaction as favorable subjective assessment of each individual for any result associated with consumption or service rendered. The human and non-human mistakes are causes of service failure in organizations. Such failures in performing a service inevitably lead to customer dissatisfaction. Sharing relationships can help increase customer complaints, poor oral communication, and disaster (Ah-Keng & Wan-Yiun, 2006). Unlike in the past, telecommunications are becoming increasingly competitive. Successful operation requires more attention to customer satisfaction and quality service delivery. Successful service retrieval can not only save the business money by retaining customers, but also increase revenue through increased customer trust (Kelley, Hoffman & Davis, 1993). This measures the extent to which the product penetrates the market and acquires a dominant position (market share) in the volume of sales. Customer satisfaction is evidenced by the market share and volume of product sales (Press, Ganey & Hall, 1997). The results of service analyzes are customer dissatisfaction and possibly removal of customers depending on the trust, knowledge, and availability of the alternative service provider (Ranaweera & Prabhu, 2003).

Lately, there has been the emergence of many businesses providing the Nigerian population with telephony and internet communication services. This comes in mobile telephony, broadband internet, cordless, 3G mobile, mobile money and more. In this era of increased competition, businesses are trying to find any point of uniqueness to distinguish them from other competitors. Businesses use various recovery strategies, such as empathy, apology, remediation (compensation) and compensation (compensation) in the event of a service failure. These strategies are considered successful if they bring about customer satisfaction (Jo, Duffy & James, 2006).

The actual service business test for service quality and customer satisfaction depends on how it responds after a service failure (Zemke & Bell, 2000). Indeed, this forces companies to adopt a better practice of repairing faults from services that are supposed to adequately meet customer needs in the event of a service failure. As a result, companies look beyond traditional performance measures and explore strategies to effectively service failure by defining what does and does not work to shape customer missions, goals, and customer satisfaction.

The cost of attracting a new customer far exceeds the cost of maintaining a current customer (Anderson & Fornell, 1994). Service providers could increase their profits by up to 85% by reducing their customer failure rate by 5%. Given strong customer relationships, telecommunications companies must be competitive.

Gilly (1987) observed that if customers are satisfied with the way their complaints are handled, their dissatisfaction can be reduced and the likelihood of a repurchase increased. Besides, effective handling of complaints can have a dramatic impact on customer retention rates, divert negative word of mouth and improve profitability (Tax, Bronn & Chandrashekar, 1998). Inadequate and/or inappropriate business response to service failures and misbehavior of customer complaints affects not only affected customers but also their friends and families through negative word of mouth communication (Hoffman & Chung, 1999; Hoffman & Kelly,

2000). Keaveney (1995) found that basic service failures and unsatisfactory employee responses to service failure accounted for more than 60% of all service change events.

Despite the administration's persistent attempt to provide excellent services, zero rollovers are an unrealistic goal in service provision (Collie *et al.*, 2000; Goodwin & Ross, 1992; Sundaram *et al.*, 1997; Webster & Sundaram, 1998). While consumers acknowledge that service providers cannot eliminate mistakes, dissatisfied customers expect service failures to be recovered when they complain (Sundaram *et al.*, 1997). Although service failures are inevitable; most service malfunctions are largely controlled by service providers (Hoffman & Kelly, 2000).

Grievance management and service recovery were considered retention strategies (Haistead, Morash, & Ozment, 1996). Service recovery, however, is different from complaint management in that service recovery strategies include preventive, often immediate, efforts to reduce the negative impact on service evaluation (Michel, 2001). Service recovery comprises a much broader set of complaint management activities, which focuses on customer complaints caused by service failures (Smith *et al.*, 1999). Because most disgruntled customers tend not to complain about negative experiences (Blodgett, Wakefield & Bames, 1995; Singh, 1990), it is worth taking a proactive start on service recovery. Satisfaction scores were higher in the recovery initiated by the organization or by employees than in the recovery initiated by the customer (Mattila, 1999).

Service recovery is particularly important if it is considered that in many cases dissatisfied customers simply do not complain to the service provider. Few complainers provide valuable information on what can be done to improve customer satisfaction. Zeithami, Bitner and Gremir (2009) argue that reluctance to air complaints results in ignorance among decision-makers and has many serious consequences, such as reduced market share; more expensive defensive marketing strategies, and inability to correct faulty systems undermining the validity of customer complaint data as a contribution to decision making (Bearden & Teel, 1983). To avoid these negative effects, customers should be encouraged to make complaints, and employees should be willing and able to respond. In other words, effective service recovery depends on inputs from customers and employees.

Despite efforts by telecommunications companies to improve their services through customer complaints management, some customers are still dissatisfied with the service. This calls for a research study to investigate the recovery of service failure and the market penetration of telecommunications firms in Port Harcourt.

Statement of Problem

The understanding of service failure will allow management to develop more effective and efficient methods for resolving customer dissatisfaction that leads to conflict and in turn causes service failure. Service failure is considered to be an inadequate result that reflects the distribution of credibility for quality and service (Berry & Parasuraman, 1991).

Researchers argue that service failure occurs when service performance does not meet a customer's expectations (Kelle.y & Davis, 1994; Kelley, Hoffman & Davis, 1993). Two types of service failures are recognized: result and process (Hoffman, Kelley & Rotalsky, 1995).

Outcome failure occurs when the failure relates to basic service offerings. A process failure occurs when it relates to how the service is provided (Smith & Bolton, 2002). The effects of the failure of the result versus the failure of the process affect the customer's perceptions of recovery evaluation. Customers who experienced a process failure will be less satisfied with

service failure than those who experienced failure and also found that compensation and prompt action improved customer appraisal of perceived fairness when experiencing the failure. On the other hand, clients realized that an apology or a proactive response would be more effective when the process failed.

Service failure recovery faces several challenges ranging from customer response to customer dissatisfaction and behavior. Complainant behavior includes voice and exit strategies. The voice strategies that are being complained about are verbal complaints and customer expression about the value of social exchange theory. The purpose of voice selection is to recover, protect other consumers or help the business fix a problem. Complaints provide the service provider (telecommunications companies) with the opportunity to rectify the problem and positively influence subsequent consumer behavior. Unfortunately, telecommunications companies are not willing to accelerate customer satisfaction.

When customer voices are not difficult through perceived changes in-service performance, exit becomes the customer's choice. The exit is when customers stop supporting the company service. It is a voluntary termination of an exchange relationship and is often applied if the voice has not been successful. Apologizing for repairing service failure is not a very practical approach. The apology can only be made public through the media. Then by influencing customers with fragmented brands and thus giving competitors an indication of how to improve the quality of their apology goes with the discounts as a means of compensating the customers as a result of the service failure. The disgruntled customer has no confidence in their business recovery approach because their memories of yesterday have not been forgotten.

Another challenge is that tracking a customer requires a lot of patience and approaches which often the business may not have the time to deal with because it involves word-of-mouth, phone calls, text messages, WhatsApp, charts, media, blogging, etc. The customer is almost not convinced to hire a business a second time if he is not satisfied. Customer satisfaction /dissatisfaction are the difference between a person's expectations of a transaction and the performance of a product or service after the purchase, how can a customer who is not satisfied to repeat the lead, be impossible. Customer expectations, perceived performance, and meeting expectations are critical to service failure. If customer expectations are not met, the service failure recovery approach is frustrating.

Customer perceptions of fairness represent an important factor in service failure ratings (Smith, 2007). Because a service failure report involves, at least to some degree, "unfair" treatment of the customer, service failure repair must be brought to justice - on the client-side (Michel, 2009). Then expected fair treatment through the quality of service provides customer satisfaction and retention.

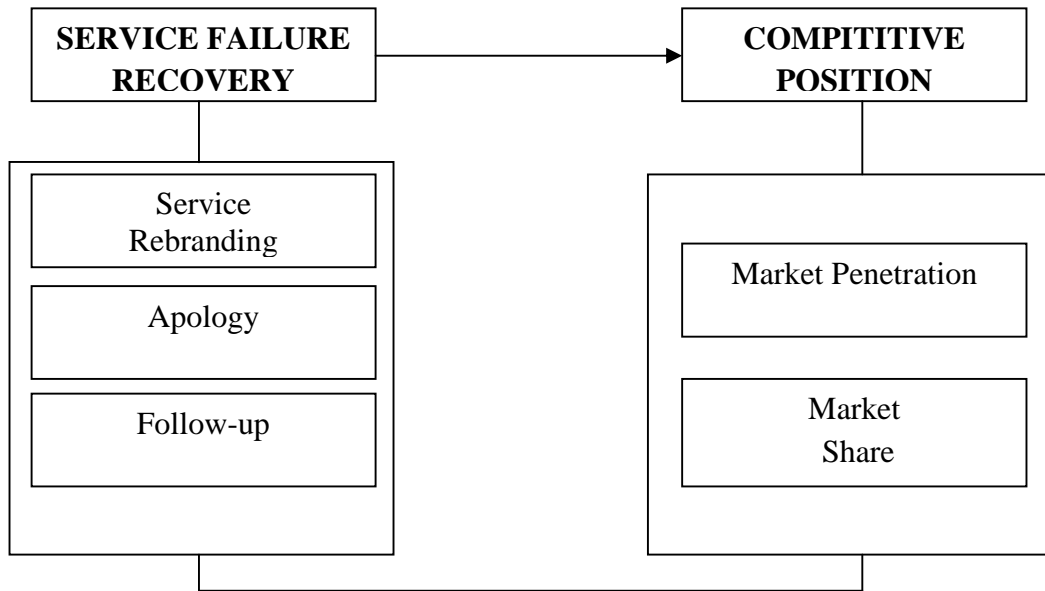


Figure 1: Conceptual Framework of Service Failure Recovery and Market Penetration

Source: Desk Review

Objective of the Study

The main objective of this study is to determine the association linking between service failure recovery and market penetration of the telecommunication firms in Port Harcourt. The specific objectives include:

1. To determine the association linking service rebranding and customer value of telecommunication firms in Port Harcourt.
2. To ascertain the association linking service rebranding and market share of telecommunication firms in Port Harcourt.
3. To investigate the association linking apology and customer value of telecommunication firms in Port Harcourt.
4. To examine the association linking apology and market share of telecommunication firms in Port Harcourt.
5. To determine the association linking follow-up and customer value of telecommunication firms in Port Harcourt.

Research Questions

The research question was formulated to answer the question.

1. What is the association linking service rebranding and customer value of telecommunication firms in Port Harcourt?
2. What is the association linking service rebranding and market share of telecommunication firms in Port Harcourt?
3. What is the association linking apology and customer value of telecommunication firms in Port Harcourt?

4. What is the association linking apology and market share of telecommunication firms in Port Harcourt?
5. What is the association linking follow-up and customer value of telecommunication firms in Port Harcourt?
6. What is the association linking follow-up and market share of telecommunication firms in Port Harcourt?

Research Hypotheses

The null hypotheses were formulated to guide the study.

Ho₁: There is no significant association linking service rebranding and customer value of telecommunication firms in Port Harcourt.

Ho₂: There is no significant association linking service rebranding and market share of telecommunication firms in Port Harcourt.

Ho₃: There is no significant association linking apology and customer value of telecommunication firms in Port Harcourt.

Ho₄: There is no significant association linking apology and market share of telecommunication firms in Port Harcourt.

Ho₅: There is no significant association linking follow-up and customer value of telecommunication firms in Port Harcourt.

Ho₆: There is no significant relationship between follow-up and market share of telecommunication firms in Port Harcourt.

LITERATURE REVIEW

Theoretical Framework

The theoretical framework for this study entails social exchange theory and attribution theory.

Social Exchange Theory

The theory of social exchange is a sociological and psychological theory that examines social behavior between two groups, in particular, service providers and the customer applying the cost-benefit analysis in determining if brand quality results in customer satisfaction. The theory also includes economic relationships, which occur when products lead to satisfaction (Roedelein, 2018). Social exchange theory recommends that these calculations occur in a close relationship, friendship, business relationship and casual relationship as simple as exchanging words with a cashier client (Mcray, 2015). The theory of social exchange says that if the cost of the relationship is higher than the reward, such as a great effort or money put into a relationship and not responding, it could cause service failure.

Studies investigating the evaluation of customer service recovery efforts have used theory of social exchange in buttressing the effects to market penetration (Blodgett *et al.*, 1993; Kelley & Davis, 1994). This theory holds that the exchange relationship must balance the cost of purchase and the satisfaction derived from consumption (Adams, 1963, 1965). The viewpoint of social exchange anchors on view of equal partners (eg spouses, colleagues) in exchange.

In shopping and consumption situations, the consumer's sense of unfairness generally stems from perceived unfairness concerning one's expectations or other benchmarks (Oliver, 1997). Service failures can be considered as a financial loss of customers (funds, resources, time) and social losses (an eg situation, valuation) in an exchange (Sthith *et al.*, 1999). Consequently,

customers view failure status as negative inequality and will try to balance the post-market behavior (Lapidus & Pinkerton, 1995). Service providers strive to recover the balance by offering customers financial value in the form of compensation (e.g., discount) or social resources (e.g., apology) (Smith et al., 1999). A summary of the equity/inequality of the consumers' inputs to the results leads to perceived justice.

Subsequently, the consumer forms a satisfaction/dissatisfaction crisis based on level of perceived justice (Andreassen, 2000).

Attribution Theory

Customer judgments about cause-effect distribution influence subsequent emotions, behaviors, and behaviors based on three dimensions of causal powers: place, control, and stability (Swanson & Kelley, 2001). Distribution theory has sought to explain, responses to product and service failures (Folkes, Koletsky, & Graham, 1987). In general, dissatisfied customers believes that the cause is out of place and are stable and controllable which are likely to withdraw and engage in negative verbal behavior than those who find the problem unlikely to recur and are uncontrolled (Blodgett *et al.*, 2013). The satisfaction situation of individual consumer, based on a single observation or transaction, is known as special satisfaction. Consumers aggregate ratings in many cases and develop cumulative satisfaction referred to as long-term, overall satisfaction (Oliver, 1997). Clients review and update their satisfaction and behavioral intents based on prior evaluation and new information (Smith & Bolton, 1998).

In a service failure situation, a customer's satisfaction level (pre-recovery satisfaction - transaction satisfaction) will be lower than previous general satisfaction. Proper service recovery will mitigate harmful effects and increase satisfaction (post-recovery satisfaction - transaction satisfaction) (Tax *et al.*, 1998). On the other hand, inappropriate service recovery will increase the negative rating, resulting in significant changes in overall satisfaction. An organization's response to service failure can either bring back customer satisfaction or exacerbate negative customer ratings and lead them to turn to a competitor (Smith & Bolton, 1998). Distribution theory is geared towards the obvious benefits of products, and these benefits are the superficial means used in advertising and promotion to link the brand to an incentive that influences service failure (Rossister, 1987).

Today, companies are trying to distinguish their products by focusing on some trivial features that in their true sense do not differ from those of their competitors or, at times, are not used at all by consumers (Chowdhury & Islam, 2003). This, therefore, delays the recovery of services and as such a competitive advantage is very insignificant.

Various techniques are proposed to examine what, characteristics consumers use to judge products (Snelders & Schoormans, 2000). Making a product different from its competitors by adding even an irrelevant feature can increase competitive attitude (Simonson & Tversky, 1992). The theory also suggests that it is obvious that product properties are more important to consumers (Garvin, 1983, 1984).

When deciding to buy a product, it is considered that consumers not only take into consideration the present value of products but also take into recognizance the future performance or future connected to product characteristics (Chowdhury & Islam, 2003). The theory also included that some of the attribute properties include: product durability, image resolution, memory card capacity, ease of use, zoom distance, compatibility, size, design, video recording capability, etc.

The Concept of Service Failure Recovery

Service recovery is an activities geared towards solution for absconded customer due to service dissonance (James, & Mona, 2011). Zemke and Bell (2000) describes repairing a service failure as a process of returning affected customers to the satisfaction of the organization after the service or product failed to meet expectations. Schweikart *et al.* (1993) considers failure recovery as restoring mechanism and part of quality management to attain the ultimate goal of all is to maintain a business relationship with the customer. This statement is considered assuming that customer satisfaction ensures customer loyalty, repeat sales and positive oral communication (Bearden & Teel, 1983).

According to Tax and Brown (2000), Service discovery is a process that identifies service failures, effectively solves customer problems, classifies their roots, and provides data that can be integrated with another performance index for evaluation and improvement of service system. Berry and Parasuraman (1991) argue that a service company always has a second option, even after the initial unfavorable service experience, because recovery activities such as excuses, explanations, replacements or repairs can save the relationship and negatively catch the mouth. It is deliberate changes that taken by a service provider in response to a service failure (Grönroos, 1998). Including customer satisfaction in the definition means that service restoration is a thoughtful planned process of returning affected / dissatisfied customers to a company / service satisfaction situation. Service recovery is differs from complaint management which focuses on service failure and the company's immediate response to it.

Complaint management is process for attaining to customer dissatisfying conditions, which may cause service failure (Stauss, & Wolfgang, 2005). However, most dissatisfied customers are less concern to lodge their grievances in attempts to resume service which will solve problems at the service meeting before customers complain or leave the service meeting unhappy. Complaint management is considered as customer retention approach. Recent research has shown that strategies such as value creation, monitoring, etc., can improve the effectiveness of service recovery efforts (Gohary, Hamzel & Alizadeh, 2016).

Service Rebranding

Redesign is a marketing strategy in which a new name, term, symbol, design, concept, or a combination thereof is created to create a brand new, differentiated identity in the minds of consumers, investors, competitors and other stakeholders (Muzellec & Lambkin, 2006). Often this means radical changes to the logo, title, legal names, image, marketing strategy, and trademark advertising issues that were usually aimed at resetting the brand / company, sometimes distancing them from a negative brand affiliation or moving brand, can also communicate with new customer messages and thereby improve service failure and competitive placement.

Redesign can be applied to new products, mature products or even to products that are still under development. This process can occur intentionally through a deliberate strategy change or inadvertently arising from unplanned emerging situations, the renegotiation may also apply to a change in the name of a company / company that may include several product or company brands. This is the key to repairing service failure; the customer will perceive the new brand product and brand identity. At the turn of the millennium, development has become meaningless because some companies have changed brands several times because of market viability. Muzellec and Lambkin (2006) found it to be either a redesign resulting from a business

strategy, or a real marketing strategy (a change in corporate image) to strengthen, acquire, transfer and / or rebuild a brand.

According to Sinclair (1999), businesses around the world recognize the value of brands. “It looks like it’s a brand, along with copyright and trademark ownership. The brand sends a signal to the customer’s heart as an intangible value that the customer can invest. Marketing develops awareness and associations in the minds of customers so that customers can know (and remind them constantly) which brands best fit their needs keeps moving. A brand in front of a package and gives value to its owners (Sinclair, 1999). The company is often redefined to respond to external and / or internal problems. Companies typically have setup cycles to stay in place or move forward. Companies also use rebranding as’ effective a marketing tool to hide past irregularities, thus eliminating negative associations that would potentially affect business.

This is called market segmentation for product offers that are sold separately in many target markets. If the market segmentation strategy involves offering significantly different products for each market, this is called product diversification. This process of differentiation of market / product segmentation can be considered a form of brand change. What sets it apart from other forms of reconstruction is that this process does not remove the original image of the mark. This redesigned allows the use of a set of engineers to create multiple products with minimal customization and additional cost. Another form of brand change is the sale of a product manufactured by another company under a new name: the original design manufacturer is the company that produces the product, often at lower operating cost positions, which eventually bears the name of another company. The ubiquitous nature of the company / product brand at all customer contact points means that rebuilding is a heavy business for businesses.

According to the glacier model, 80% of the impacts are hidden. The level of effectiveness of the brand change depends on the extent to which the brand changes. Tags can be used to change various brand elements, such as name, logo, legal name, and corporate identity (including optical and verbal identity). Changes made only to the company logo have the least impact (called replacing the logo), and changes in name, legal name, and other identities will affect every part of the company and can result in high costs and impact in large complex organizations. In this way, a new image is created at the heart of the customer, thereby recovering the failure of the recovery service.

Apology

The viability of the customer depends on the existing relationship established with the customer. Relationship marketing is becoming very important for customer loyalty. Apology is one of the key ways to remedy service failures. This tool serves as a means to boost business. By looking at why customers complain, many different approaches can be identified. The reason people face complaints is because they only want what they have been denied. This can be as simple as an apology. Therefore, if the company meets the complainant’s needs, that person will respond by continuing to do business. Similarly, this customer will comment more positively on the organization. Telecommunications research has found that the way complaints are handled is a key determinant of whether customers are returning (Gavin & Durand, 1998). One of the most popular myths about customer complaints is that they always require a refund. In principle, it is a service provider that offers a refund, so publishing an account or providing a free coupon for a future meal can bring unnecessary money (Gavin & Durand, 1998).

Berry and Parasuraman (1991) claims that a service company always has a second chance even after an initial unfavorable service experience, because recovery activities such as excuse, explanation, replacement or reparation can save the relationship and negatively capture the relationship orally. Jo, Duffy and James (2006) revealed customer expectations and found that annoyed customers thought that the service provider should apologize and correct the problem while reminding customers of the expected compensation, greater sensitivity, apology, senior management intervention and making sure that the problem is not to repeat itself.

Boshoff (1997) showed that as soon as the customer apologizes, or when he apologizes and donates, etc., their satisfactory recovery and behavior improve significantly. The second recovery strategy also leads to greater customer satisfaction than previous recovery strategies. The second recovery strategy also leads to greater customer satisfaction than previous recovery strategies. Jiangang and Tianjun (2010) suggest that for the same level of service failure, different service recovery strategies (e.g. Apology, Compensation, Assistance and Compensation) lead to a significant difference in customer satisfaction, with assistance and compensation being provided simultaneously.

Employees require customer service, support or success and spend their time helping clients achieve the best experience with the company. So it is quite frustrating when an employee knows that he was wrong with the customer. Knowing how to take responsibility for and apologize is a skill that is important to the viability of a business. It is difficult to take full responsibility when it is natural that human instinct is inconsistent (Swetha, 2019). Being bad can be a mess in the ego if you are in a situation where you do not think you are wrong. To some extent, however, you did something wrong if you did something wrong when buying a customer, or if you did not explain it clearly or did not respond to anger with a sharp note. Take ownership of your mistakes, no matter how big or small. By assuming responsibility for your actions and accepting your shortcomings, you can prove that you are a real person. Everyone makes mistakes, and your customer appreciates your sincerity (Swetha, 2019).

It is important to explain what happened. The best thing you can do to reassure a customer is to show that you have heard what they said and understand what you have done wrong. Repeating the problem in your own words shows empathy. You may want to briefly explain what you think has gone wrong. Instead of getting to the defense at the moment, you can approach with caution. It will show the client that you took the time to consider how the error occurred and what you or another employee could do to get started. By recognizing customer goals, most customers understand that sometimes errors occur. Emails are deleted, servers are down, and employees take time off. These are the usual speed effects that affect every business. However, these impacts should not cause the tire to stop the customer. Clients have goals to achieve. They understand that your business will make a mistake here or there, but this mistake cannot prevent them from reaching their goals. If so, you need to realize how your company has prevented its success. In this way, your apology will be much more sincere because you have dealt with the magnitude of the situation (Swetha, 2019).

Take a clear next step that the Action Plan should offer to move forward. After all, you want the customer to stay with you. Show them how you will hang in the future based on this event. By taking steps to resolve or alleviate the problem, you are initiating an initiative to improve customer relationship with your company and care for that individual customer. They will be able to see how bad you want to do and move forward under positive conditions. It is very important to apologize for the demanding forgiveness of employees. It sounds random, but

the request for forgiveness can be very sweet for the customer. Again, it shows that you are not a robotic voice on the phone, but an authentic person with sincere intentions. But make sure you don't ask for it dramatically. Simple: "I hope you can forgive me," he gets a message to other professionals. You never want to cross the line and make the customer feel uncomfortable.

Most importantly, they do not personally accept any customer orders regarding you or your mistake. It is natural to slip once in a while; and this does not reflect your character or professional ethics. Include the necessary time and effort in your email apology to make it serious. However, once you press the Submit button, we'll skip it. Stick to your day and use this short-term disorder as a fuel to initiate positive and memorable customer conversations (Swetha, 2019). When customers are angry, you can give them feedback from customers to express their dissatisfaction. This shows the customer that you want to make the most of your business, so make sure our customer service team hears your voice. In addition, once you provide them with a link, you can check where the customer leaves their comments. Instead of going to social media, you can direct them to a personal data collection tool where they will not be publicly disclosed to other customers (Swetha, 2019).

Follow-up

Monitoring is one of the dimensions of redressing service failure in marketing. The customer must be bombarded with continuous information on service quality, service changes and information on service types and price discounts. There are three types of customers your business should follow, suspicious (people in your target market), prospects (people who responded to marketing but didn't buy, and customers (people who bought something from you) will vary for each type of person. You will want suspects to call you or visit your business. With prospects you need to persuade them to make their first purchase, persuade them to come back and do more business with you and give recommendations (David, 2003).

The most difficult person to follow is suspicious because he has not yet shown any interest in the pool or whirlpool and you usually don't have contact; information. However, this is not the case with prospects and customers. You don't only know how they are, but you also need to have your contact information. And if you consistently contact your clients, you will find that they recommend you turn potential customers and leads into customers (David, 2003). Key tools of marketing supervision are telephone, mail and e-mail. Many pool and Jacuzzi owners make the mistake of jumping directly into the phone and watching; however, most prospects do not want to sell the report immediately, and most prospects are trained to consider who is calling for the trader. Instead, you should try to establish a trust relationship with your perspective before making a phone call by quickly sending information such as special messages, audio or video CDs.

Remember to always include a "next step offer" to accompany your training materials. If the next step is to visit a store, then lure them with a suitable offer, or if the next step is to call you, contact your lead immediately. People are in the process of buying baby steps, especially when thinking about buying high tickets such as hot tubs or; swimming pools. Your offer should always help them take the next step (David, 2003). The power of your tracking will be in the tracking sequence. A tracking sequence is a series of communications to your prospect that is "linked" with each communications building in the previous report. Referring to the previous message, you link what you say to what you have said and remember that you care about continuing the conversation.

Each sequence should follow a reasonable argument and you should consider increasing the bid with each communication by using the term as an incentive to act now. For example, in the third announcement, you could say, "I'm surprised you didn't take me on my generous offer. What's holding you back? "Or say," I' have written to you three times and you still don't have my offer, so I'll take all the stops and make an offer that you just can't refuse. "This is the same type of conversation you can have in a regular business conversation (David, 2003). Subsequent marketing will raise the closing rate and dramatically increase your customer satisfaction in achieving service failure. Systematic tracking allows you to maximize salesperson's time and increase their productivity, resulting in more sales with less effort and not what you want. Start earning more sales today by implementing a tracking system (David, 2003).

Market Penetration

Market penetration becomes a benchmark for determining the market volume of a product that is measured by market share. Market penetration refers to the successful sale of a product or service to a particular market. It is measured by the volume of sales of an existing product or service compared to the overall target market for that product or service (Higuera, 2016). Market penetration is key to Matrix Ansoffs business development strategy (Richardson, & Evans, 2007). Nuts are used in all businesses to help evaluate and identify further steps that a company needs to take to develop and the risks associated with the selected strategy. This table, with many options available, helps narrow down the best for your organization.

This strategy involves selling existing products or services on the existing market in order to gain a larger market share. This could lead potential customers to buy more and new customers so they can start buying or even transfer customers from their competitors. This could be used with methods such as competitive pricing, increased marketing communications or the use of reward systems such as loyalty points / discounts, New strategies include road use and the search for new ways to improve profits and increase sales and productivity so that they remain relevant and competitive in the long term.

Market penetration refers to methods or strategies that are designed or adopted to create a niche in an existing market. Although this can be done throughout the enterprise, it can be particularly useful in the early stages of installation. It helps to set up an existing trading station and in what direction it should be expanded to achieve market growth. Successful results come from close monitoring by key employees and executives. Time is crucial for successful market development. This may depend on overall market prosperity, business competitors and current events. Questions, concerns and discussions can help determine if the time is right for market development. They may include issues related to increasing or decreasing market share. Sales may decline, but given the business opportunity, it may be time to adjust to increase market share. Market penetration can also be useful if sales prove to be slow, customers often have to reintegrate into the company or remind them why the company's products / services are needed. With less and less consumer attention, organizations must constantly maintain a competitive advantage to remain relevant.

Market penetration refers to the successful selling of a product or service in a specific market. It is measured by the amount of sales volume of an existing good or service compared to the total target market for that product or service (Higuera, 2016). This strategy involves selling current products or services to the existing market in order to obtain a higher market share. This could involve persuading current customers to buy more and new customers to start buying or

even converting customers from their competitors. This could be implemented using methods such as competitive pricing, increasing marketing communications, or utilizing reward systems such as loyalty points/discounts. New strategies involve utilizing pathways and finding new ways to improve profits and increase sales and productivity in order to stay relevant and competitive in the long run (Schroder, 2015).

A few different options for market penetration are as followed

- Developing a new marketing strategy to entice more customers to purchase or continue purchasing.
- Become price competitive as a swaying factor for customers to choose a product or service over another company.
- Use special promotions or offers to grab attention.
- Utilize the Boston Matrix to decipher which product or service benefits further investment and time and which can be disregarded.
- Purchase a competitors company (in mature markets) to expand market share.

Customer Value

Customer Value has been defined as the perceived utility a customer obtains after investing in a product or service, from the perspective of the expectations that they have about the product or service (Huber, Herrmann & Morgan, 2001). These expectations can include such factors as product attributes, attribute performances and consequences of using the product or service that allow the customer to achieve any goals or purposes that would have been served through use of the product or service (Woodruff, 1997).

However, it has also been argued that customers evaluate not just the transactional value of the product but also factor in other costs such as monetary costs, time costs, learning costs, emotional and cognitive as well as physical effort, in addition to financial, social and psychological risks of using the product or service weighed against the utility received through use (Huber *et al.*, 2001).

Market Share

Market share is the percentage of a market (defined in terms of either units or revenue) accounted for by a specific entity. In a survey of nearly 200 senior marketing managers, 67% responded that they found the revenue- “dollar market share” metric very useful, while 61% found “unit market share” very useful (Farris, Neil, Phillip & David, 2010).

Market share is said to be a key indicator of market competitiveness—that is, how well a firm is doing against its competitors. This metric, supplemented by changes in sales revenue, helps managers evaluate both primary and selective demand in their market. That is, it enables them to judge not only total market growth or decline but also trends in customers’ selections among competitors. Generally, sales growth resulting from primary demand (total market growth) is less costly and more profitable than that achieved by capturing share from competitors. Conversely, losses in market share can signal serious long-term problems that require strategic adjustments. Firms with market shares below a certain level may not be viable. Similarly, within a firm’s product line, market share trends for individual products are considered early indicators of future opportunities or problems (Farris, Neil, Phillip & David, 2010).

Empirical Review

Chihyung (2004) examined the effectiveness of service renewal and its role in building long-term relationships with customers in the restaurant. The study used experimentation with three-dimensional justice scenarios that were processed at two levels (2x2x2 between groups of design factors). The participants presented 15 groups of religious and community services, Of the 308 surveys returned, 286 cases were used for data analysis. The results of this study emphasized that efforts to restore services should not only be seen as a strategy to restore immediate customer satisfaction, but also as a relationship tool that will give customers confidence that lasting relationships will benefit them. This study found no recovery paradox in the experimental scenarios. The findings of the study showed that a positive recovery effort could restore customer satisfaction and behavioral intentions to failures. Restaurant managers and their employees must make further efforts to remedy perceived customer losses in severe failure cases. Service providers should reduce the number of systematic service failures so that the customer does not develop a perception of stability.

Ibrahim and Abdallahamed (2014) examined service recovery and customer satisfaction using Uganda's telecommunications as a study. Their study adopted a proposal for a quantitative approach. A sample of 250 people was used for the study, consisting of 100 Uganda employees and 150 subscribers to Uganda's telephone connection in Kampala's central business district. Their findings revealed a significant positive relationship between service recovery based on an understanding of customer complaints, fair resolution of customer complaints and customer satisfaction. In addition, the study also found a positive correlation between service recovery and customer satisfaction. The study contributes to the literature on services recovery from the perspective of developing countries.

Eminejomo (2011) studied the impact of renewal satisfaction on consumer behavior intentions: Applications in five-star hotels in Northern Cyprus. A total of 500 questionnaires were created and distributed to customers of five-star hotels in northern Cyprus. The questionnaire had 27 questions about the impact of recovery services strategies on customer satisfaction in recovery, the impact of recovery on satisfaction, confidence in complete satisfaction, and the impact of verall satisfaction on positive oral and oral recovery intentions. The questionnaire used Boshoff (2005); Maxham and Netemeyer (2002) for the study. The findings of this study show that they have no positive effect on customer satisfaction with service renewal between the dimensions of service renewal, replacement and tangible goods. Although there is a positive relationship between feedbacks, mandate, explanation, and communication about satisfaction with service renewal. Satisfaction with recovery has also been found to have a positive effect on trust, leading to overall customer satisfaction and creating positive oral and reevaluation of intentions.

Gap in Literature

Many studies have been carried out in the field of service failure and customer loyalty, but mainly in developing countries. Despite the importance of the telecommunications industry in the Nigerian economy, the sector lacks a study on the quality of service failures, which should play an important role in improving the market penetration of the sector. Studies conducted locally focused on banking and hospitality. Odera, Cliepkwony, Korir, Lagat and Mumbo (2012) conducted a study on the impact of equity settlement strategies on customer satisfaction in the Nigerian banking industry. Komunda (2012) examined the impact of recovery of service failure

on customer satisfaction and loyalty in the commercial banking environment. Auka (2012) conducted a study on the quality of service failure, satisfaction. (Mage 2010) conducted an empirical study of the involvement of customers in tourism and developed a model that can be used to assess customer confidence.

Most of the studies undertaken accepted the use of scenarios without conducting a field survey. Lin, Wang and Chang (2011) studied customer responses to online retailer recovery after service failure. No one (2012) investigated overcompensation for a serious failure service: he perceived impartiality and impact on negative verbal intent. The purpose of this study was to bridge these existing knowledge gaps in the empirical literature by conducting a field study on the relationship between disaster recovery and competitive position in the Nigerian telecommunications sector. Numerous studies have been carried out to remedy service failure through apology, urgency, empathy, reconciliation, monitoring as a dimension taking into account the impact of brand change and service quality.. Other studies also used recognition, empathy, sympathy and compensation, while the current study added a redefinition of services as a research gap in this study. Scholars use market share, profitability, brand confidence and customer satisfaction to measure a competitive approach, while the present time uses market penetration as a loophole in the literature. The aim of the study was to understand that telecommunications services were unable to deal with service failure situations and thus strengthen their competitive position.

METHODOLOGY

The research design used for this study is correlation research survey because the study is purely quantitative. The sample population was obtained from the list of registered telecommunication firms with the Corporate Affairs Commission through the Federal Ministry of Trade of Commerce from the Port Harcourt. The staff strength of 2800 was employee of the two (2) telecommunication firms in the study. In the determination of sample size technique, Taro Yaman'e (Yamane, 1973) was adopted at a 95% confidence level to arrive at 350 as sample size. This research instrument adopted was likert's 4 points scale, strongly agree (SA-4), agree (A-3), disagree (D-2), strongly disagree (SD-1) for data collection from the field. Both inferential and parametric statistics tools were deployed using simple frequency, percentages, and linear regressions to ascertain the results (rho, r-square, F-ratio and Durbin-Watson).

Linear regression correlates the independent variables and dependent variable to show whether there exists a significant relationship between the variables or not at 5% significant level and 95% confidence level. Hence, if the correlation coefficient is greater than the 5% significant level we accept the null hypothesis, but it is less than 5% of significant level reject the null hypotheses ($r > p(0.05)$ — reject H_0) if ($r < p(0.05)$ accept H_0).

Data Analysis and Results

Primary data was administered to employees of telecommunication firms in Port Harcourt. Two (2) telecommunication firms were used for this study within the Port Harcourt. The sample size of 350 was distributed among the employees of the two (2) telecommunication firms in Port Harcourt in the study area.

Test of Hypotheses

The hypotheses testing confirm the association between the dimensions and measures of this study. The criterion value for decision making is at 5% significance level and 95% confidence level respectively. If r is greater than 5% level of significance we accept the alternate hypothesis and reject the null hypothesis, vis-à-vis.

Hypothesis 1: There is no significant association linking service rebranding and customer value of telecommunication firms in Port Harcourt.

Table 8 Linear Regression Result of hypothesis 1

Model	R	Adjusted R Square	Std. Error of the Estimate	Change Statistics			Durbin-Watson		
				F Change	df1	df2			
1	.942 ^a	.913	.450420	.902	831.354	7	4	.000	2.787

a. Predictors: (Constant), SR

b. Dependent Variable: CV

Table 10 shows the result of hypothesis 1 indicating that there is significant association linking service rebranding and customer value at correlation coefficient r .942^a is greater the criterion value for decision marketing. From the decision rule, it implies that we accept the alternate hypothesis and reject the null hypothesis because r is greater than 0.05 level of significance, which states that there is significant relationship between service rebranding and customer value. The F- statistic test value of 831.354 is statistically significant. The Durbin-Watson statistic of 2.787 is statistically significantly because it greater than the criterion value of 2.0 for decision making, this illustrates the presence of autocorrelation' in the model specification.

Hypothesis 2: There is no significant association linking service rebranding and market share of telecommunication firms in Port Harcourt.

Table 9 Linear Regression Result of hypothesis 2

Model	R	Adjusted R Square	Std. Error of the Estimate	Change Statistics			Durbin-Watson		
				F Change	df1	df2			
1	.816 ^a	.745	.131081	.733	645.882	7	4	.000	2.008

a. Predictors: (Constant), SR

b. Dependent Variable: MS

Table 9 expresses the result of hypothesis 2 revealing that there is significant association linking service rebranding and market share at correlation coefficient r .81 6a is greater than the decision criterion. From the decision rule, it implies that we accept the alternate hypothesis and reject the null hypothesis because r is greater than 0.05 level of significance, which states that there is significant relationship between follow-up and market penetration. The F- statistic test value of 645.882 is statistically significant. The Durbin-Watson statistic of 2.008 is statistically significantly because it greater than the criterion value of 2.0 for decision making, this illustrates the presence of autocorrelation in the model specification.

Hypothesis 3: There is no significant association linking apology and customer value of telecommunication firms in Port Harcourt.

Table 10 Linear Regression Result of hypothesis 3

Model	R	Adjusted R Square	Std. Error of the Estimate	Change Statistics				Durbin-Watson		
				R Square	F	df1	df2		Sig.	
1	.981 ^a	.947	.931	143.432	.961	813.786	7	4	.000	3.750

- a. Predictors: (Constant), AP
- b. Dependent Variable: CV

Table 10 represents result of hypothesis 3 showing positive association linking apology and customer value at correlation coefficient r981a. Therefore, we states that there is significant relationship between apology and customer value. Hence, the F- statistic test value of 8 13.786 is statistically significant. The Durbin-Watson statistic of 3.750 is statistically significantly because it is greater than the criterion value of 2.0 for decision making; this illustrates the presence of autocorrelation in the model specification.

Hypothesis 4: There is no significant association linking apology and market share of telecommunication firms in Port Harcourt.

Table 11 Linear Regression Result of hypothesis 4

Model	R	Adjusted R Square	Std. Error of the Estimate	Change Statistics				Durbin-Watson		
				R Square	F	df1	df2		Sig.	
1	.977 ^a	.951	.917	142.423	.908	920.146	7	4	.000	2.884

- a. Predictors: (Constant), AP
- b. Dependent Variable: MS

Table 9 contains the result of hypothesis 2 indicating that there is significant association linking apology and market share at correlation coefficient r 977a at 5% level of significance. This implies that we accept the alternate hypothesis and reject the null hypothesis because r is greater than 0.05 level of significance, which states that there is significant relationship between apology and market share. The F- statistic test value of 920.146 is statistically significant. The Durbin-Watson statistic o 2.884 is statistically significantly because it is greater than the criterion value of 2.0 for decision making; this illustrates the presence of autocorrelation in the model specification.

Hypothesis 5: There is no significant association linking follow-up and customer value of telecommunication firms in Port Harcourt.

Table 12 Linear Regression Result of hypothesis 5

Model	R		Change Statistics					Durbin-		
	R	Adjusted R Square	Std. Error of the Estimate	F Change	df1	df2	Sig. Change	F	Watson	
1	.823	.803	.797	141.843	.749	699.441	7	4	.000	2.112

a. Predictors: (Constant), FU
 b. Dependent Variable: CV

Table 12 expresses the result of hypothesis 5 showing that there is significant association linking follow-up and customer value at correlation coefficient $r = .823$ is greater than the decision criterion. From the decision rule, it implies that we accept the alternate hypothesis and reject the null hypothesis because r is greater than 0.05 level of significance, which states that there is significant relationship between service rebranding and customer. The F- statistic test value of 699.441 is statistically significant. The Durbin-Watson statistic of 2.112 is statistically significant because it is greater than the criterion value of 2.0 for decision making, this illustrates the presence of autocorrelation in the model specification.

Hypothesis 6: There is no significant association linking follow-up and market share of telecommunication firms in Port Harcourt.

Table 13 Linear Regression Result of hypothesis 5

Model	R		Change Statistics					Durbin-		
	R	Adjusted R Square	Std. Error of the Estimate	F Change	df1	df2	Sig. Change	F	Watson	
1	.744	.709	.721	141.994	.735	608.432	7	4	.000	2.890

a. Predictors: (Constant), FU
 b. Dependent Variable: MS

Table 13 contains the result of hypothesis 5 stresses that there is significant relationship between follow-up and market share at correlation coefficient $r = .744$ is greater than the decision criterion.

From the decision rule, it implies that we accept the alternate hypothesis and reject the null hypothesis because r is greater than 0.05 level of significance, which states that there is significant relationship between service rebranding and market share. The F- statistic test value of 608.432 is statistically significant. The Durbin-Watson statistic of 2.890 is statistically significant because it is greater than the criterion value of 2.0 for decision making, this illustrates the presence of autocorrelation in the model specification.

DISCUSSION OF FINDINGS

The results of research questions and hypotheses were used to draw-up the findings of this study. They are:

Service rebranding and customer value of telecommunication firms

The renegotiation of services is an important arsenal to remedy the failure of services that affects the market penetration of telecommunications companies in the market. Here, companies are updating their products with a new name, logo, and concept, package to represent a brand new product to allow existing and future customers to embrace the product. This result is in line with the position of Muzellec and Lainbkin, (2006).

Service rebranding and market share of telecommunication firms

Rebranding service is used as a vehicle for service failure recovery of telecommunication firms which causes market share. Rebranding service includes log-swap attributes, value rebranding, and product awareness development to create product remembrance on customer memory. Sinclair (1999) also has the idea that rebranding creates a new image in the heart of customer thereby reviving service failure recovery.

Apology and customer value of telecommunication firms

The apology approach was identified as a key factor in restoring service failure from the result of the findings. This means that market penetration during service failure recovery is made necessary through an apology approach that shows the level of business sadness presented to the customer. This way, the sad customer is agitated for repetitive purchases. Apologizing as a tool to repair service failure allows businesses to strengthen their weak area through customer feedback. The company also offsets the customer through a cash discount method in order to gain market penetration. This study is in line with the works of Gronroos (1988). Zemke and Bell, (1990), who stated that “in response to service defects or failures, service providers take measures and implement activities to return” affected customers “to satisfaction.

Apology and market share of telecommunication firms in Port Harcourt.

The most important aspect for telecommunications companies is to dominate the market. Correcting service failure with apologies for market reinforcement means that building a market relationship is crucial for customer confidence. Apologize to the customer for a poor quality of service enables you to market relationships to expand your market share. It is a tool to rejuvenate service failure. This result is in line with the findings of Colgate & Norris, (2001).

Follow-up and customer value of telecommunication firms

Follow-up significantly influences market penetration of telecommunication. It creates information delivery on service quality to the prospective and existing customer through incessant bombardment of text message, phone calls and WhatsApp message on the product development and quality. This study concord with David (2003).

Follow-up and market share of telecommunication firms

The result shows that monitoring is significantly related to the telecommunications market share of the findings. Repeated monitoring of energy market share that enhances customer knowledge of new product development. Monitoring method slips are necessary to remedy service failure through competitive positioning. These factors include bombardment text messages, phone calls and whatsapp messages for product development and quality. This study is in agreement with David (2003).

CONCLUSION AND RECOMMENDATIONS

Service failure recovery is a business recovery tool as a result of customer service failure as a result of poor product quality that does not meet consumer expectations. Actions to integrate businesses into the market include apology, urgency, empathy, sympathy, symbolic atonement, change of name and compensation, monitoring. The findings from the findings reveal that apology, branding, and monitoring of services have had a significant impact on customer value and market share for the competitive position of telecommunications companies in Port Harcourt.

From the findings, it is recommended that:

1. The positioning of the complaining box in a strategic position should be made to enable customer lay to complain appropriately.
2. The management and response of complain should be done quickly to avert service failure again.
3. The retraining of the staff with new customer approach is necessary for competitive positioning.
4. Rebranding of a product becomes is inevitable for service failure recovery to enable competitive positioning.
5. Appropriate words for an apology should be customized to retain the customer.
6. Trade or cash discount should be incorporated into the market strategy to enable competitive positioning.
7. Service quality should be maintained.

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Influence of Televised Aggression and Social Adjustment of Adolescents in Senior Secondary Schools in Rivers State

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Abstract: *The study examined the influence of televised aggression on the social adjustment of adolescents in Rivers East Senatorial District in Rivers State. The study was actually carried in the seven local government areas that make up South East Senatorial District, such as Andoni, Eleme, Gokana, Khana, Opobo/Nkoro, Oyigbo and Tai. Three research questions were formulated to guide the study and three hypotheses were tested. The literature was duly reviewed in line with the study variables. The descriptive survey research design was adopted with a population of 730 students from the 73 public secondary school students in the region, out of which 399 was drawn as the sample size from the target population, with the aid of Taro Yamene's sample size determination formula. A self-structured questionnaire titled "Influence of Televised Aggression on Social Adjustment of Adolescents" with 12 items was drafted and coded using 4-point scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE). The instrument was subjected to face and content validity and the test-retest method of reliability was employed, and it yielded a reliability index of 0.70. The research questions were answered using percentage, while the hypotheses were tested using t-test statistics at 0.05 level of significance, with the aid of Statistical Package for Social Sciences (SPSS). The results revealed that televised aggression actually caused behavioural disorder, learning disorder and neurological problems on the social adjustment of adolescents in public secondary schools. Therefore, the study recommended that (1) every parent should try as much as they can to put an eye on what TV programmes their ward watches in order to avoid behavioural disorder; (2) school management should as well evaluate their students on daily basis to see the level of comprehension or learning disorder in them and (3) government should restrict TV stations on the kind of movies they show.*

Keywords: *Adolescents, Aggression, Influence, Social Adjustment and Secondary Schools*

INTRODUCTION

The introduction of the mass media into the everyday lives of school children and the increase of televised aggression have brought about rapid changes on their social orientation both at home and in school. It is not surprising that speculations about violent behaviour have been prevalent in the society since motion pictures showing violent acts were first distributed with the advent of the television in the early 1950s. Violence surrounds us not only in real life but also in our entertainment industries. With improved technology, television, both in its news reports and entertainment provides a steady show of violence such as riots, wars, terrorism, raids, rapes, gun firing and so on, which has affected all parts of our daily lives especially adolescents in our school system.

Stein and Fredrick (1999) described television as a dominating, powerful drug on the minds of children, as a conveyor of cultural values, attitudes and beliefs as it serves as an agent of socialization alongside with the family, school and peer groups. Yet, television has not received much attention in terms of research as other agents of socialization especially in the

developing countries such as Nigeria, hence the reason for this study. The nation's television stations are not helping matters because they are in the habit of showing programmes in which people are shot, stabbed, beaten up, poisoned, raped, robbed, and harassed and so on. They also show cartoons in which animals or animated characters inflict injuries on one another in many ways. Television has been criticized for showing foreign films which propagate the culture of immorality, thus brutalizing the highly impressionable minds of our children. It has been argued that local films do not have anything to offer other than showing violence, ritual killings, notorious acts and murder as rightly reported by Amata (Guardian, Saturday, December 16, 2000).

Aggression is defined by psychologists as any behavior that is intended to harm another person. There are many forms of aggression. For example, verbal aggression usually involves saying hurtful things to a victim. Relational or indirect aggression refers to behavior that is intended to harm a targeted person, such as telling lies to get the person into trouble. Television aggression leads to learning disorder. Learning disorder is an information-processing problem that prevents a person from learning a skill and using it effectively. Learning disorders generally affect people of average or above average intelligence. As a result, the disorder appears as a gap between expected skills, based on age and intelligence, and academic performance.

Common learning disorders affect a child's abilities in reading, written expression, math or nonverbal skills. Learning is the process or experience of gaining knowledge or skill. An example of learning is a student understanding and remembering what they've been taught. Formal learning is learning that takes place within a teacher-student relationship, such as in a school system. The term formal learning has nothing to do with the formality of the learning, but rather the way it is directed and organized. In formal learning, the learning or training departments set out the goals and objectives of the learning (Bell & Dale, 2013).

The research on the influence of televised violence on the social orientation of adolescents in secondary schools has been a great concern in the minds of educationists since the television is a powerful tool that is capable of affecting the behaviour of the youths. The effects of television violent programme on the lives of our youths and even the adults cannot be over-emphasized. More often than not, it has a negative impact on the behaviour of the adolescents due to weird and violent programmes that are shown on television. For example, when one tunes on the television, what one sees are violent programmes like wrestling, violent movies, rituals in terms of home videos or films and other extremely vicious and horrible acts which affect the minds and behaviours of the viewers especially the youths, even the adult members of the society. These violent programmes have affected the social orientation of the adolescents so much that they have emulated what they view on television and this has caused them to be maladjusted in their general behaviour. Many youths today have become bullies, aggressive fellows, fighters, armed robbers, heady, obstinate, corrupt and vicious as a result of what they have viewed on violent television programmes, films, internet etc. Many children have formed the habit of opening to corrupt or pornographic sites on the internet and glue themselves to these immoral pictures, taking in every inch of what they see and arousing otherwise dormant sexual instincts. This has caused many of our youths to turn to promiscuous and harlotic lives. Rapes and sexual harassment, seductive display of body parts, indecent dressing abounds everywhere in our nation and these have affected the good norms of our society.

Statement of the Problem

The introduction of the mass media and the incessant display of television aggressive movies have to a great extent brought rapid changes on the social and academic lives of adolescents in Rivers South East Senatorial and the Nation at large. It is therefore not surprising that aggressive behavioural disorder ranging from learning disorder to neurological problems which are prevalent in the society since the motion pictures displaying violent acts were first introduced. Many youths today have become aggressive, bullies, fighters, armed robbers, heady, obstinate, showing unrestrained disrespect to parents, teachers and elders both at home and school. Many adolescents these days are corrupt, wicked and immoral as a result of what they watch and learn from corrupt television programmes, films, movies and on the internet.

Children of nowadays watch more pornographic films on the internet than they study their books. These results in their becoming prostitutes, rappers, sexual abusers and harassers, deprived and perverted individuals. Some become rascals, radicals, weird in their dressing and appearances and maladjusted to the social norms of the larger society.

It is as a result of these social vices in the society that prompted this research which aims at carrying out a study to examine the influence of televised aggression and pornography on the social adjustment of students.

Purpose of Study

The purpose of this study was to examine the influence of televised aggression on the social adjustment of adolescents in public senior secondary schools in South East Senatorial District in Rivers State. Specifically, the study sought to determine:

1. The extent to which televised aggression causes behavioural disorder on the social adjustment of adolescents in public secondary schools in South East Senatorial District in Rivers State.
2. Whether televised aggression enhance learning disorder on the social adjustment of adolescents in public secondary schools in South East Senatorial District in Rivers State.
3. The extent to which televised aggression cause neurological problems on the social adjustment of adolescents in public secondary schools in South East Senatorial District in Rivers State.

Research Questions

The following research questions are raised to conduct this study

1. To what extent does televised aggression cause behavioural disorder on the social adjustment of adolescents in public secondary schools in South East Senatorial District in Rivers State?
2. Does televised aggression enhance learning disorder on the social adjustment of adolescents in public secondary schools in South East Senatorial District in Rivers State?
3. To what extent does televised aggression cause neurological problems on the social adjustment of adolescents in public secondary schools in South East Senatorial District in Rivers State?

Hypotheses

1. There is no significant difference in the means score of respondents on the extent to which televised aggression cause behavioural disorder on the social adjustment of adolescents in South-East Senatorial District in Rivers State.
2. There is no significant difference in the means score of respondents on how televised aggression enhance learning disorder on the social adjustment of adolescents in public secondary school in South-East Senatorial District in Rivers State.
3. There is no significant difference in the means score of respondents on the extent to which televised aggression cause neurological problems on the social adjustment of adolescents in public secondary schools in South-East Senatorial District in Rivers State.

LITERATURE REVIEW

Televised Aggression

Generally speaking, aggression is considered to have a negative function that not only elicits disapproval from others, but also is evaluated as destructive and damaging in its consequences. However, Blustein (1996) argues that the term “aggressive” behavior is ambiguous, denoting both positive and negative behaviors. Similarly, it could be called “excessive” or “inappropriate” aggression. Ellis (1976) considered positive aggression to be healthy, productive behavior if it promoted the basic values of survival, protection, happiness, social acceptance, preservation, and intimate relations.

In the context of positive aggression, a certain amount of aggression is thought to be necessary and adaptive throughout childhood and adolescence because it helps build autonomy and identity (Gupta, 1983; Romi & Itskowitz, 1990). Furthermore, a certain degree of aggression or dominance helps to facilitate engagement in cooperative and competitive activities with one's peers. Channeled in the proper direction, human aggression is the force that enables a person to be healthfully self-assertive, dominant, and independent and to achieve mastery of both the environment and the self. With respect to negative aggression, this behavior has been defined as acts that result in personal injury or destruction of property (Bandura, 1973). Alternatively, it also has been defined as attacking behavior that harms another of the same species (Atkins, 1993). Negative aggression also is defined as forceful action that is directed towards the goal of harming or injuring another living being. Encroaching on the home or territory of a resident and causing others financial, physical, and emotional damage also is included in negative aggression. Negative aggression is considered unhealthy because it induces heightened emotions that can in the long-term be damaging to the individual.

Social Adjustment

Social adjustment is an effort made by an individual to cope with standards, values and needs of a society in order to be accepted. It can be defined as a psychological process. It involves coping with new standard and value. Personal and social adjustment. concepts are an application of psychological principles for coping with stress and interpersonal, emotional, and psychosexual difficulties.

Behavioural Disorder

Behaviour is the actions and mannerisms made by individuals, organisms, systems or artificial entities in conjunction with themselves or their environment, which includes the other systems or organisms around as well as the (inanimate) physical environment. It is the computed response of the system or organism to various stimuli or inputs, whether internal or external, conscious or subconscious, overt or covert, and voluntary or involuntary (Minton & Khale, 2014). Taking a behaviour informatics perspective, a behaviour consists of behaviour actor, operation, interactions, and their properties. A behaviour can be represented as a behaviour vector (Cao, 2010).

According to Karban (2015), a broader definition of behaviour, applicable to plants and other organisms, is similar to the concept of phenotypic plasticity. It describes behaviour as a response to an event or environment change during the course of the lifetime of an individual, differing from other physiological or biochemical changes that occur more rapidly, and excluding changes that are result of development (ontogeny). Social behaviour is behaviour among two or more organisms within the same species, and encompasses any behavior in which one member affects the other. This is due to an interaction among those members. Social behavior can be seen as similar to an exchange of goods, with the expectation that when one gives, one will receive the same. This behavior can be affected by both the qualities of the individual and the environmental (situational) factors. Therefore, social behavior arises as a result of an interaction between the two—the organism and its environment. This means that, in regards to humans, social behavior can be determined by both the individual characteristics of the person, and the situation they are in.

Behavioural disorders involve a pattern of disruptive behaviors in children that last for at least 6 months and cause problems in school, at home and in social situations. Nearly everyone shows some of these behaviors at times, but behaviour disorders are more serious. Behavioural disorders may involve: Inattention. An emotional and behavioural disorder is an emotional disability characterized by the following: An inability to build or maintain satisfactory interpersonal relationships with peers and/or teachers. Consistent or chronic inappropriate type of behaviour or feelings under normal conditions.

Learning Disorder

Learning is the process or experience of gaining knowledge or skill. An example of learning is a student understanding and remembering what they have been taught. Learning is the process of acquiring new, or modifying existing, knowledge, behaviors, skills, values, or preferences. The ability to learn is possessed by humans, animals, and some machines; there is also evidence for some kind of learning in certain plants (Karbon, 2015). Some learning is immediate, induced by a single event (example being burned by a hot stove), but much skill and knowledge accumulates from repeated experiences. The changes induced by learning often last a lifetime, and it is hard to distinguish learned material that seems to be "lost" from that which cannot be retrieved (Daniel, Daniel, & Daniel, 2011).

Human learning starts at birth (it might even start before) and continues until death as a consequence of ongoing interactions between people and their environment. The nature and processes involved in learning are studied in many fields, including educational psychology, neuropsychology, experimental psychology, and pedagogy. Research in such fields has led to the identification of various sorts of learning. Learning may occur consciously or without conscious

awareness. Learning that an aversive event can't be avoided nor escaped may result in a condition called learned helplessness. There is evidence for human behavioral learning prenatally, in which habituation has been observed as early as 32 weeks into gestation, indicating that the central nervous system is sufficiently developed and primed for learning and memory to occur very early on in development (Sandman, Hetrick, & Peeke, 2007).

Play has been approached by several theorists as the first form of learning. Children experiment with the world, learn the rules, and learn to interact through play. Lev Vygotsky agrees that play is pivotal for children's development, since they make meaning of their environment through playing educational games. For Vygotsky, however, play is the first form of learning language and communication and the stage where a child begins to understand rules and symbols.

A learning disorder is an information-processing problem that prevents a person from learning a skill and using it effectively. It generally affects people of average or above average intelligence. Learning disorders in reading are usually based on difficulty perceiving a spoken word as a combination of distinct sounds. This can make it hard to understand how a letter or letters represent a sound and how letter combinations make a word.

Neurological Problems

A neurological disorder is any disorder of the nervous system. Structural, biochemical or electrical abnormalities in the brain, spinal cord or other nerves can result in a range of symptoms. It is also seen as any disorder of the nervous system. Structural, biochemical or electrical abnormalities in the brain, spinal cord or other nerves can result in a range of symptoms. Examples of symptoms include paralysis, muscle weakness, poor coordination, loss of sensation, seizures, confusion, pain and altered levels of consciousness. There are many recognized neurological disorders, some relatively common, but many rare. They may be assessed by neurological examination, and studied and treated within the specialties of neurology and clinical neuropsychology.

Interventions for neurological disorders include preventive measures, lifestyle changes, physiotherapy or other therapy, neurorehabilitation, pain management, medication, operations performed by neurosurgeons or a specific diet (Zis & Hadjivassiliou, 2019). The World Health Organization estimated in 2006 that neurological disorders and their sequelae (direct consequences) affect as many as one billion people worldwide, and identified health inequalities and social stigma/discrimination as major factors contributing to the associated disability and suffering. The specific causes of neurological problems vary, but can include genetic disorders, congenital abnormalities or disorders, infections, lifestyle or environmental health problems including malnutrition, and brain injury, spinal cord injury, nerve injury and gluten sensitivity (with or without intestinal damage or digestive symptoms).

A neurological examination can, to some extent, assess the impact of neurological damage and disease on brain function in terms of behavior, memory or cognition. Behavioral neurology specializes in this area. In addition, clinical neuropsychology uses neuropsychological assessment to precisely identify and track problems in mental functioning, usually after some sort of brain injury or neurological impairment.

Alternatively, a condition might first be detected through the presence of abnormalities in mental functioning, and further assessment may indicate an underlying neurological disorder. There are sometimes unclear boundaries in the distinction between disorders treated within

neurology, and mental disorders treated within the other medical specialty of psychiatry, or other mental health professions such as clinical psychology. In practice, cases may present as one type but be assessed as more appropriate to the other (Butler, 2015). Conditions that are classed as mental disorders, or learning disabilities and forms of intellectual disability, are not themselves usually dealt with as neurological disorders. Biological psychiatry seeks to understand mental disorders in terms of their basis in the nervous system, however. In clinical practice, mental disorders are usually indicated by a mental state examination, or other type of structured interview or questionnaire process. At the present time, neuroimaging (brain scans) alone cannot accurately diagnose a mental disorder or tell the risk of developing one; however, it can be used to rule out other medical conditions such as a brain tumor (NIMH Publication, 2009). In research, neuroimaging and other neurological tests can show correlations between reported and observed mental difficulties and certain aspects of neural function or differences in brain structure.

THEORETICAL FOUNDATION

Social Learning Theory by Albert Bandura (1977)

The social learning theory of Bandura emphasizes the importance of observing and modeling the behaviors, attitudes, and emotional reactions of others. Bandura (1977) states: “Learning would be exceedingly labourious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behaviour is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action.” Social learning theory explains human behaviour in terms of continuous reciprocal interaction between cognitive, behavioral, an environmental influence. Social learning theory has been applied extensively to the understanding of aggression (Bandura, 1973) and psychological disorders, particularly in the context of behavior modification (Bandura, 1969). It is also the theoretical foundation for the technique of behavior modeling which is widely used in training programmes. In recent years, Bandura has focused his work on the concept of self-efficacy in a variety of contexts (Bandura, 1997).

METHODOLOGY

The research was a descriptive study and was carried out in the 73 public secondary schools in South East Senatorial District in Rivers State. The population of the study consisted of all the 730 school prefects across the 73 public secondary schools in South East Senatorial District in Rivers State. The school prefects were chosen as respondents because they are better positioned to give account and disclose the true situation of things about the influence of Televised Aggression on Social Adjustment of Adolescents. Out of the 730 school prefects, 399 school prefects were drawn from selected schools as the sample size with the aid of Taro Yamane’s sample size determination formula. While, the stratified random sampling technique was employed in selecting the respondents. A self-structured questionnaire titled (Influence of Televised Aggression on Social Adjustment of Adolescents) was used to elicit information from the respondents. The instrument was coded using four 4 point scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE).The instrument was

duly validated by experts in confirmation by the research supervisor and the test-retest method of reliability was employed, and it yielded a reliability index of 0.70. To ensure precision in the use of instrument, the researcher employed the services of three researches assistant that assisted in the distribution and retrieval of the instrument back from the respondents. Out of the 399 copies of questionnaires that were distributed, only 375 copies were properly filled and returned. 24 copies were either torn or misplaced by the respondents. The research questions were answered using means scores and percentage.

RESULTS AND DISCUSSION

Result presentation and discussion of findings.

Research Question 1: To what extent does televised aggression cause behavioural disorder on the social adjustment of adolescents in public secondary schools in South East Senatorial District in Rivers State?

Table 1: Mean Response on the extent to which Televised Aggression cause Behavioural Disorder on the Social Adjustment of Adolescents.

	Items	VHE	HE	LE	VLE	T
1	Television viewing promotes act of violence among students.	200 (53.3%)	150 (40%)	25 (6.7%)	-	100%
2	Action movies encourages aggressive behaviour among students.	300 (80%)	75 (20%)	-	-	100%
3	It promotes nudity among secondary school students.	94 (25.1%)	94 (25.1%)	93 (24.7%)	94 (25.1%)	100%
4	Television viewing encourages bad sexual habit among student.	250 (66.7%)	125 (33.3%)	-	-	100%
	Total Percentage Response	56.2%	29.6%	7.9%	6.3%	100%

Source: Field Survey, 2020

From table one above in item 1; very high extent is 53.3%; high extent is 40% and low extent is 6.7% while very low extent has zero response. This indicates that television viewing promotes act of violence among students. In item 2, very high extent is 80%; high extent is 20%, while low extent and very low extent has zero response. This implies that, action movies encourage

aggressive behaviour among students. Item 3, very high extent is 25.1%; high extent is 25.1%; low extent is 24.7% and very low extent has 25.1%. This means that, there is a tie, an equal belief on how televised aggression promotes nudity among secondary school students. Finally, item 4, very high extent has 66.7%; low extent has 33.3%. While, low extent and very low extent has zero response. This implies that, television viewing encourages bad sexual habit among student. Hence, it can be reasonably concluded that televised aggression cause behavioural disorder on the social adjustment of adolescents in public secondary schools in South East Senatorial District in Rivers State to a very high extent with a total percentage response of 56.2% which is highest among others.

Research Question 2: Does televised aggression enhance learning disorder on the social adjustment of adolescents in public secondary schools in South East Senatorial District in Rivers State?

Table 2: Mean Response on how Televised Aggression enhanced Learning Disorder on the Social Adjustment of Adjustment.

	Items	VHE	HE	LE	VLE	T
5	It increases my scope of reasoning.	200 (53.3%)	100 (26.7%)	40 (10.7%)	35 (9.3%)	100%
6	Televised aggression leads to poor academic performance.	150 (40%)	150 (40%)	50 (13.3%)	25 (6.7%)	100%
7	It teaches me the latest fashion trend.	300 (80%)	75 (20%)	-	-	100%
8	It keeps me entertained while reading.	80 (21.3%)	100 (26.7%)	100 (26.7%)	95 (25.3%)	100%
	Total Percentage Response	48.7%	28.4%	12.6%	10.3%	100%

Source: Field Survey, 2020

From table two above, in item 5; very high extent is 53.3%; high extent is 26.7%; low extent is 10.7% and very low extent is 9.3%. This reveals that televised aggression increases student scope of reasoning. In item 6, very high extent is 40%; high extent is 40%; low extent 13.3% and very low extent has 6.7%. Indicating that, televised aggression leads to poor academic

performance among students. Item 7, very high extent is 80%; high extent is 20% while low extent and very low extent has zero response. This means that, televised aggression teaches student the latest fashion trend. Item 8, very high extent has 21.3%; low extent 26.7%; low extent 26.7% and very low extent 25.3%. This shows that, television viewing keeps student entertained while reading. Thus, it can be concluded that televised aggression enhances learning disorder on the social adjustment of adolescents in public secondary schools in South East Senatorial District in Rivers State, with a total percentage response of very high extent (48.7%).

Research Question 3: To what extent doe televised aggression cause neurological problems on the social adjustment of adolescents in public secondary schools in South East Senatorial District in Rivers State?

Table 3: Mean Response on the extent to which Televised Aggression cause Neurological Problems on the Social Adjustment of Adolescents.

	Items	VHE	HE	LE	VLE	T
9	It encourages smoking among secondary school students.	370 (98.7%)	5 (1.3%)	-	-	100%
10	It causes drug abuse among students.	300 (80%)	75 (20%)	-	-	100%
11	Televised aggression makes student to think abstractly.	210 (56%)	95 (25.3%)	30 (8%)	40 (10.7%)	100%
12	It encourages clubbing among secondary school students.	198 (52.8%)	85 (22.7%)	90 (24%)	2 (0.5%)	100%
	Total Percentage Response	71.9%	17.3%	8%	2.8%	100%

Source: Field Survey, 2020

From table three above, in item 9; very high extent is 98.7%; high extent is 1.3%, while low extent and very low extent has zero response. This reveals that televised aggression encourages smoking among secondary school students. In item 10, very high extent is 80%; high extent is 20%, while low extent and very low extent has zero response. Indicating that, televised aggression causes drug abuse among students. Item 11, very high extent is 56%; high extent is 25.3%; low extent 8% and very low extent 10.7%. This means that, televised aggression makes student to think abstractly. Item 12, very high extent has 52.8%; low extent 22.7%; low extent

24% and very low extent 0.5%. This demonstrated that, television viewing encourages clubbing among secondary school students. Therefore, it is televised aggression cause neurological problems on the social adjustment of adolescents in public secondary schools in South East Senatorial District in Rivers State, with (71.9%) percentage response of very high extent.

Test of Hypotheses

Hypothesis 1: There is no significant difference in the means score of respondents on the extent to which televised aggression cause behavioural disorder on the social adjustment of adolescents in South-East Senatorial District in Rivers State.

Table 4: One-Sample t-Test

	Test Value = 3					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
VAR00001	-2.646	374	.003	-.66667	-1.2071	-.1262

Source: SPSS VERSION 21 OUTPUT, 2020. P < 0.05 is significant (2-tailed)

The table 4 above indicated that $p.003 < 0.05$. This implies that, there is no significant difference in the means score of respondents on the extent to which televised aggression cause behavioural disorder on the social adjustment of adolescents. Therefore, the null hypothesis was accepted.

Hypothesis 2: There is no significant difference in the means score of respondents on how televised aggression enhance learning disorder on the social adjustment of adolescents in public secondary school in South-East Senatorial District in Rivers State.

Table 5: One-Sample t-Test

	Test Value = 4					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
VAR00002	-3.760	374	.000	-.80000	-1.2453	-.3547

Source: SPSS VERSION 21 OUTPUT, 2020. P > 0.05 significant (2-tailed)

The table 5 above shows that $p.000 < 0.05$. This means that, there is no significant difference in the means score of respondents on the extent to which televised aggression enhance learning disorder on the social adjustment of adolescents. Meanwhile, the null hypothesis was accepted.

Hypothesis 3: There is no significant difference in the means score of respondents on the extent to which televised aggression cause neurological problems on the social adjustment of adolescents in public secondary schools in South-East Senatorial District in Rivers State.

Table 6: One-Sample t-Test

	Test Value = 3					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
VAR00003	10.974	374	.010	.72533	.5954	.8553

Source: SPSS VERSION 21 OUTPUT, 2020. P > 0.05 significant (2-tailed)

The table 4 above revealed that $p.010 < 0.05$. This means that, there is no significant difference in the means score of respondents on the extent to which televised aggression cause neurological problems on the social adjustment of adolescents. Thus, the null hypothesis was accepted.

Discussion of Findings

The study analysis revealed the extent to which televised aggression causes behavioural disorder, enhances learning disorder and neurological problems on the social adjustment of adolescents in public secondary schools in South East Senatorial District in Rivers State. The three research questions have very high extent responses following the fact that televised aggression has negative influence on the social adjustment of adolescents. The three research questions were accepted.

COUNSELING IMPLICATION

It is therefore necessary and paramount for every individual, family, institutions, as well as organizations to employ the services in order to proffer solutions to issues like televised aggression on the social wellbeing of both children and adults. Counsellors are problem solvers that express care and concern for someone that need their services, and facilitate that person’s personal growth and bring about change through self-knowledge. It is a relationship between a concerned person and a person with a need. This relationship is usually person-to-person, although sometimes it may involve more than two people. It is designed to help people to understand and clarify their views, and learn how to reach their self-determined goals through meaningful, well-informed choices, and through the resolution of emotional or interpersonal problems.

CONCLUSION

The study analysis has shown that televised aggression influences the life of an adolescent in so many ways. Therefore, it can be concluded that every individual or families ought not to do without the service of a counselor in all institutions of learning in South East Senatorial District in Rivers State and beyond.

RECOMMENDATIONS

From the study findings, the following recommendations are made:

1. That every parent should try as much as they can to put eyes on what TV programmes their ward watches in order to avoid behavioural disorder.
2. School management should as well evaluate their students on daily basis to see the level of comprehension or learning disorder in them.
3. Government should restrict TV stations on the kind of movies they show.

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