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Effect of Computer Assisted Instruction on Secondary School Students' Achievement in Financial Accounting

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Abstract: *This study investigated the effect of computer assisted instruction on secondary school students achievement in financial accounting in Anambra state. Two null hypotheses were tested at 0.05 level of significance. The study adopted a non-randomized non-equivalence post-test quasi-experimental design. The population of the study was 14,268 Senior Secondary One (SS1) students in 254 government-owned secondary schools in Anambra State in the 2018/2019 academic session. A sample of 97 students selected from two intact classes participated in the study. The sample was selected using multi-stage sampling technique. Researcher developed Achievement in Financial Accounting Test (AFAT) for post-test. The instrument was validated by experts and reliability index of .90 was established. Data obtained were analysed using t-test statistics and ANCOVA. The findings showed among others that, there was significant difference between the mean achievement scores of the students taught financial accounting using computer assisted instruction and those taught using the lecture method; there was significant difference between the mean achievement scores of male and female students taught financial accounting using computer assisted instruction; and there was significant interaction effects of teaching methods and gender on students' mean achievement scores in financial accounting. Based on the findings, it was recommended among others, that teachers should adopt Computer assisted instruction in teaching Financial Accounting to enhance students' academic achievement in schools.*

Key words: *curriculum, national economic goals, economic development*

Introduction

Accounting is the language of business. People need knowledge of accounting to keep their businesses afloat. Accounting is the art of recording, classifying and summarizing in a significant manner any transaction and event which, are at least of a financial character, and interpreting the results thereof (American Institute of Certified Public Accountants, in Olugbenga, 2014). Financial accounting which is a branch of accounting, is the communication of information about a business or of organization so that individuals can assess its financial health and prospects. The secondary school financial accounting is meant to prepare students for the challenges of the business world.

At the secondary school level, financial accounting teachers understand the relevance of financial accounting to business practices and consequently seek to provide students with rich learning experiences that will assist them to learn the rudiments of accounting practices. While doing this, teachers employ the conventional lecture method to impart knowledge and skills in financial accounting. Lecture has been arguably the most popular method used by teachers to provide learners with rich learning experiences (Okoli, 2013). It is doubtful however, whether

this has transformed to higher achievement among students. Achievement refers to the extent to which objectives are achieved in a given learning experience or activity. The resultant poor achievement of students in the financial accounting public examinations over the years seem to send the message that lecture has not been effective. For instance, The WAEC Chief Examiners Report of candidates' performances between 2004 and 2006, and 2011 to 2014 indicated that students have not performed well in the subject. Educators as a result have been worried on how to improve the learning of financial accounting in secondary schools. As a consequence, many innovative techniques have been advocated for effective teaching of financial accounting in the secondary schools. One of this innovative techniques is the use of computer assisted instruction (CAI).

CAI is a teaching and learning strategy in which topics to be taught is carefully planned, written and programmed in a computer (Sofa, Ezenwa & Wushishi, 2013). The potentials of CAI have been widely reported. For example, in a review of empirical studies on CAI, Oduwaiye (2009) found among others, that the use of CAI as a supplement to conventional instruction produces higher achievement than the use of conventional instruction alone in subjects like mathematics where students have been found wanting. In addition, students learn instructional contents faster and retain instructional contents more when taught using CAI than when taught using conventional instruction method. Another subsequent study (Mahammed, 2008) has confirmed also students' positive attitude to CAI and its relationship with their ability to retain content. Earlier, Kara and Kaharaman (2018) studied the effect of computer assisted instruction on academic achievement of students on Physics of 7th grade science lesson and found that the CAI was more effective than the traditional instruction on the academic achievement levels.

Likewise, whether gender plays a role in achievement especially with the use of innovative techniques like CAI has been recurring in academic discourse. Gender is a set of characteristics which distinguish between male and female, particularly in the cases of men and women roles on specific issues like achievement (Ajai & Imoko, 2005). It is likely that preconceived gender expectations affect how people perceive and define gender roles in reality. It is the view of Pusavat (2007) that there is difference in the way male and female perceive realities. These differences may affect their levels of achievement in financial accounting where the CAI plays a mediatory role, hence its interest in this study.

The studies so far reported focused on subjects other than secondary school financial accounting. It is important therefore to test the effect of CAI on achievement of students in financial accounting, as well as gender differences in their achievement in financial accounting at the secondary school level.

Statement of the Problem

The secondary school financial accounting aims to equip students with the knowledge and skills that will enable them to ascertain the results of business operations. The subject is therefore very important for students to participate actively in the world of business. Learning financial accounting, however, appears difficult to a large number of students. The lack of understanding of the rudiments of financial accounting often causes discouragement amongst students who tend to shy away from the subject. Most students who eventually enrol for the

subject in public examinations like the WAEC and NECO have come out with abysmally poor results. A number of factors have been put forward to explain why many students fail financial accounting in secondary schools, one of which is ineffective instructional techniques employed by teachers. The Computer assisted instruction (CAI) could be an appropriate technique to reconcile students with the Financial Accounting contents of the curriculum. The CAI has been employed in the teaching of some subjects like Physics, Mathematics, Chemistry, and in other settings to improve students' achievement with positive results. Whether the same could be replicated in Financial Accounting is yet to be determined.

The problem of the study is whether the use of computer assisted instruction (CAI) would be more effective than lecture in the teaching of Financial Accounting among students in secondary schools.

Purpose of the Study

The study aimed to determine:

1. the effect of computer assisted instruction (CAI) on secondary school students' academic achievement in Financial Accounting;
2. the effect of computer assisted instruction (CAI) on achievement of male and female secondary school students in Financial Accounting.
3. the interaction effect of teaching methods and gender on students' achievement scores in financial accounting.

Hypotheses

Ho1: There is no significant difference between the mean achievement scores of secondary school students taught Financial Accounting using computer assisted instruction (CAI) and those taught using lecture method.

Ho2: There is no significant difference between the mean achievement scores of male and female secondary school students taught Financial Accounting using computer assisted instruction (CAI).

H03: There is no significant interaction effect of teaching method and gender on students' achievement scores in financial accounting.

Method

This study adopted a non-randomized non-equivalence post-test quasi-experimental design. Two groups (Experimental and Control Groups) were involved in the study. The experimental group (CAI-G) was exposed to topics in financial accounting using a computer projector. The control group (Lec-G) was taught the same topics in financial accounting using the conventional method. In this case, the CAI was the variable being manipulated and whose effect were compared with conventional method, while students' achievement was the variable measured. The target population of this study was 14,268 first year senior secondary school students (SSI) in 254 public secondary schools in Anambra State, Nigeria. A multi-stage sampling technique was used to select two intact classes 97 students from two secondary schools from different Education Zones of the State. Thus a class of 50 students was used for the experimental group while the other class of 47 students was used as control group.

The instrument used for the study was Achievement Test in Financial Accounting (ATFA). The test covered topics on meaning of and format of a journal, journalising, and preparation of

journal accounts selected from the SS1 Financial Accounting syllabus. ATFA comprises 50 multiple choice questions; lettered a-e, all questions carry equal marks. Provisions were made for names and sex of participants. The content validity of the instrument was decided by three specialists at Nnamdi Azikiwe University, Awka. Reliability coefficient of .90 was estimated for the instrument. Two trained teachers were assigned to the groups and they taught the students for 4 weeks before posttest was conducted. T-test and ANCOVA were used to test the hypotheses at 0.05 level of significance. ANCOVA was considered appropriate because it controlled the initial differences across groups and increased the precision due to the extraneous variables.

Results

Re-statement of Hypotheses

Ho1: There is no significant difference between the mean achievement scores of secondary school students taught Financial Accounting using computer assisted instruction (CAI) and those taught using lecture method.

Table 1: t-test of difference in mean achievement scores of the two groups

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
CAI	69.722	49	.000	75.10000	72.9354	77.2646
Lecture	43.446	46	.000	43.17021	41.1701	45.1703

Data in Table 1 show the t-test of significance between the mean achievement scores of secondary school students who were taught financial accounting using computer assisted instruction and those taught using lecture method. Since the p-value of .00 is lower than the alpha value of .05, the null hypothesis was rejected. There was significant difference between the mean achievement scores of students taught financial accounting using the computer assisted instruction and those taught with the lecture method.

Ho2: There is no significant difference between the mean achievement scores of male and female secondary school students taught Financial Accounting using computer assisted instruction (CAI).

Table 2: t-test of difference in mean achievement scores of male and female students in CAI group

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Male	51.310	20	.000	74.57143	71.5398	77.6031
Female	48.768	28	.000	75.48276	72.3123	78.6532

Data in Table 2 show the t-test of significance between the mean achievement scores of male and female secondary school students who were taught financial accounting using computer assisted instruction. Since the p-value of .00 is less than the alpha value of .05, the null hypothesis is rejected. There is significant difference between the mean achievement scores of male and female students taught financial accounting using the computer assisted instruction.

H03: There is no significant interaction effect of teaching method and gender on students' achievement scores in financial accounting.

Table 3: Interaction effect of teaching methods and gender on achievement Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	CAI	887.143 ^a	19	46.692	.	.000
	Lecture	1052.738 ^b	19	55.407	12.313	.221
Intercept	CAI	106732.417	1	106732.417	.	.
	Lecture	35921.959	1	35921.959	7982.658	.007
Male	CAI	701.833	7	100.262	.	.
	Lecture	600.000	7	85.714	19.048	.175
Female	CAI	.000	4	.000	.	.
	Lecture	367.000	4	91.750	20.389	.164
Male * Female	CAI	.000	0	.	.	.
	Lecture	.000	0	.	.	.
Error	CAI	.000	1	.000		
	Lecture	4.500	1	4.500		
Total	CAI	117666.000	21			
	Lecture	39543.000	21			
Corrected Total	CAI	887.143	20			
	Lecture	1057.238	20			

a. R Squared = 1.000 (Adjusted R Squared = 1.000)

b. R Squared = .996 (Adjusted R Squared = .915)

The data in Table 3 show the interaction effects of teaching methods and gender on students' achievement in financial accounting. Since the p-value of .00 is less than the alpha value of .05, the null hypothesis is rejected. The model is therefore significant. There is significant interaction effects of teaching methods and gender on students' achievement in financial accounting.

Discussion

The study found that students who were taught with computer assisted instruction had mean achievement score of 75.10, while students taught financial accounting with lecture method had mean achievement score of 43.17. The corresponding hypothesis one showed that there was significant difference between the mean achievement scores of the two groups. The finding suggests the efficacy of computer assisted instruction in teaching financial accounting to students in secondary schools and the ineffectiveness of the dominant traditional lecture

method. Mohammed (2018) in a study has identified poor and ineffective teaching method as one of the challenges of teaching financial accounting in Nigerian secondary schools. The finding is consistent with the earlier studies on the effect of computer assisted instruction on the achievement of students in various subjects. For instance, Kara and Kaharaman (2008) studied the effect of computer assisted instruction on academic achievement of the students on the instruction of Physics and found that the CAI was more effective than the traditional instruction on the academic achievement levels.

On the moderating influence of gender, the study found that male students who were taught financial accounting with computer assisted instruction had mean achievement score of 74.57, while their female counterparts had mean achievement score of 75.48. The corresponding hypothesis also indicated that there was significant difference between the mean achievement scores of the two groups. Female students statistically achieved better than their male counterparts in achievement scores. The study disagreed with Yusuf and Afolabi (2010) who investigated the influence of gender on the performance of students exposed to CAI in individualized or cooperative learning setting package and found that no significant difference existed in the performance of male and female students exposed to CAI in either individual or cooperative settings. However, the difference in findings could be as a result of difference in subjects under consideration.

The study also found that there was significant interaction effects of teaching methods and gender on students' mean achievement scores in financial accounting. It follows that teaching methods and gender could exert some significant influence on students' achievement.

Conclusion

The study compared the effects of computer assisted instruction on secondary school students' achievement in Financial Accounting in Anambra State. Using non-randomized non-equivalence post-test quasi-experimental design, the study found that students taught using the computer assisted instruction achieved better than those taught with lecture method. Innovative strategies like the computer assisted instruction, therefore should be employed by secondary school teachers in Financial Accounting in order to improve students' achievement in the subject in the public examinations.

Recommendations

The following are recommended:

1. Teachers should often adopt CAI in teaching Financial Accounting to enhance students' academic achievement in schools. The use of lecture method of teaching should be combined with CAI in Financial Accounting class for effectiveness.
2. Teachers should attend capacity-building programmes for upgrading in the use of innovative teaching method like CAI for effective learning in secondary schools.
3. Parents should install online gadgets at home and regulate the usage for CAI in Financial Accounting by their children to facilitate learning among secondary school students.

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Role of Theatre Art in Conflict Mediation and Remediation

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Abstract: *One of the major problems facing Nigeria and indeed Africa is intra an inter-ethnic and religious conflicts. The conflicts in some of these African nations have, in very recent times degenerated into serious violence, intractable armed struggle. These situations have, to a large extent threatened the corporate existence of many African states, especially against the backdrop of divergent cultures of the various ethnic nationalities, for instance in Somalia, Sudan, Congo and Rwanda to mention a few. The Gunmen question in Nigeria has remained vast area for which no answer seems to be sufficient. What therefore, is the way forward? This paper therefore looks at the ethnic conflict at Zamfara Development Area as well as its aftermath and how Theatre for Development can be utilized to engage the people to participate actively in conflicts mitigation, mediation and resolution. The paper concluded that, for Nigeria to continue on the right side of history, it must always practice an agenda for conflict management and resolution via the instrument of the theatre.*

Keywords: Art, Conflict, Mediation, Remediation & Theatre

1.0 Introduction

In Nigeria, ethnic conflicts, religious and politics have contributed to the social and political dislocation of the Nigerian society. This situation has often led to stagnation in social and economic growth of the country. In recent time, current situation in the country appears to have overtaken by monumental crises and bomb blast resulting in wanton destruction of state

properties and loss of live and private properties of inestimable value. What is the reason for some of this conflict?

The governments of Nigeria in an attempt to stem these conflicts have enlisted number of measures, including workshops and conferences aimed at resolving the conflict situation in nation. But despite several measures fashioned by government and agencies, there seem not to be any end in sight in the conflict and bomb blast, if anything; there seem to be a steady rise in the activities of the various militant groups. The reason for this may be bit contentious, but with all intent and purpose, one can say that some of the measures taken have been too elitist in approach and lack of listening to the view of the stakeholders and so on. To this extent, majority of the people (masses) are excluded in process of peace building. It is in this regard that the medium of theatre is being advocated in this paper, as a tool in conflict resolution and management.

2.1. Causes of conflicts in Nigeria:

A number of factors may have contributed to the conflict situation in the Nigeria: anger, hatred, greed, lust, jealousy, selfish ambition, corruption, injustice, ignorance and breakdown in communication etc. These according to Hagher (1997) and Rabi (2009) are some of the reasons responsible for the conflict and bomb blast in most countries and other wars as a result of “social injustice, insecurity of life and property, territorial ambition, national pride, religious intolerance, ideological differences”. These, he aptly describes as the “oil igniting the flames of war all over”, through these conflicts, the economic, political and social life of people have been dislocated and destroyed.

Conflict as a phenomenon can occur in variegated forms. It could occur at the intra-personal level and inter-personal levels. It could also express itself at the group level, local, state or national levels. Conflict can also assume international dimension when situation is between two countries. However it may be a feature common to all forms of conflict that it must-express itself in a communicable form. For instance in Niger Delta, Borno, Yobe states, conflict seems to be expressed through violence. Conflicts as “an expressed struggle between two interdependent parties who perceive incompatible goals, scarce resources, and interference from other party achieving their goals. Adler and Rodman (1990:180) observed that conflict is sufficient enough to provide one with an understanding of the reasons for various struggles by the groups in Nigeria Delta and North Eastern Nigeria. It is an observable fact that the groups and their communities are living in a world stifled by extreme poverty and hardship and for survival. This situation it seems, informed the spirited effort put up by the people to have some measure of control of their god –given resources.

Indeed, one of the major causes of conflict in the nation is the struggle for control of social, political as well as economic injustice by leaders for equitable and justifiable means of distribution of wealth and rights for their personal interest.

Camegie and Andrew (1989) asserts that: the problem of our age is the proper administration of wealth, that the ties of brotherhood may still bind together the rich and poor in harmonious relationship”.

Another reason for conflict in the nation despite the contribution of the people to the development of the Nigerian State is that, the area where conflict occurred has remained largely under developed in terms of social infrastructure and primary health care faculties, and educational sectors.

Another factor that may have given rise to conflict in Nigeria is underdevelopment. This may be considered as a source of tension which if not managed by appropriate institutional structures has the capability of snowballing into real conflict situation that may disrupt the existing social order. This no doubt, has taken the form of none provision of portable water, affordable healthcare delivery system and education. Worst of all, most of the riverine areas, desert areas, oil producing communities are crisscrossed by; river flood, desertification, oil spillage and gas flame burned around the clock at ground levels. These have posed great danger, health hazards and ecological problems for the Nigerians.

2.2 The Paradox/Predicament of Poverty

However, the paradox/predicament of poverty due to unfairness on oil wealth distribution in the country and also state versus local government fund mismanagement are other issues which generate tension and conflict in the society. Obi and Okwechima (2004:355) noted that the emergent trends are reflected in the increased outbreak of violent inter ethnic, inter-communal conflicts and religious conflicts across the country. Some of these conflicts have raged between neighboring towns, communities and even villages, and involving the use of fire arms, bomb, resulting on the loss of lives and invaluable properties. Sometimes, these conflict have been between religious group who have hitherto, subsisted at the same political unit. An example of this is the conflict between the inhabitant of Jos South/North (Muslim and Christians) and conflict between ethnic groups, with the same political unit. An example: Ijaw/tsekiri communities in Wari, Delta state. Biroms and Fulani's Barikin Ladi Jos, Plateau state and currently in Zamfara areas.

Fulani's in the area has remained for over a hundred years in the area. It was this issue of justice to resettle them that generated into violence overtime, resulting into mass killing and disruption in economic and socio-political lives of people. Thus one can conclude that the conflict in these areas arose each time because of the struggle to control and dominate. But beyond this, is also struggle for control, use and distribution of community land among a people whose ways of life culturally are at variance. Such as society according to Horowitz (1985) "held together by the dint of the force of colonial power is inherently a precarious and unstable form"

Also incidental to conflict is the rivalry among politician, elites, particularly the political class who enlist youths in the area of influence to intimidate and harass their perceived opponents through manipulation by jostling for power and position. This assertion by Osaghae (1994:25) is sufficient in describing these elites. For him, "ethnicity is instigated and intensified by competition for control of state power which is necessary for attaining desirable's goals of development". This factor, along with the others previously discussed combine to present cleaner picture as the causes of conflict in the country.

2.3 Conflict Resolution and Management in Nigeria

Anyanwu (2004), in symposium noted that a man as a social animal desires constant changes, which attempts to foster the relationship among members of his community. Such relationship when consolidated upon can help to bring about development. Going further, he states that it is impossible to manage conflict; except it is borne in mind that conflict is a necessary human condition. Therefore, to perceive of it only as a negative phenomenon, may resulted to differences in thought, opinion and ideas. But the avoidance of a complete breakdown and its resultant effect is the ability to manage it. For this reason that various methods have been suggested and applied in management of conflict in the country. Among the various method are; the creation of democratic structures, aimed at providing predictable arrangements in which collective decision can be taken, establishment of sustainable development plan which according to Onduku (2002) is structured towards providing a framework for integration of development strategies and environmental policies and environmental policy shift.

The argument about underdevelopment in the country has always been stressed, and will persist until genuine attention is given to the region. Therefore, in terms of sustainable development, one is referring to a situation of social and economic change in the living conditions of the people of the country. This no doubt, will require a shift in policy thrust that will see the people enjoy some basic amenities. Other methods that have been advocated also include; a process of socialization of production processes and consumption of the people's common resources, which will see the employment of indigenes, free education and good measures of the control of the resources by the people themselves.

In spite of the methods applied in the resolution of conflicts, conflicts in a number of communities seemed intractable. The reason for this may be a refusal to comply fully with the strategies adopted on the part of the institutions involved. But quite disturbing is the fact that, most often, the people (masses) are not carried along in the process of mediation and resolution of conflict. Most often, the personalities involved in policy formulation, mediation and peace buildings are the elites, who have been accused of instigating some of these conflicts. For a conflict resolution organized by the government, become the all-knowing, and therefore decision taken are without the use consideration for the feelings and aspiration of the real sufferers in the host communities from where the violence started. The implication is that whatever decision reached are forced down the people's throat, whether good or bad. And given that conflict and struggles are about attainment of specific goals, the people are denied their rights. It is in this regard, that the theatre can function as a veritable tool for conflict resolution using the democratic method in conflict resolution mechanism.

2.4. Theatre and Conflict Mediation: The Way Forward

In history recently, scholars in several fields, agencies, have contributed immensely and motivated many areas of developmental thinking and approaches. For instance, the areas that considers "inhabitants at heart first" and indeed, a perspective that promotes direct involvement of the communities.

This approach gives a democratic process where the community members are involved in identifying and resolving their vast community needs and problem militating against their growth and development. The opportunity this perspective provides is that it enlightened community on action and collective responsibility. Also the people hope to become more challenged and committed to initiate structures and execute programmes that make meaning to them through Theatre for Development practice.

Theatre Art is not a theatre by professionals for entertaining people. But, it is a theatre in which people themselves engage issues about their own lives for their own immediate needs. It promotes development, good governance and peace building. It stresses participation, critical consciousness, sensitization and social transformation by stimulating dialogue within the people using their own familiar artistic expressions to the extent that they take positive action towards the improvement of their lives in the interest of communal stability and nation building. It enables communities to identify their needs, the types of development they desire, the place of development and the means of attaining such a development.

Therefore, it is imperative to say that the relationship between Theatre for Development, conflict resolution and peace building cannot be overemphasized. This is evident in the roles Theatre Art for Development plays and the values placed upon it, as it reflects, refracts and mediates human experiences and values that build and promote peaceful co-existence in human society. For the researcher here, one of the fundamental ways and strategies to promote peaceful co-existence and conflict resolution between the conflicts areas such as Zamfara Development Area is via Theatre for Development Practice. Here, theatre practitioners and development experts having understood the reasons for the incessant ethnic conflicts in the community through researchers intervention by engaging the opposing parties directly using the instrumentality of Theatre for Development to reflect and mediate the contending issues. This is important because, when people play and engage themselves and reflect the issues militating against their development and peaceful co-existence and key into them vehemently, then the likelihood for peace building and conflict resolution will be attained.

Kwabena B. agrees with this assertion and posits that “any development oriented ideas disseminated through the instrumentality of Theatre for Development are more likely to involve and motivate a larger number of people to participate in the development process”. Similarly, any success of development requires popular participation through action. For instance, in an event where the state does not have the necessary resources to assume all of its responsibilities regarding human basic needs like socio-economic and political development, peace and conflict resolution, one of the basic ways to achieve them is to promote community self-organization through what Guy Bessette called Participatory Development Communication, which can also be referred to as Theatre for Development in some places. This is because whether it is Participatory Development Communication or Theatre for Development, the whole essence is about people participating in the development initiative of their communities. Bessette says that “Participatory Development Communication is a powerful tool to facilitate this process. It is about encouraging community participation with development initiatives through a strategic utilization of various communication strategies”. It means that Participation is central to the task of defining and achieving peace and conflict resolution in our society.

It is pertinent that conflicts whether religious, ethnic, political and otherwise are parts of the human life because strife, disagreement and sometimes hatred can erupt at any time as people sojourn and struggle for space, identification, political power and limited resources in society. Hence, the tendency for ethnic conflict to erupt among people that had previously lived together peacefully is possible. Such actually typifies the ethnic conflict experienced in Zamfara in 2018.

However, the role of theatre in such situation is of paramount importance. In this paper we have established that the theatre has a role to play in mediating and resolving already bad situation by mapping out the path to peace and reconciliation. This means that Theatre for Art is an effective tool for conflict resolution of any magnitude. This theatre Art has not only emerged to be an effective weapon in raising the consciousness of the people towards the maintenance and sustenance of peace and peace building, but for the struggles toward a nation where peace and justice shall reign, where the Nigerian people will be seen doing the right things at the right time. What this means is that, a practical representation for theatre intervention must be based on the analysis of what went wrong, why it went wrong and deal with the perceptions associated with the feeling of those who feel wronged through performance. This is why most socio-political theatre practitioners practice, not to please anyone, but to expose social miasma inherent in the society through the instrumentality of Theatre for Art. On the other hand, all that is needed to bring ethnic conflicts like these to a halt in Zamfara and other areas in particular and Nigeria in general, is the necessary political will by restoring confidence and hope to the people through responsible and purposeful leadership, good and exemplary governance, attitudinal change and community participation in decision making and implementation for conflict resolution, peace building and development.

The medium of theatre, like other art forms has never received any considerable measure of attention from government and its agencies, perhaps because, it is considered as an 'unserious business' and a 'time waster', and therefore not capable of engendering development. Against the negative perception of the theatre, it is difficult to conceive of it as capable of generating any form of development, both for the individual and the society. But the function and manifestation of the theatre in our society today, has taken a very radical dimension. Its role now is to serve a more constructive purpose' one that will contribute to social and revolutionary change in the society.

One of the agents of socio-political change in drama/theatre and education. Both are reciprocal in nature. Drama is an economical mode of experience which conveys an idea that can be accepted as true. Its impact is direct and immediate than other forms of expression.

The functionality of theatre is no longer in doubt, as many people have come to realize the potency of the theatre in development. It has power to influence thought and opinion and can serve as a popular and effective means of political propagation, economic empowerment and culture diffusion. In fact, it is a "medium through which the soul of man reaches out beyond itself to transform". Sofola (1984) pointed out that, the medium of theatre as a communicative art has a very high correlation with development. It can act as a stimulant or tranquilizer for a people to understand their individual self and harness their potentials towards

a collective social development. As tranquilizers, the theatre can function to bring about peace and calm in conflict situation.

An example of the functionality of the theatre in this present concern is the a Rwanda Baliet Isonga”, where songs and dance were employed to mediate in the conflict between the major ethnic groups, the Hutus and Tutsis in Rwanda crises, the Kenyan Amani people’s theatre and the Kimiruthu theatre under Ngugi Wa;Thiongo is another outstanding example of the interventionist of the theatre in conflict resolution.

From the above, it becomes clear that the role of theatre in modern times has going keyhole entertainment, its role now is conditioned by social forces, and not care aesthetic diversion. Its at the service of life, it contribute to the development of the society in much the same way as does the engineer and economist. The nature of theatre being advocated, if explored to its fullness can create the awareness that conflict antithetical to societal progress and development, by helping the people to understand issues through metaphoric communication and providing a communal experience, which relates the theatre in this sense, takes the masses into consideration in every aspect through a process of theatre for development (TFD). In this way, the theatre in performance can utilize the abundant ethno-cultural materials in terms of song dance festivals, music to meet the challenges in ethnic struggle.

Theatre Art is a process of stimulating and sustaining participation with the target communities along development lines, using the world of the theatre to achieve real solutions to practical life problems affecting the people. It is aimed at transforming the people from being the object to the subject of development. This is because, as active participation in the development process they are able to contribute to decision making especially as it affects them.

For Mlama Penina (1981), the theatre functions as a tool for conscientization. Through this, the people are made aware of their predicaments, and are able to mainly and analyze them towards finding solutions. Such awareness therefore, becomes a prelude for positive action.

The theatre as an interventionist in conflict resolution employs the democratic method in conflict mediation and remediation. This method more than any other, would create the desired consciousness and engender awareness in identifying the remote cause of the conflict, analyzing the needs and making choices that would best suit (group).

The theatre “can bring the community together, building community cohesiveness, raising important issue”. Creating forum for discussion of these problems and stimulating group action”, theatre as a medium for conflict resolution place its tool for remedial, non-formal education, ‘conscientize the people’s (using the words of August to Boail) and make them aware of their potentials of harnessing their individual energies, collectively towards addressing the myriad of problems they are face with, and not pick-up arms that will cause further destruction to live and properties. But to stimulate the awareness among contending forces to an understanding that lasting solutions of their problems can achieved through constructive dialogue, understanding and trust in their religious and ethnic struggle.

The theatre as an interventionist tool in conflict resolution employs the inside-out method in the practice of theatre for development. The method will involve the facilitators becoming part of the community, and leaving them for some time.

4.0 Conclusion

Conflict is a social condition, which generates tension in the society. In whatever form it takes, whether as a religious or inter-ethnic conflict, the nature of resolution and management can help to define and shape its consequence on the people and the society. When not properly managed, it could degenerate structure of the country violence that can lead to a disruption of the socio-economic structure of the country or state. Conflict in any society, can stagnate the economy and hinder growth.

Recommendation

It is therefore fundamental that, for a long lasting peace, unity harmony and progress in the state/country. Issue capable of generating conflict must identify, analyzed and managed using the models of conflict resolution. It is in this regard, that the theatre can play a significant role in conflict mediation and remediation. It is hoped that the functionality importance which the theatre has assumed in recent times will be sustained through the involvement of government and public institutions, on account of its relevance and interventionist role in the development of the society.

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An Analysis of HIV Risk Practices Amongst Women of Child Bearing Age in Aba Municipal of Abia State

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Abstract: *The study analyzed the HIV risk practices amongst women of child bearing age in Aba municipal of Abia State. To guide the study, specific objective with corresponding research questions were posed and hypotheses postulated. The descriptive survey design used a sample of 343 or 10% of the population selected through random sampling by balloting without replacement. A self designed researcher made questionnaire served as the research instrument while data generated were analyzed using t-test and ANOVA statistics. The findings show that the independent variables of age, level of education had significant difference on the knowledge of all dimensions of HIV risk while level of education had significant differences in attitude to one dimension of HIV risk. Conclusions and relevant recommendations were made to checkmate the ugly trend in Aba municipal of Abia State.*

Keywords: *Age, HIV risk practices, women of childbearing*

Introduction

In the developing countries, there has been a changing pattern of male and female HIV infections. Early cases in many countries were concentrated in male homosexuals and intravenous drug users. But as the epidemic increases to spread, there has been a progressive shift towards heterosexual transmission and increasing infection rates among females. Globally today more women than male are dying of HIV/AIDS and the age practices of infections are significantly different for the two sexes.

Globally, over 80% of adolescent girls and young women aged 15-24years living with HIV are in sub-Saharan Africa. The number is also true of the new HIV infections among adolescent girls and young women remains exceptional with about 45,000 (380,000, 530,000) new infections estimated in 2015 (Joint United Nations Program on HIV/AIDS, (UNAIDS, 2016). Some of the adolescents and young women acquire HIV petinately while many are infected through heterosexual intercourse.

The situation in Nigeria is not different from the global trend that One Million, Twenty three thousand and seventy-three (1,023,073) reported in 1994 are cumulative AIDS cases in both adults and children represented 20% increase (World Health Organization, (WHO,2005). The fact that thousands of teenagers might be carrying AIDS virus without full manifestations is

another dimension to this pandemic. The situation became worse and frightening when WHO projected that 30-40 million people would be carrying HIV infection by the year 2000.

Sexual transmission is widely reported as a singular most important mode of transmission especially productive age bracket of 15-49 years of both gender (Doyle, Mavedzenge, Plummer and Ross, 2012). The youths who are more sexually active are more susceptible to the disease since casual and multiple partners' sexual habit is one of the major causes.

The modes of transmission of all sexual transmitted diseases (STDs) is through close contacts and sexual intercourse while AIDS is both through sexual intercourse, blood product or transmission and from mother to infant (Pettifor, Macphail, Ross and Cohen, 2008). Other type include explosive behaviours such as sharing needles or having sex without condom. Some explosives to HIV carry a much higher risk transmission than other explosives. However, while transmission is biologically possible, the risk is so low that it is not possible to put a precise number on it. But risks do add up overtime and lead to a higher lifetime of getting HIV (Pettifor, Macphail, Ross and Cohen, 2008).

Analyzing the current HIV situation and trends in Nigeria, Federal Ministry of Health (FMOH, 2008) reported that women aged 15-49years and men aged 15-64years has a national prevalence of 36% risk. The report said the prevalence was higher among females compared to males in each of the geo-political zones with the exception of the North West zone. The age-disaggregated data from 2007 FMOH, shows that females have higher HIV zero prevalence at all ages except in the youngest and oldest age groups (15-19 and 45-49). The highest HIV prevalence among the general population for both sexes is the forth decade of life (age 30-39 years that is, 5.7%) for females and 5.1% for males. Among females the next highest level is in the age group of 25-29years (4.7%) (FMOH, 2008).

The HIV trends among pregnant women show the result of the antenatal care (ANC) Sero-Surveillance Surveys of an increase from 1.8% in 1991 to 5.8% in 2001, followed by a decline to 5.0% in 2003 and to 4.4% in 2005. The 2005 survey showed a slight increase to 4.6% (FMOH, 2009). Women of childbearing age refer to women between 15-49 years. World Health Organization (WHO, 1988) asserted that some groups of childbearing women are more at risk than others. WHO reports that teenage girls under the age of 15 or in mid or late forties have the high risk of pregnancy related complication.

Health risks of teenage childbearing for both mother and baby are serious including pre-eclampsia or eclampsia toxemia, obstetric, fistulae, obstructed labour, anaemia, malnutrition, low birth weight and prenatal mortality. The social costs of teenage pregnancies are high. Teenage pregnant girls are threatened with school expulsion and ostracism by their families and often seek to terminate their pregnancies (unsafe abortion), leading to obstetric complications or death (Population Reference Bureau, 1992).

Childbearing is hazardous for older women and obstetric risks associated with this age include uterine atomy, obstetrics hemorrhage and Sepsis (Myles, 2003). However, among the child-

bearing women in Sub-Saharan Africa, one out of every five new HIV infections happens among adolescent girls and young women. In the worst affected countries, 80% of the new HIV infections who are up to eight times are more likely to be living with HIV than adolescent boys (Wilson, Wright, Safrit and Rudy, 2010). It is estimated that around 50 adolescent girls die every day from AIDS related illness (Harrison, Colvin, Kuo, Swartz and Lurie, 2015).

HIV disproportionately affects women and girls because of their unequal cultural, social and economic status in society (Rodrigo and Rajapakseb, 2010). Intimate partner violence, inequitable laws and harmful traditional practices reinforce unequal power dynamics between men and women with young women particularly disadvantaged. HIV is not only driven by gender inequality but also entrenches gender inequality, leaving women more vulnerable to its impact (Rodrigo *et al*, 2010).

In some countries, women face significant barriers to accessing healthcare services. These barriers occur at the individual interpersonal, community and societal levels (Pettifor, Rees, Kleinshmidt, Steffenson, Macphail, Hlongwa-Madikizela, 2005). Barriers take many forms including denial of access to services that only women require, discrimination from service providers that stems from views around female sexuality and poor quality services. Procedures relating to a woman's sexual and reproductive health (SRH), performed without consent, including forced sterilization, forced virginity examinations and forced abortions also deter women from accessing services (Pettifor *et al* 2005; Pettifor, Macphail, Rees and Cohen, 2008). In some cases, health care providers do not fully understand laws around childbirth and HIV. This can lead to HIV-positive women choosing to have an abortion because they are misinformed about their options and how to protect their health as well as their children (Stockl, Kalva, Jacobi and Watts, 2013).

Additionally, in 29 countries women require the consent of a spouse or partner to access sexual and reproductive health services. A lack of access to comprehensive HIV and sexual reproductive health services means that women are less able to look after their sexual and reproductive health and rights (SRHR) and therefore reduce their risk of HIV infection.

A review of evidence from Latin America and Caribbean relating to HIV-positive women's use of and access to sexual reproductive health services found women living with HIV experiences more unplanned pregnancies, more induced abortions, a higher risk of immediate sterilization after birth and higher exposure to and institutional violence, compared to HIV-negative women (Rodrigo and Rajapakseb, 2010).

In 45 countries, organizations cannot legally provide sexual reproductive health and HIV services to people under 18 years without parental consent (Harrison, Colvin, Kuo, Swartz and Lurie, 2015). For others in some countries, doing this is an offence linked to encouraging prostitution or the trafficking of minors (Pettifor, *et al*, 2005).

Closely related to this is the finding taken from evidence gathered in 28 Sub-Saharan African Countries, that 52% of adolescent girls and young women in rural areas and 47% in urban areas

are unable to make decisions about their own health. Research into attitudes towards sexual and reproductive health among adolescent girls in Ghana found varying degrees of negative social and community norms, attitudes and beliefs about adolescent girls' sexuality. The study found that adolescent girls tended to endorse these stigmatizing attitudes, and also observed or experienced sexual reproductive health services related stigma regularly (UNAIDS, 2015).

Adolescent girls and young women belonging to groups most affected by HIV are also negatively affected by laws that criminalize injecting drug use, sex work and homo-sexuality (Chama, 2004). Studies have shown that increasing educational achievement among women and girls is linked to better sexual reproductive health services out-comes include delayed childbearing, safer abortions, lower rates of sexually transmitted infections (STIs) and unintended pregnancies (UNAIDS, 2015).

Women with more education tend to marry later, bear children later and exercise greater control over their fertility (Clark, 2002). Despite this, in the least developed countries in the world, 60% of girls do not attend secondary school. Research has shown the direct correlation between girls' educational attainment and HIV risk; uneducated girls are twice as likely to acquire HIV as those who have attended school (Abdulkarim and Mohammed, 2008).

Poverty is an over arching factor that increases vulnerability to and the impact of HIV. The poorest women may have little but to adopt behaviours that may put them at risk of infection including transactional and intergenerational sex, early marriage and relationships that expose them to violence and abuse. Poorer and less-educated women may be less knowledgeable about risks and therefore less able to adopt HIV-risk-reducing behaviours (Anandalaskshary, Talwar, Buckeshee and Hingorani, 2002).

The risk of trafficking and sexual exploitation is also higher for young women and adolescent girls especially those living in poverty. At some point in life time, one in three women will experience physical or sexual violence from a partner or sexual violence from a non-partner or sexual abuse. In conflict settings and among refugee populations, seven out of ten women will experience sexual violence and or gender-based violence (Leclerc-Mahlala, 2008). Violence prevents young women from protecting themselves against HIV. In some regions, it has been estimated that women who experience intimate partner violence are as much as 1.5 times more likely to acquire HIV (Jenkes, Dunkle, Nduna and Shair, 2010).

Age desperate sexual relationships between young women and older men are common in many parts of the world, with particularly high levels in both East, South, West and Central Africa. For instance, these relationships are transactional in nature, in that they are non-commercial, non-marital sexual relationship motivated by the implicit assumption that sex will be exchanged for material support or other benefits. This assumption arises from harmful gendered expectations of intimate relationships, namely that men are responsible for providing sexual and domestic services. Many of these relationships include shared emotional intimacy, with people referring to themselves as boyfriends, girlfriends or lovers (Leclerc-Mahlala, 2008). Research indicates

that in sub-Saharan Africa, transactional sex is one of the key factors in women's heightened vulnerability to HIV and other STIs. Growing evidence suggests transactional relationships are likely to involve high risk sex and low condom use (Audu and Ekele, 2002).

A long term study of age-desperate sex and HIV risk for young women took place between 2002 and 2012 in South Africa. It is estimated that in South Africa a third of sexually active adolescent girls will experience a relationship with a man at least five years older. The study found that a cycle of transmission whereby high HIV prevalence in young women was driven by sex with older men (on average of 8.7years older) who themselves had female partners with HIV, many of whom had acquired HIV as young women (Audu and Ekele, 2002).

To demonstrate a link between the sizes of the age gap in age desperate relationships with HIV, researchers working in Zimbabwe found that when a young woman is in a relationship with a man that is older than her, she is more at risk of acquiring HIV if the age gap is 10years or more. Researchers found that older men had consistently higher HIV prevalence than younger men, thus exposing young women to an increased risk of HIV infection-particularly given the generally low levels of condom use which were also associated with this difference (Leclerc-Mahlala, 2008).

Goal

Specifically, the goal of the study was to determine the knowledge, cause and attitude of childbearing women and adolescents to HIV risk in Aba Municipal.

Research Questions

1. What are the levels of knowledge of causes of HIV risk practices among women of childbearing age in Aba Municipal?
2. What are the levels of knowledge of HIV risk practices among childbearing women according to location/age in Aba Municipal?
3. What are the differences in the level of knowledge of HIV risk practice by the women according to their educational level?

Research Hypotheses

1. There is no significant difference in the level of causes of HIV risk practices among women of childbearing age in Aba Municipal.
2. There is no significant difference in the level of knowledge of HIV risk practices among childbearing women according to age/location.
3. There is no significant difference in the level of knowledge of HIV risk practices among childbearing women according to educational level.

Method

To achieve the goal of the study, descriptive survey design was employed. The population consists of women of childbearing age totaling 3600 from all the hospitals in Aba Municipality. The procedure for sample selection involved two stages. The first stage was stratified random sampling used to stratify the health facilities located in the area of the study. The second involved the use of simple random sampling procedure of balloting without replacement to select all the health facilities in the municipality. A researcher made questionnaire served as the research instrument. The respondents were required to indicate the degree of agreement or disagreement as follows: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) with assigned values of 4, 3, 2, and 1 for positive items and 1, 2, 3, and 4 for negative items respectively. The data generated were analyzed using T-test and ANOVA statistics

Results

The results of the study was organized and presented in two parts thus: data answering the research questions and data testing the null hypothesis.

Question One

What are the levels of knowledge of causes of HIV risk practices among women of childbearing age?

Table 1: Level of knowledge of causes of HIV risk practices (KCHIVRP) among women of childbearing age (n = 343)

	n	x	%
KCHIVRP	343	65.48	

Data in table 1 shows a mean score of 65.48% which fell between 60-80%. This implies that the level of knowledge of causes of HIV risk practice (KCHIVRP) among women of childbearing age was high.

Question Two

What are the levels of knowledge of HIV risk practices by the childbearing women according to age?

Table 2: level of knowledge of HIV risk practices according to age and location (n = 343)

Age groups					
S/N	Dimensions of MM	15-23yrs % $\frac{n}{x = 89}$	24-32yrs % $\frac{n}{x = 180}$	33-41yrs % $\frac{n}{x = 64}$	42-49yrs % $\frac{n}{x = 10}$
1	Knowledge of Concept of HIV(KCOHIV)	Decision 60.90	Decision 67.44	Decision 61.88	Decision 44.00
2	Knowledge of causes of HIV risk practices (KCHIVRP)	64.27	66.56	67.19	46.00
3	Knowledge of HIV risk practices by women according age (KPHIVR)	61.80	70.00	74.06	52.00

Table two shows that the mean score of women of childbearing age 24-32years (x=67.44%) was slightly higher than aged 33-41years (x=61.88%) and 15-23years (x=60.90%). This implies that women of these age groups possessed high level of knowledge regarding concept of HIV risk. The table further shows that women aged 42-49years had mean score of 44% indicating that they possess average level of knowledge regarding concept of HIV risk.

The table also shows that mean score of women of childbearing aged 33-41years (x=67.19%) was slightly higher than those aged 24-41years (x=66.56%) and 15-23years (x=64.27%). This implies that women of these age groups possessed high level of knowledge regarding causes of HIV risk. In addition, women aged 42-49years had a mean score of 46% indicating that the average level of knowledge regarding causes of HIV risk is not high.

The table further shows that the mean score of women aged 33-41years (x=74.06%) was slightly higher than those aged 24-32years (70%) and those aged 15-23years (x=61.80%). This implies that women of these age brackets possessed high level of knowledge regarding prevention of HIV risk. This also implies that there was difference in the level of various dimensions of HIV risk by women of childbearing age according to age.

Question 3: What is the difference in the level of knowledge of HIV risk practices by the women according to level of education?

Level of education					
S/N	Dimensions of MM	No Formal education (N=5)x	Primary education (n=61)x	Secondary education(n=144)x	Tertiary education (n=133)x
1	KCOHIVR	36.00	47.21	65.83	70.83
2	KCAHIVRP	28.00	49.09	65.14	74.44
3	KPHIVR	48.00	20.59	65.28	77.44

Table 3 shows that the mean of women of childbearing age with tertiary education ($x=70.83\%$) was slightly higher than those with secondary education ($x=65.83\%$). This implies that women with tertiary and secondary education possessed high level of knowledge regarding concept of HIV risk. The table also shows that the mean score of women with primary education ($x=47.21\%$) was slightly higher than those without formal education ($x=36\%$). This implies that women with primary education had average level of knowledge while those without formal education had low level of knowledge regarding concept of HIV risk.

Table 3 further shows that the mean score of women with tertiary education (77.44%) was higher than those with secondary education ($x=65.28\%$). This reveals that women with tertiary and secondary education possessed high level of knowledge of prevention of HIV risk. The table also reveals that the mean score for women with no formal education ($x=48\%$) was higher than those with primary education ($x=20.59\%$). This implies that women without formal education had average level of knowledge of prevention of HIV risk. This implies that there were differences in the levels of knowledge of various dimensions of maternal morality by women of childbearing age to the level of education.

Hypothesis

There is no significant difference in the level of knowledge of HIV risk practices by the women according to concept, education, age and location.

Table 4: Result of one-way analysis of variance (ANOVA) testing the null hypothesis of no significant difference in the level of knowledge of HIV risk practices by the women of age bearing.

Dimensions of mm	sum of b/w groups	Squares within groups	DF	Mean b/w groups	Squares within groups	F	P. value
KCOHIVR	7280.279	166767.334	3	2426.760	491.940	4.933	.002*
KCHIVRP	4319.904	182979.723	3	1439.968	539.751	2.688	.048*
KPHIVR	204016.110	204016.110	3	3017.371	601.817	5.014	.0028*

*Significant

*Not significant

Table 3 shows that the F-values and their corresponding P-values for KCOHIVR (F=4.933, P-value= .002 < .05), KCAHIVR (F=2.668, P= .048 < .05) and KPHIVR (F =5.014, P = .002 < .05) were less than 105 level of significance at 3 and 339 degrees of freedom. The null hypothesis of no significant different is therefore rejected. This implies that women of childbearing age differed in their knowledge of various dimensions of HIV risk according to age.

Conclusion

Based on the result findings and discussions, the following conclusions were attained. That women of childbearing age overall level of causes of HIV risk practices was high. The overall level of knowledge of women of child bearing age in different age groups for the various dimensions of HIV risk practices also was high.

Recommendations

Since women of childbearing age in Aba Municipal had low level knowledge in various dimensions of HIV risk practices, the Ministry of Health in conjunction with Ministry of Women Affairs should mount health seminars and workshops in health facilities, churches and town halls to enlighten women on the causes of HIV risk and maternal death. This may help the women of childbearing age awareness on reproductive age and pregnancy related problems arising from early and late delivery.

-Cost of utilization of maternal health services should not be expensive, especially for pregnant and nursing mothers. Government should subsidize the cost of hospital bills, antenatal and delivery services.

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Appendix

Section A:

Respondents bio- data: You are expected to tick (✓) only in one option as it applies to you in any of the statements below:

1. To which of the following age brackets do you belong
15-23yrs
24-32yrs
33-41yrs
42-49yrs
2. What is your highest educational attainment?
No formal education
Primary school education
Secondary school education
Tertiary education
3. Place of residence
Urban
Rural

Section B: Knowledge of HIV risk practices

In this section, you are expected to choose from options A-D the one that correctly describes the statement or answers the question.

4. HIV risk practices can occur in women at the age of
10yrs
50yrs
15-49yrs
55yrs only
5. HIV risk practices among women of child bearing age is said to occur when a woman is:
Giving birth Giving birth and pregnant
Menstruating
Pregnant
6. When AIDS kills a pregnant woman, the death is referred to as
Direct maternal death
Indirect maternal death
None of the above
7. The death of a pregnant woman can be associated with
Shortage of water
Bad accommodation
Comfortable living
Short of blood
HIV

Section C: Attitude of HIV risk practices

For each of the statement indicate your degree of agreement or disagreement as it applies to you by ticking (✓) in the spaces provided. Very great extent (VGE), Great extent (GE), very low extent (VLE), Low extent (LE).

S/N	Attributes of knowledge of maternal HIV risk practices	VGE	GE	VLE	LE
9	It is not painful for a woman to die in the process of child bearing				
10	It is annoying when maternal HIV risk is caused by mismanagement of pregnancy cases				
11	It is mere superstition to attribute maternal HIV to evil spirits or witchcraft.				
12	It is negligence on the part of health workers for a woman with HIV to die during delivery				
13	It is annoying when the death of a woman in labor is due to convulsion (eclamptic fit)				
14	It is negligence on the part of health worker if maternal mortality is caused by HIV				
15	It is sad when a pregnant woman dies during child birth as a result of obstructed access to HIV knowledge				
16	It is worrisome when HIV after delivery leads to maternal death				
17	Abortion performed by unqualified health personnel cannot lead to HIV risk.				



Assessment of Self-Assertiveness and Teachers' Job Performance in Public Senior Secondary Schools in Rivers State

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Abstract: This study assessed self-assertiveness and teachers' job performance in public senior secondary schools in Rivers State. Three research questions were posed, while three hypotheses guided the study. The study adopted the correlational survey research design. The population of this study was 650 selected senior secondary school teachers in Rivers State. The Taro Yamene formula was used in drawing a sample size of 247 teachers using the simple random sampling technique in selection of the teachers. A self-structured questionnaire titled "Self-Assertiveness and Teachers' Job Performance Questionnaire" (SATJPQ) with a four point rating scale, was used in generating data for the study. The instrument was validated by two experts in the field of Measurement and Evaluation, while a reliability coefficient index of 0.72 was obtained using the Cronbach Alpha Statistics. The Pearson's Product Moment Correlation was used in answering the research questions and in testing the formulated hypotheses at 0.05 alpha level. The study found that there is a significant relationship between honesty, interpersonal relationship, effective communication and teachers' job performance in public senior secondary schools in Rivers State. Given the above, it was therefore recommended among others that teachers should exhibit absolute honesty in all their dealings especially in teaching and learning in order to improve their job performance, and that interpersonal relationship among teachers, students, and other staff should be encouraged as it ensures and provides for good job performance.

Keywords: Self-Assertiveness, Teachers, Job Performance, Senior Secondary Schools

Introduction

To facilitate the learning process, learners' emotional growth should be taken into consideration to understand the relationship between emotions and learning better. One of the main factors, neglected in the educational procedures, with which students are encountered is inability to express emotions and self-assertion. According to Lizarrage (2013), self-assertion refers to an individual's ability to express and defend his/her ideas, interests and feelings in a worthy matter and without anxiety. He further established that it entails the expression of feelings, ideas, and boundaries while respecting other's rights, maintaining positive affect in the receiver, and considering potential consequences of the expression. Morris (2015) opined that self-assertiveness involves both positive and negative expressions, as such seeks to achieve personal and/or instrumental goals.

In the view of Lang and Jakowbdk (2018), self-assertiveness include the ability to defend your rights, express your thoughts, emotions, and beliefs in an appropriate, direct, and honest ways such that others' rights do not violated. The method of interacting with others is an important factor in social interactions. Poor communication can establish unhealthy relations and increase

mental pressure. One of the key factors in interpersonal communications is the ability to use self-assertiveness properly. Poor self-assertiveness can create several problems for the individual and others. It is a structured method of intervention which is used to improve the effectiveness of social relations and is applied to treat anxiety disorders and phobias in children, adolescents and adults. An assertive person can establish close relationships with others, avoid himself/herself from being abused and express a wide range of needs and positive and negative thoughts without guilt and anxiety or violating others' rights (Aghaei, 2013).

Teachers' self-assertiveness consists of the various skills which can empower the teenagers' self-efficacy and positively impress their interactions with others to cause their trust and self-esteem. The defects in this skill can result in many problems for young people. Self-assertiveness is relevant to adolescents due to their age and peer group pressure. In Furtherance, it protects adolescents against the factors threatening their health. Self-assertiveness is closely associated with teachers' self-confidence, self-esteem, anxiety (Ghodrati, Tavakoli, Heydari, & Akbarzadeh, 2016). Though different scholars explain the concepts of assertiveness in different ways, conceptually the notion of their definition is well-nigh similar.

The psychological concept of self-assertive behaviour covers three major principles of human expression: behaviour, cognition, and emotion. From the behavioral aspect, assertiveness is the skill that enables a person to freely express his feelings, defend his objectives and goals in ordinary and special circumstances, and have a sense of accomplishment and success in interpersonal relationships (Townend, 2017). In terms of affectivity, self-assertive individuals are able to express and respond to their positive and negative feelings without anxiety and unnecessary anger. Considering complexity and display of psychological and behavioral problems among students, the necessity to learning of life skills and practical solution in this group feels any more than the others.

The indices of self-assertiveness applied in this study include: honesty, interpersonal relationship, effective communication. Honesty implies accurate inevitably an attachment to the truth that surpasses any kind of personal intent. Honesty according to Sarkova (2016), is a value, vital and core to be able to live in the society which orients all actions and strategies of our activity, to be honored in the words, in intention and in acts. Honesty make teachers to honor, aspire to honesty is to seek greatness. When a teacher lies, steals, deceives or cheats, his spirit comes into conflict, peace of mind disappears and this is something that others perceive because it is not easy to hide. Dishonest teachers can be recognized easily because they deceive others to improperly get a benefit, thus generating mistrust. The application of honesty is vital for healthy coexistence among teachers, and involves respect not only to the individual who is honest, but to all persons to it is around. Living honestly requires a detachment to personal desires, since many times the truth cannot be entirely beneficial to our person. However, this detachment toward personal gain is needed to maintain good relationships family, social and even work. It can be concluded that when a human being is honest it behaves in a manner transparent with their peers; i.e., it does not hide anything, and that gives you peace of mind. Who is honest does not take anything alien, neither material nor spiritual: is an honest person. When you are honest people any human project can be and

collective confidence turns into a force of great value. Be honest requires courage to always tell the truth and act in a straight and clear way.

Interpersonal relationship is a close association or acquaintance between two or more teachers. Maxwell (2014) observed that a thing bring two teachers together to make them remain in the context of relationship. Such things may be common interest like desire, aspiration or a goal. When interpersonal relationship is born from any of these, if it is fed and nurtured, it grows but if neglected, it deteriorates and dies. Developing interpersonal relationship is a serious business that yields dividends to those committed to it. Teachers in an interpersonal relationship may interact overtly, covertly, face-to-face or even anonymously. Effective communication is a process of exchanging ideas, thoughts, knowledge and information such that the purpose or intention is fulfilled in the best possible manner. These entails standing up for your rights and expressing your truths without shrinking from what a student want to communicate. It also includes recognizing and expecting the equality, rights and truth of other people (James, 2018). It also means the behavior which enables a person to act in his/her own best interest to stand up for herself, without undue anxiety, to express interest, feeling, comfortable; or exercise personal rights without changing the right of others, (Alberti & Emmons, 2014).

Education is largely a matter of a learning process that involves interaction between teacher and learner. When this process works well, real learning takes place. Teacher's job performance comprises behaviours or actions that contribute to the achievement of task or goals by teachers in the organization (Campbell, 1990). Teachers with good performance can be related to specific business outcomes such as better financial performance, productive workforce, and better retention rates. Numerous studies on the relationship between self-assertiveness and teacher's job performance have been conducted (Jennings & Palmer, 2007; Sy, Tram, & O'Hara 2006). However, there is still a paucity of studies in examining the performance of teachers with reference to their self-assertiveness.

Statement of the Problem

Most teachers have social unassertiveness and/or academic unassertiveness. Social unassertiveness affect teachers' job performance. If a teacher has social unassertiveness, the teacher might not be able to complete his/her job tasks or might not feel comfortable. Social unassertiveness can go along with or even lead to academic unassertiveness. Teaching students' self-regulation can reduce unassertiveness and increase academic performance. The level of unassertiveness can fluctuate over time in response to both internal and external stimulation. Observable behaviours of unassertiveness can be noticed during the completion process of a quiz, a test or an examination. Some of those behaviours might include perspiration, excessive movement and questioning of instructions.

Despite teachers' desire to be self-assertive, many do not change their behaviour. Self-assertiveness eludes them. So what is stopping them from being self-assertive? Some teachers simply do not know what to do in order to be self-assertive. They have never had good role models, so the barrier is simply lack of knowledge as to how to behave. The other main barrier is fear or anxiety over what might happen or how people may see them if they do behave

assertively. Being self-assertive is about expressing your thoughts, feelings, needs and wants. But sometimes you do not even know what those are. Maybe you are too busy focusing on others. Maybe you are running on autopilot and rarely look within. If you are scared of asking for what you want, it might be because you are not seeing the humanity of the other person. Given the above, this study sought to assess self-assertiveness and teachers' job performance in public senior secondary schools in Rivers State.

Research Questions

The following research questions guided the study:

1. What is the relationship between honesty and teachers' job performance in public senior secondary schools in Rivers State?
2. What is the relationship between interpersonal relationship and teachers' job performance in public senior secondary schools in Rivers State?
3. What is the relationship between effective communication and teachers' job performance in public senior secondary schools in Rivers State?

Hypotheses

The following research hypotheses were formulated for the study and were tested at 0.05 level of significant.

1. There is no significant relationship between honesty and teachers' job performance in public senior secondary schools in Rivers State.
2. There is no significant relationship between interpersonal relationship and teachers' job performance in public senior secondary schools in Rivers State.
3. There is no significant relationship between effective communication and teachers' job performance in public senior secondary schools in Rivers State.

Methodology

This study adopted the correlational survey research design. The population of this study was 650 selected senior secondary school teachers in Rivers State. The Taro Yamene formula was used in drawing a sample size of 247 teachers using the simple random sampling technique in selection of the teachers. A self-structured questionnaire titled "Self-Assertiveness and Teachers' Job Performance Questionnaire" (SATJPQ) with a four point rating scale, was used in generating data for the study. The instrument was validated by two experts in the field of Measurement and Evaluation, while a reliability coefficient index of 0.72 was obtained using the Cronbach Alpha Statistics. The Pearson's Product Moment Correlation was used in answering the research questions and in testing the formulated hypotheses at 0.05 alpha level.

Results

Research Question 1: What is the relationship between honesty and teachers' job performance in public senior secondary schools in Rivers State?

Table: 1. Relationship between honesty and teachers' job performance in public senior secondary schools in Rivers State.

Variables	N	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-value	Decision
Honesty (X)	247	11611	284208	265017	0.71	Positive (Strong)
Teachers' Job Performance (Y)	247	10837	327781			

Source: Field Survey, 2022.

The information in Table 1 above shows the relationship between honesty and teachers' job performance in public senior secondary schools in Rivers State. The calculated $r = -0.71$ shows a positive relationship between honesty and teachers' job performance in public senior secondary schools in Rivers State. This implies that as honesty increases teachers' job performance in public senior secondary schools in Rivers State also increases and vice versa.

Research Question 2: What is the relationship between interpersonal relationship and teachers' job performance in public senior secondary schools in Rivers State?

Table: 2. Relationship between interpersonal relationship and teachers' job performance in public senior secondary schools in Rivers State.

Variables	N	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-value	Decision
Interpersonal Relationship (X)	247	84362	247841	295258	0.77	Positive (Strong)
Teachers' Job Performance (Y)	247	79401	305350			

Source: Field Survey, 2022.

The information in Table 2 above shows the relationship between interpersonal relationship and teachers' job performance in public senior secondary schools in Rivers State. The calculated $r = 0.77$ shows a strong positive relationship between interpersonal relationship and teachers' job performance in public senior secondary schools in Rivers State. This implies that interpersonal relationship improves teachers' job performance in public senior secondary schools in Rivers State.

Research Question 3: What is the relationship between effective communication and teachers' job performance in public senior secondary schools in Rivers State?

Table: 3. Relationship between effective communication and teachers' job performance in public senior secondary schools in Rivers State.

Variables	N	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-value	Decision
Effective Communication (X)	247	55833	823703	951828	0.73	Positive (Strong)
Teachers' Job Performance (Y)	247	61158	936492			

Source: Field Survey, 2022.

The information in Table 3 above shows the relationship between effective communication and teachers' job performance in public senior secondary schools in Rivers State. The calculated $r = 0.73$ shows a strong positive relationship between effective communication and teachers' job performance in public senior secondary schools in Rivers State. This entails that when there is effective communication among teachers they are likely going to record good job performance in senior secondary schools in Rivers State.

Test of Hypotheses

Hypothesis 1: There is no significant relationship between honesty and teachers' job performance in public senior secondary schools in Rivers State.

Table 4: t-test of relationship between honesty and teachers' job performance in public senior secondary schools in Rivers State.

Variables	N	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	Df	r-cal	t-cal	t-crit	Decision
Honesty (X)	247	11611	284208	215017	245	0.71	10.34	1.96	H_0 Rejected
Teachers' Job Performance (Y)	247	10437	327781						

Significance at 0.05 level.

Source: Field Survey, 2022.

In Table 4 above, the t-transformed (calculated) value of 10.34 is greater than the t-critical value of 1.96 for 245 degree of freedom at 0.05 level of significance, the null hypothesis which states that there is no significant relationship between honesty and teachers' job performance in public senior secondary schools in Rivers State is hereby rejected and the alternate is thus accepted. The implication is that there is a positive relationship between honesty and teachers' job performance in public senior secondary schools in Rivers State. In other words, as honesty increases, teachers' job performance increases.

Hypothesis 2: There is no significant relationship between interpersonal relationship and teachers' job performance in public senior secondary schools in Rivers State.

Table 5: t-test of relationship between interpersonal relationship and teachers' job performance in public senior secondary schools in Rivers State

Variables	N	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	Df	r-cal	t-cal	t-crit	Decision
Interpersonal Relationship (X)	247	84362	247841	295258	245	0.77	23.40	1.96	H_0
Teachers' Job Performance (Y)	247	79401	305350						Rejected

Significance at 0.05 level.

Source: Field Survey, 2022.

In Table 5 above, the t-transformed (calculated) value of 23.40 is greater than the t-critical value of 1.96 for 245 degree of freedom at 0.05 level of significance, the null hypothesis which states that there is no significant relationship between interpersonal relationship and teachers' job performance in public senior secondary schools in Rivers State is hereby rejected and the alternate is thus accepted. The implication is that there is a positive relationship between interpersonal relationship and teachers' job performance in public senior secondary schools in Rivers State. In other words, as interpersonal relationship increases, teachers' job performance increases.

Hypothesis 3: There is no significant relationship between effective communication and teachers' job performance in public senior secondary schools in Rivers State.

Table 6: t-test of relationship between effective communication and teachers' job performance in public senior secondary schools in Rivers State.

Variables	N	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	Df	r-cal	t-cal	t-crit	Decision
Effective Communication (X)	247	55833	823703	951828	245	0.73	10.68	1.96	H_0
Teachers' Job Performance (Y)	247	61158	936492						Rejected

Significance at 0.05 level.

Source: Field Survey, 2022.

In Table 6 above, the t-transformed (calculated) value of 10.68 is greater than the t-critical value of 1.96 for 245 degree of freedom at 0.05 level of significance, the null hypothesis which

states that there is no significant relationship between effective communication and teachers' job performance in public senior secondary schools in Rivers State is hereby rejected and the alternate is thus accepted. The implication is that there is a positive relationship between effective communication and teachers' job performance in public senior secondary schools in Rivers State. In other words, when there is effective communication teachers' job performance improves.

Discussion of Findings

Based on the analysis of the data on research question 1 revealed the relationship between honesty and teachers' job performance in public senior secondary schools in Rivers State. The calculated $r = -0.71$ showed a positive relationship between honesty and teachers' job performance in public senior secondary schools in Rivers State. This implies that as honesty increases teachers' job performance in public senior secondary schools in Rivers State also increases and vice versa. The corresponding test of hypothesis 1 established that the t-transformed (calculated) value of 10.34 is greater than the t-critical value of 1.96 for 245 degree of freedom at 0.05 level of significance, the null hypothesis which states that there is no significant relationship between honesty and teachers' job performance in public senior secondary schools in Rivers State is hereby rejected and the alternate is thus accepted. The implication is that there is a positive relationship between honesty and teachers' job performance in public senior secondary schools in Rivers State. In other words, as honesty increases, teachers' job performance increases. In line with the findings of this study, Sarkova (2016) opined that honesty is a value, vital and core to be able to live in the society which orients all actions and strategies of our activity, to be honored in the words, in intention and in acts. Be honest makes us beings of honor; aspire to honesty is to seek greatness. When someone lies, steals, deceives or cheats, his spirit comes into conflict, peace of mind disappears and this is something that others perceive because it is not easy to hide. Dishonest people can be recognized easily because they deceive others to improperly get a benefit, thus generating mistrust. The application of honesty is vital for healthy coexistence among people, and involves respect not only to the individual who is honest, but to all persons to it is around. Living honestly requires a detachment to personal desires, since many times the truth cannot be entirely beneficial to our person. However, this detachment toward personal gain is needed to maintain good relationships family, social and even work. It can be concluded that when a human being is honest it behaves in a manner transparent with their peers; i.e., it does not hide anything, and that gives you peace of mind. Who is honest does not take anything alien, neither material nor spiritual: is an honest person. When you are honest people any human project can be and collective confidence turns into a force of great value. Be honest requires courage to always tell the truth and act in a straight and clear way.

The analysis of the data on research question 2 revealed the relationship between interpersonal relationship and teachers' job performance in public senior secondary schools in Rivers State. The calculated $r = 0.77$ shows a strong positive relationship between interpersonal relationship and teachers' job performance in public senior secondary schools in Rivers State. This implies that interpersonal relationship improves teachers' job performance in public senior

secondary schools in Rivers State. The corresponding test of hypothesis 2 revealed that the t-transformed (calculated) value of 23.40 is greater than the t-critical value of 1.96 for 245 degree of freedom at 0.05 level of significance, the null hypothesis which states that there is no significant relationship between interpersonal relationship and teachers' job performance in public senior secondary schools in Rivers State is hereby rejected and the alternate is thus accepted. The implication is that there is a positive relationship between interpersonal relationship and teachers' job performance in public senior secondary schools in Rivers State. In other words, as interpersonal relationship increases, teachers' job performance increases. In furtherance to this finding, Maxwell (2014) observed that something that bring two teachers together to make them remain in the context of relationship is otherwise regarded as interpersonal relationship. Such things may be common interest like desire, aspiration or a goal. When interpersonal relationship is born from any of these, if it is fed and nurtured, it grows but if neglected, it deteriorates and dies. Developing interpersonal relationship is a serious business that yields dividends to those committed to it. Teachers in an interpersonal relationship may interact overtly, covertly, face-to-face or even anonymously.

The analysis of the data on research question 3 revealed the relationship between effective communication and teachers' job performance in public senior secondary schools in Rivers State. The calculated $r = 0.73$ shows a strong positive relationship between effective communication and teachers' job performance in public senior secondary schools in Rivers State. This entails that when there is effective communication among teachers they are likely going to record good job performance in senior secondary schools in Rivers State. The corresponding test of hypothesis 3 revealed that the t-transformed (calculated) value of 10.68 is greater than the t-critical value of 1.96 for 245 degree of freedom at 0.05 level of significance, the null hypothesis which states that there is no significant relationship between effective communication and teachers' job performance in public senior secondary schools in Rivers State is hereby rejected and the alternate is thus accepted. The implication is that there is a positive relationship between effective communication and teachers' job performance in public senior secondary schools in Rivers State. In other words, when there is effective communication teachers' job performance improves. In line with this study, Alberti and Emmons (2014) asserted that Effective communication is a process of exchanging ideas, thoughts, knowledge and information such that the purpose or intention is fulfilled in the best possible manner. These entails standing up for your rights and expressing your truths without shrinking from what a student want to communicate. It also includes recognizing and expecting the equality, rights and truth of other people (James, 2018). It also means the behavior which enables a person to act in his/her own best interest to stand up for herself, without undue anxiety, to express interest, feeling, comfortable; or exercise personal rights without changing the right of others. Education is largely a matter of a learning process that involves interaction between teacher and learner. When this process works well, real learning takes place. Teacher's job performance comprises behaviours or actions that contribute to the achievement of task or goals by teachers in the organization (Campbell, 1990). Teachers with good performance can be

related to specific business outcomes such as better financial performance, productive workforce, and better retention rates.

Conclusion

It was concluded that self-assertiveness is a critical component of social skills among teachers it is one of the main factors, neglected in the educational procedures, with which teachers encounter their inability to express emotions and self-assertion. However, teachers who are self-assertive while insisting on his/her reasonable demands and conducting behaviours considers others' rights and interests and attempts to avoid violating the rights of others. In summary, there is a significant relationship between honesty, interpersonal relationship, effective communication and teachers' job performance in public senior secondary schools in Rivers State.

Recommendations

From the findings of the study, the following recommendations are made:

1. Teachers should exhibit absolute honesty in all their dealings especially in teaching and learning in order to improve their job performance.
2. Interpersonal relationship among teachers, students, and other staff should be encouraged as it ensures and provides good job performance.
3. Effective communication should be common and made fundamental among teachers in order to record high job performance.

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The Importance of Keeping Statutory Records in Secondary Schools

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Abstract: Organizations and institution are set up to achieve certain aims and objectives. To achieve their set aims, such organization or institution needs to keep records of events and activities that go on there. Without proper record keeping, organizations could hardly access information or provide it when needed by individuals or other formal organizations such as government. The school as a formal organization that is responsible for imparting knowledge is not an exception. There are certain records that secondary schools need to keep at regular intervals in order to effectively achieve their objective. This paper, examines therefore, the importance of keeping records in our Secondary schools. It also examines the statutory records in the schools and the problems of keeping school records in secondary schools. Finally, the paper concludes that statutory records is an important aspect of school administration which should not be ignored should be given the necessary attention it deserves to ensure that they are kept.

Keywords: Statutory, records, record keeping, secondary schools

Introduction

Organizations such as Schools are regulated by the government through agencies such as the Ministry of Education or the secondary school Board. These agencies have stipulated guidelines which secondary schools are expected to follow in ensuring that the aims and objectives of education is achieved. Statutory records is one of the guidelines secondary schools are expected to keep. School managers and administrators on their own depend much on these statutory records for their day-to-day administrations.

Therefore, the success or failure of our secondary school depend much on the proper keeping of these records. These records provide information about school staff, students academic achievement, the number and quality of facilities, courses/objects available in the school and the time for all school activities (Anyaocha, 2016).

Therefore, the need for secondary schools to keep proper record keeping cannot be over-emphasized. All the activities of schools on the proper keeping of records

and school managers should take it as an important and vital aspect of their daily schedule of activities. Proper record keeping anchors the failure or success of our secondary schools. As an important aspect of school administration, record keeping provides details about the school history and their vision.

The Concept Of Statutory

The word, statutory is derived from the verb, statue meaning of law. The Advanced Learned Dictionary defined statutory of relating to, enacted or regulated by a statute.

Nwosu (2010) explains that the laws of the Ministry of Education states that the keeping of such records are legally binding on all schools in the various states. It is therefore, an offence for any secondary school not to keep them.

School Records

The Advanced Learners Dictionary (2013) defines a record as on item of information put into a temporary or permanent physical medium. It is a physical medium on which information is put for the purpose of preserving it and makes it available for future reference.

School record, therefore could be defined as an information put into a temporary or permanent use by either the school, the student or for the general public consumption. (Nwosu, 2010).

Nzokurum (as cited in Anyaoha, 2016), states that the term school records are documented statements of facts about persons, facilitates, proposals and activities in and about the school. School records are also documented evidence of what a school does. It contains information about the school programme and activities.

Adedeji (2006), defines school records as the creator; storage, retrieval, intention and disposition of information relating to what goes on in a school and such information could be personnel, equipment and other information for the growth of the school. School records could be used for future purpose.

Anukam, Okunamiri and Ogbonna (2010) defines school records as information received or stored in relation to the day-to day activities of students, teachers and school activities. This information are compiled and stored in a retrieval system when needed so as to contribute towards the improvement of the school.

Therefore, for the school to achieve the objectives of education, it is necessary that it develops and apply modern principles of collecting, storing and preserving information. Through this, goals, problems and causes are indentified with the aim of finding solution to them.

School Record Keeping

There are processes and guidelines of keeping various statutory records in the school. Anyaogu, (2016), listed the followings as same of guideline of keeping school records.

1. Records must be complete when they are kept regularly. If records keeping is not complete, certain information will not also be complete. In other words, such record-keeping is not reliable.
2. Record-keeping must be kept honestly. Information about record keeping should not be manipulated. Events should be recorded as they occur and also in their true perspective. There should be no bias in keeping records.
3. Record-keeping should be retrievable.
Record should be kept in such manner as to retrieve it in the future. The system of retrieval should be simple. In case of filing, there should be filing cabinets and where necessary, computer system should be used.
4. Record keeping should be one that is usable. Record keeping is prepared, so that, it can be used in the future. It records cannot be kept to be used; it is no record at all.
5. Records must be backed up original documents.
Record-keeping is kept in duplicate, triplicate etc. There shall be original copies kept in the files such as receipts, cheques, bills etc.

Various Statutory Records

Any secondary school that worth their onions must keep the following statutory records in the school. Because they are mandated by the laws of the Ministry of Education, it is mandatory on all secondary schools to keep them properly and regularly.

Anyaogu (2016) listed the following as some of the statutory records kept in the secondary schools

1. Admission Register
2. Attendance register
3. Log book

4. Punishment book
5. Visitors' book
6. The school time table
7. Syllabus
8. The scheme of work
9. Diary of work
10. Lesson notes
11. Students Academic records
12. Staff Movement book
13. Staff Attendance
14. Testimonials
15. Inventory of physical facilities

Admission Register

This is the register in which the names of past and present students of the school are recorded. It contains such information as: Name of the students, Date of birth, sex, name of parent/guardian, address. Last school attended, age, and class. The admission list must be numbered serially.

Attendance Register

This is used for keeping the daily attendance of students in the school. The attendance register is marked twice daily with strokes. It contains such information as child's regularity to school, and is used also in checking lateness, absenteeism, truancy. It is also used for guidance and counseling purposes.

Log Book

The Log book contains the history of the school and other important events. It contains the following: visit of important personalities, public holidays, long/short vacation, excursion, sports, interviews and publications, permission, death and condolences.

Punishment Book

This is sometimes referred to as Black book. The punishment book contains the following information: names of the visitors, addresses, purpose of visit, comments, signature and date. Visitors' book provides records of visitors to the school. It also provides link to the visitor after he might have gone.

The School Time Table

This is a document that illustrates times, place, subject and periods of each subject in a week and term. It provides orderly direction and avoids clashes as teachers attend lessons at the allocated time and place. It is pasted on the school notice board, staff room notice board and the principal's office. It is prepared by the Dean of studies or the Vice principal. The time table ensures that each subject receive adequate attention. It also helps to prevent boredom and helps the school principal to monitor the activities of teachers in the classroom.

Subject Syllabus

This document shows the topics to be taught, subject by subject. The syllabus must be covered before the commencement of the examination especially in external examination such as WAEC, NECO or BECE. The syllabus is used to prepare the scheme of work. It also assists in assessing the level of preparedness of students to be registered for external examinations.

The Scheme Of Work

The scheme of work shows details of what should be covered in each subject in a term and in a week. It is a work plan as it shows the topics as drawn from the syllabus. Like the subject syllabus, it also shows the level of preparedness of the students in external examinations and also serve as a guide and check on teachers.

Diary Of Work

This contains the record of work to be done each week and the record done weekly. The diary provided information for new and old staff on topics that has been covered. It also serves as a guide to school administrators on the attitude of the teachers to their subjects.

Lesson Notes And Plans

This states the breakdown of each lesson's topic into logical and sequential manner, it is drawn from the scheme of work and kept by every teacher. It's the scheme of work and kept by every teacher. Its components include, the topic, the date, the duration, class to be taught, the educational objectives to be achieved, teaching materials and entry behavior. Lesson note serves as a guide for effective teaching. It is also a way of ensuring that the teacher has prepared for the day's teaching.

Students' Academic Record

This document is written in triplicate. A copy to the parents through the student while the second copy is retained by the school and put in the child's file.

It contains the following: Number of subjects, student's performance in each subject. This document provides authentic information to parents on the academic performance of their children. It also provides information to outside bodies, including employers of labour.

Staff Movement Book

It monitors the daily staff movement in the school, mostly during the period of instruction. Some staff sneaks out of the school for private business without permission, hence the need for the book. It contains the serial number, name of staff, time of departure, Destination purpose, time of arrival and signature.

Staff Attendance

This records staff attendance to school. Each staff must sign on resumption/arrival and also sign before departure. It is kept in the principal's office for proper monitoring. Staff attendance serves as a check on staff lateness and non attendance to school. It provides information on staff discipline too.

Testimonials

This is a document printed and issued to all the students who have completed their course of study in the school. Nzokurum (2013), notes that testimonials are issued to those who completed primary six and senior secondary. It contains the following; Name of the students, class on admission, admission number, and last class passed. Academic intelligences activities while in school and Head teacher's signature.

Inventory Of Physical Facilities

Anyagwu (2016) states that this document records the number of buildings, classrooms, furniture, equipment and other physical facilities, It helps the school to monitor the conditions of the facilities in order to repair or replace them. It also helps to check stealing school properties by some staff.

Importance Of Keeping School Records

The importance of keeping school records cannot be over-emphasized. A school record is the centre-piece of all school activities and general administration.

Anukam et al (2010), listed the following as some of the importance of keeping school records:

- a. To ensure strict compliance with the requirements of the education law.
- b. For planning and budgeting purposes
- c. To serve as indices for assessing performance of students, school and teachers.
- d. To provide useful information not only for members of the school community but also for members of the public employers of labour, researchers and government.
- e. To save the school from unnecessary embarrassment as well as legal tussle.
- f. To aid administrative decision making and efficiency in the school; especially in allocating classes to students and teachers.
- g. To enable the teacher know something about his students, though he will be in a better position to assist him academically, morally, socially etc. It provide information to whoever will need it.

Anyago (2016), added the following as the importance of keeping school records.

- a. Record keeping is useful for proper planning, budgeting, purchasing and maintenance.
- b. It enables the school to monitor the behavior and general performance of each student.
- c. It provides information about students scholarship achievements to parents guidance counselors and higher institutions in determining students suitability for admissions:
- d. Record keeping helps the school administrators to compile useful facts and figures to request for staff, facilities, space and equipments.
- e. It enables for proper planning and settlement of legal matters
- f. It provides information to school inspectors and supervisors to make concrete suggestions in order to meet government rules and regulations.

From the foregoing, it can be deducted that records keeping is the hub on which the wheel of all other administrative activities rotates. Records can be used in the immediate future. It can also be used for futuristic use. Whichever way, it should be noted that the general purpose and importance record keeping performs is to provide information for usage.

Challenges Of Keeping Records In Secondary

Record keeping is not without some challenges. That is to say that there are certain constraints that militate against keeping records.

According to Unachukwu (2014), record keeping is constrained by the following.

a. Hasty record keeping

Some teachers keep records in advance. This could be as a result of time constraints or working ahead of the time frame. For instance, teachers fill the weekly diary in advance of the topic. Also some teachers write lesson notes in advance of the week the topic will be taught.

b. Lack of Orientation

There is no proper education and orientation for newly employed teachers on how to keep records and their purposes. For instance, some teachers could hardly work the percentage attendance of students on weekly basis.

c. Lack of Effective Supervision

Some school managers (Principals and Head teachers) can hardly find time to go through certain statutory records. In some cases, lesson notes are not signed. There is no proper supervision of records which would make teachers to be up and doing in keeping those records.

d. Pressure of the teaching profession

Teaching Profession is full of challenges and pressure. It is a profession that demands the attention of the teacher every movement of the day. If the teacher is not teaching in the classroom; he/she is writing lesson note. If he is not writing, he/she is marking assignments tests and examination scripts. These could press him down that he could not find time to keep all the statutory records.

e. Lack of Materials and Equipments

Keeping records are easier when those records are provided by the Ministry of Education. It has been observed that the Ministry of officials do not provide these records to school as a result of their non-availability in the Ministry. The Ministry either provides them weeks after the resumption of schools in a term. This poses a danger to proper record keeping.

f. Lack of Supervision/Inspection

The Inspectorate Department is responsible for maintaining standards in all secondary schools (Private and public). In most cases, officials of the Ministry

could not go round the schools to see how these statutory records are kept in schools. This could be attributed to lack of vehicles and dearth of personnel.

Recommendations/Suggestions

In the face of many challenges confronting proper record keeping, the following suggestions are preferred.

- a. Teachers and other non-academic staff of schools should be given orientation on how best to keep records in our secondary schools. There should also be refresher courses for the old staff on the modern technique of keeping records.
- b. School heads and principals should be alive to their responsibility by finding time to oversee and supervise school records. Through this diligence, they would find errors in the records and call the staff to order or teach him/her. Principals are ought to be experienced in keeping records.
- c. The Ministry of Education should make materials for record keeping available on time. Their records should not get to schools very late as to delay their keeping or recording early.
- d. The Ministry of Education should also employ more inspectors and Supervisors who could go to schools to see how records are kept and whether stipulated guidelines are followed in keeping them. Also, the Ministry should acquire more vehicles to go to all the schools. When this is done, principals and other staff will be in their toes.
- e. Principals and Ministry officials should emphasize that record keeping should not be done in advance.

Records about week one should be kept in week one and not keeping records of week one in week three. It does not ensure proper supervision.

Conclusion

Record keeping is a very important aspect of school administration. Hence, the importance of keeping statutory records has been highlighted in this paper. Every aspect of managing a secondary school is all about keeping these statutory records. Non-compliance to the guidelines and rules of keeping them could attract sanctions from the Ministry of Education or even the school manager. Therefore, every effort should be geared towards their proper keeping.

Keeping statutory records is not without any challenges. School principals and the Ministry of education officials especially the inspectorate Department should

ensure that the materials for their proper keep is supplied on time before the beginning of each term. There should also be regular orientation and enlightenment for all the staff on how to keep them. The staff should be guided properly on how to use those records too. This is because their accurate upkeep could make or mar the standards of secondary education.

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Problems of Teaching and Learning Mathematics in Primary Schools in Aba-North Local Government Area of Abia State

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Abstract: *In order to be an active learner at the primary level of education each pupil is expected to be treated as a special learner who has some rights over the learning situation in form of asking questions and clearing of doubts this paper therefore tend to look into the concept of teaching and learning, primary education, and some of the problems of teaching and learning mathematics in primary schools in Aba-North local Government Area of Abia State. The paper made some suggestion on how to overcome these problems. The paper concludes by calling on the government, parents and teachers and all that is concerned to do all within their reach to breach the gap by doing the needful*

Introduction

Concerns about problems of mathematics at primary, secondary and post-secondary school level are not new. As far back as 1935, UNESCO started paying attention to these stages of studying mathematics. In general, the subject of mathematics has been a scourge on learners (Beckman, 2005, Bay Williams, 2010). One sorry aspect of this problem is that though it is recognized by all concerned for what it is, yet little is done to solve it. Before the learner embarks on the study of mathematics, even at the junior primary level certain challenges militating against the pursuit of the subject are generated in them. Some of these challenges are unborn while others are due to external influences. Though, few learners possess innate abilities, while a great many of them do not.

The principles of mathematics are generally understood at an early age. When missed, it gives birth to anxiety which includes a feeling of tension, apprehension or fear that interferes with mathematics anxiety which is a phenomenon that cut across some learners in primary and secondary school students because they tend to miss its principles.

Umeonyang (2017) referred to mathematics as the foundation for science without which a nation can never be prosperous and economically independent. He further noted that

competence in mathematics provides many of the opportunity for personnel required by industry, science, technology and education. Considering the contributions of mathematics to the contemporary world, one would have expected mounting interest on it as a discipline that is truly the language of science and technology but the reverse seems to be the case.

According to Uwadiae (2009) quoted in Punch newspaper, 2009 that 77% of the candidates who sat for the 2008 West African Senior School Certificate Examination failed to get credit in mathematics. In view of this, the problem of mathematics became a national challenge, this study sought to find out what could have influenced the problem. Since mathematics was introduced into the syllabus with proper study, so many problems have been confronting effective teaching and learning of mathematics at the primary level of education like:

- ❖ The attitude of pupils towards the learning of mathematics
- ❖ Unqualified teachers or using non-mathematics specialist to teach the subject in our schools
- ❖ Lack of appropriate methods of teaching mathematics
- ❖ Lack of instructional materials

The problems associated with teaching and learning mathematics is seen from the lukewarm attitudes of some mathematics teachers. Lack of learner/teaching relationship has also been seen in the environment in which teaching and learning is conducted. Teaching and learning mathematics at the primary school level is very essential because it is the place where foundation is laid, for a building without proper foundation will surely collapse in the same manner/way where mathematics foundation is not properly laid the learner is bound to crash before reaching post-secondary level. No doubt mathematics is regarded as a yardstick in the development of any nation.

Statement of the Problem

The importance of mathematics to the world and to a nation's technology breakthrough has been highlighted. This has been the reason why mathematics is prominent in the school curriculum and timetable. However, in Aba-North L.G.A. of Abia state, the teaching and learning of mathematics have not been without problems. For sometimes now, there has been a growing concern over the poor teaching and learning of mathematics.

In addition, pupils are likely to attend schools that are poorly constructed with inadequate teaching and learning facilities, most teachers lack teaching effective characteristic and insufficient teacher training program. On the side of the learner, is loss of interest in learning mathematics and the teachers not showing enough motivation to arouse pupils' interest in learning mathematics

To what extent would all these problems of teaching and learning mathematics affect pupil's performance in mathematics? Thus the research on problems of teaching and learning mathematics in some selected schools in Aba-North L.G.A of Abia state.

What is Teaching and Learning?

Teaching and learning is a process that includes many variables. These variables interact as learners work towards their goals and incorporate new knowledge, behaviours and skills that add to their range of learning experiences. (Bariha, 2021).

According to Afzal and MdAbul (2021), Teaching and learning is a process which can be defined as a transformation process of knowledge from teachers to students. It is referred to as the combination of various elements within the process where an educator identifies and establishes the learning objective and develops teaching resources and implements the teaching and learning strategy.

Primary Education

Primary education or elementary education is the first stage of formal education coming after pre-school/kindergarten and before secondary school which provide children with an elementary understanding of mathematics, language, science, as well as skills for their lives. The problems that beget mathematics in primary schools are many and varied. The researchers will discuss some of these problems in the light of the approach outlined. These problems are as follows:

Inadequate numbers of Mathematics teachers:

Teachers play a vital role in helping their pupils understanding. Sarkar and Gomes (2010) are of the view that teachers must have access to continuous professional development through in-service programs, short term seminars and workshops (Gezahegn, 2007). But in Nigeria, low percentage of teachers received training (Stacey, 2004). Inadequate mathematics teachers in our primary schools level has contributed greatly in poor performance in government schools due to inadequate mathematics teachers now you can find CRS, Economics, Agriculture teachers without educational background teaching mathematics in our primary schools which will lead to poor performance of the learners in mathematics. According to Farooq and Shah (2008) the problem of shortage of teachers has been identified as the major problems in effective teaching and learning mathematics at the primary level.

Shortage of qualified mathematics teachers:

The quality of education of a nation could be determined by the quality of her teachers. The most important factor in improving learner achievement in mathematics is by employing seasoned qualified teachers in all schools (Abe and Adu, 2013). Obodo (2004) opined that a shortage of qualified mathematics teachers will result to poor teaching and learning of mathematics and consequently poor achievement and performance of the teachers which

invariably will lead to the production of another generation of poor learner's achievers who will eventually turn out to teach mathematics poorly tomorrow. Therefore, to enter into a teaching career as a qualified teacher both in public and private schools, one has to finish an official teacher training program that involves earning a particular number of subjects and education credits and doing teaching practice being sent into school to teach as a student teacher under the supervision of qualified teachers. According to National Policy on Education (2014) a qualified teacher is a person who has at least National Certificate in Education (NCE). Obodo (2004) submitted that the defeat of the present Nigerian educational system is partly as the result of teachers with poor quality. According to Abe and Adu (2013) the qualifications of some mathematics teachers were found not to be relevant. With mathematics teaching for instance, the qualification of some mathematics teachers were School certificate. Also among these teachers teaching mathematics, some of them have different areas of specialization like CRS, Sociology, and linguistics and so on without educational background. It is believed that undergoing educational courses in teacher training colleges and institution of education is the initiation into the teaching profession. Thus, a teacher who has ordinary National Diploma (OND) or other qualifications such as B.Sc. Sociology or M.Sc Criminology is not professionally qualified to teach mathematics. On the other hand, teachers with National Certificate in Education (NCE) B.Sc (Ed) are both professionally and academically qualified to teach mathematics in primary schools.

Lack of Instructional Materials

Instructional materials have been viewed as dedicative materials things which are supposed to make teaching and learning possible. Instructional materials are the tools used in the educational lessons which include active learning and assessment. Basically, any resource a teacher uses to help him teach his students is an instructional material. According to Abdullahi (2008), instructional materials can be tools locally made or imported that could tremendously enhance the lesson impact if intelligently used. Ikechukwu and Isola (2010) referred to instructional materials as an object or devices which help the teacher to make a lesson clearer to the learner. Instructional materials are also described as concrete or physical object which provide sound, visual or both to the sense organs during the process of teaching and learning. Obi (2005), Emizie (2010) states that instructional materials include those materials and services used in learning situations to supplement the written or spoken words in the transmission of knowledge, attitude and ideas. It is a material that facilitates teaching and learning activities and consequently the attainment of the lesson objectives. It helps in making teaching and learning meaningful.

Adewale (2011) states that instructional material will help teachers to hold student's attention in the class; it helps students understand the mechanism of learning. But the sad news is that these instructional materials are not provided by the government and teachers are not well paid and teachers salary are being held for months before it is paid ending in teaching mathematics and other subjects without instructional materials resulting in distracting the attention of the learners and their failure to understand the mechanism of learning. Lack of

Instructional material in mathematics will make the learners not to perform well in external examination and may not be able to compete favourably with their competitors from other schools.

Poor academic achievement in mathematics could be attributed to many factors among which teacher's strategy was considered as an important factor. This implies that the mastery of mathematics concept might not be fully achieved without the use of Instructional materials. The teaching of mathematics without instructional materials may certainly result in poor academic achievement.

Improper introduction to the basic operations of arithmetic

The basic operations of arithmetic to which reference is made here are those of addition, subtraction, multiplication and division. The challenge here, as with the concept of numbers is an early comprehension and appreciation of what the concept being learned are as far as application is concerned, and as far as arithmetic as a unit of knowledge is concerned, helping learners in developing an understanding of the basic operations of arithmetic through everyday interactions will enhance the learners easier transference of one mathematical concept to another (Wright et al, 2006) in (Mullis et al, 2020). It is clear that when one concept has not been fully grasped, the imposition of another concept, and yet another on so shaky a foundation leads eventually to a situation in which the whole system of mathematical knowledge becomes a bundle of confusion for the learner. The end result is frustration and aversion for mathematics. Looking at the basic mathematical operations in the light of the preceding assignment, after gaining a good insight into the concept of numbers most learners are in a good position to follow this up with a successful handling of the basic operations of mathematics. It is only left to the teachers to adopt the proper approach. According to Fusoon et al (2017) the concept of numbers must now be associated with concrete terms instead of dealing with numbers in the abstract. Ask a learner who has a good idea of numbers, how much he will have if his mother gave him three cents and then father follows with two more cents. Without much effort, he will tell you that he now has five cents. On the other hand, let the teacher just slap down on the chalk/white board the problem " $3+2=?$ " Chances are that many learners who are just beginning these mathematics computations may not be able to supply the correct answer (Wright et al, 2006)

Seeing a number of cents arranged in groups which forms units, e.g in groups of three, the learner will soon learn that the total number of cents in two such groups is six, and in three such group, nine, and so on. In other words he begins to see that the concept of addition which he had acquired can be extended to the context of multiplicity. In this way multiplication begins to make sense to him (Kouba & Franklin, 2013). No amount of exercise like $3 \times 2 = 6$, $2 \times 4 = 8$, all dealing with numbers in this abstract manner could have achieved the same result within the same time as the practical approach of linking up the numbers with the operations. In the case of division, which presents the greatest difficulty to learners at this level, again a down-to-earth approach is best. A typical learner knows, even if it be intuitively, that when he and his brother

are given six oranges to share equally between themselves, he will have three oranges and his brothers will also have three oranges after the division. But once more problem $6 \div 2 = ?$ This creates a momentary black-out in the minds of many learners (Kouba & Franklin's, 2013). We can draw the conclusion that the basic operations of mathematics ought to be introduced to the beginning learner within the context of concrete terms or materials before attempts at abstraction can be made (Verschaffel, Decorte, & Lasure, 2014).

Heavy reliance on memory work in dealing with fundamental mathematical processes

The emphasis on this problem is on the word "heavy". Traditionally, learners in the school are meant to commit certain bodies of mathematical relations to memory. For instance, multiplication tables as those of weights and other measures. These could be some acceptable argument for memorizing these materials but certainly we must face reality in these matters. To memorize the multiplication tables and a few relations may be wholesome enough but there is a great need to associate such memory work with practical situations. While memorizing relations for instance, learners should be exposed to practical situations which enable them to appreciate what they have been memorizing. These are for instance metre rules containing units of the millimetre, the centimetre and decimetre, and finally the metre itself. A direct confrontation with these lengths is essential to make the lesson meaningful. Merely rattling away as children does: Ten millimetres make one centimetre and so on, does little or no good at all. When you as a parent brings a ruler on which these units are inscribed and show them to her, she wants to ignore your efforts emphasizing that the teacher says they must know it by heart. In this situation, there is clearly something missing. The very notion of length seems to be absent as far as the child is concerned. This is a basic problem that must be cleared before the relations between units of length are tackled.

In the absence of this kind of approach, terms such as centimetres, kilogrammes, seconds, minutes, hours, etc remain illusory to the learner for a long term (Anghileri, 2006).

Lack of Practice

We cannot afford to neglect the old adage "Practice makes perfect" There is to be noticed in various countries much apathy in this matter of improving the standard of mathematics education (UNESCO, 2020). This arises from the attitudes of learners, teachers and educational authorities. Let us consider these in turn

i. Attitude of Learner: Frustrated learners are difficult not only to encourage but also to control. Too many learners get frustrated by the way teachers handle the subject matter (Mullis et al, 2020). Some teachers are in the habit of intimidating their learners. This is sometimes very pronounced in the case of mathematics lessons. One hears teachers making statement like:

- ❖ Mathematics is very hard
- ❖ Only very few people usually understand it
- ❖ If you do not sit up, there is no mercy, you will fail

The pity of the whole situation is that the fault may not necessarily arise from the learners, but from some of the stumbling blocks invariably the learner develops:

- ❖ Hatred for mathematics and numbers in general and
- ❖ Hatred for the teacher involved.

It is thus not surprised that they turn rebellious, as it were, whenever they are confronted with mathematics (Walle et al, 2010).

ii. Attitude of teachers and government education authorities: The teaching profession in many countries has ceased to be a noble profession and has instead become a "stepping stone" kind of employment. Too many teachers are itinerant workers, unhappy and dejected (UNESCO, 2020). They move and quite logically non-teachers who must subsist, if not exist as far as the battle for life is concerned full the numerous vacancies that teachers create as they move away. Government educational authorities have always been concerned with this and other related problems. In many countries, financial resources are limited and cannot be enough for teachers and education in general because of other commitments in these societies to which attention must be given, and this leads to a kind of viscous circle between government and teachers. Government cannot help teachers beyond a certain limit, and teachers on their part cannot help government discharge its educational responsibilities beyond the level to which they can bear their crosses (Iwuanyanwu, 2019).

Problem of inadequate textbooks

No one who wants to achieve something can do so without inadequate means. One of the important means of achieving success in the study of mathematics in primary lies in the direction of textbooks and availability of relevant materials. It is most gratifying to note that in these days for instance global information, access to digital books, software program and apps on mathematics are springing up across the world. Some programs aimed at helping learners to develop computer ability of addition and subtraction which include digital mathematics games, example, cross expression (Chen, Looi, Lin, Shaw & Chan, 2012). This has moved the burden of the work on teachers who must produce handouts and notes for learners where textbooks are not available. However, due to lack of access to internet resources and/or unavailability of network infrastructures in some developing countries, the circulation of digital materials is painfully low. What has been said for books also applies to materials and equipment which go into the teaching and learning process. In this connection however, while considering the fact that teachers may be relied upon to improvise at crucial moments, such moments must not assume a high frequency of occurrence. Educational authorities must play their part effectively by making adequate provisions in this connection.

Suggestions

Based on the above, the following suggestions have been recommended for implementation:

Government should liaise with professional bodies to organize workshops for primary school teachers of mathematics so as to be on the alert of the latest development in mathematics at the primary school levels

In-service training should be organized at the primary level this will go a long way to equip teachers with modern methods/techniques in teaching and learning mathematics

Government in their way should take necessary steps in tackling the problems encountered during the teaching and learning of mathematics as a subject such as lack of qualified teachers, poor payment of teachers and lack of Instructional materials and so on

Government on their part also should motivate primary school teachers by paying their salaries as at when due which will go a long way to motivate them teach the pupils without any hitch.

Conclusion

Major problem encountered during the process of teaching and learning mathematics at the primary school level include lack of qualified teachers, lack of interest on the part of the learners, lack of Instructional materials, lack of motivation for both teachers and learners in Abia North L.G.A of Abia State. This paper therefore concludes by calling of the Government, parents and teachers and all that are concerned to do all within their reach to breach this gap by government making sure they employ teachers who have educational background and qualified to teach in our schools, and learners should put interest in their learning mathematics

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Supply Chain Strategies and Vessel Operational Efficiency: A Conceptual Review

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Abstract: *The internal operations, external environmental factors and some elements within the maritime supply chain increase disruption. Pressures have fueled a continuous change process within firms, impacting all the areas of supply chains, from rapid technological changes, to a much-shortened product life cycle. The study at this stage is conceptual and thus adopts a review of extant literature which adopts a desk research methodology. Previous findings from reviewed literature revealed that talent management significantly influences employee commitment. This means that talent management could be used to prevent competent employees from leaving the organization as this could have adverse effects on productivity and service delivery. Findings in extant literature show that supply chain management practices that include; supply chain integration supply chain relationship management and supply chain responsiveness significantly contribute to vessel operational efficiency. Hence it can be concluded that supply chain practices are important factors to achieve improvement in vessel operational efficiency of maritime companies in Nigeria. The study recommends that an empirical review be fully carried out to examine and validate the conceptual model developed in this study by using a cross sectional survey methodology to study maritime companies in Nigeria.*

Keywords: *Supply Chain Strategies, Vessel Operational Efficiency, Supply Chain Integration, Vessel Turnaround Time*

INTRODUCTION

A recent study by Amor and Ghorbel (2018) reveals that Nigeria maritime sector tops the lists of countries that outsource their products and supply process; thereby increasing her vulnerability to disruption risks. The internal operations, external environmental factors and some elements within the maritime supply chain increase disruption. Natural events, political crisis and global financial crises are examples of external environmental drivers of supply chain disruption. Internal operations, firm's capabilities, information quality and supply chain process visibility are potential sources of petroleum supply chain management pressure (Alexander, 2016). Operational risk refers to the disruptions engendered by problems within the organizational boundaries of a firm that affect its ability to produce and supply goods/services (Paul, et al, 2017).

Drivers within the supply chain include globalization, long lead-times, low product shelf life, increased outsourcing, and the rising call for agile, lean and green supply chain management (Paul et al., 2017). Knowledge of these drivers can serve as guidelines for managers to assess

the extent of their supply chain vulnerability. Managers are challenged to device strategies or implement policies that can effectively and efficiently mitigate supply chain disruptions either by reducing the probability of occurrence, or limiting its impact on the supply process, or eliminating the risks altogether.

A vast approach to mitigating supply chain disruptions abound in the literature. Alexander (2016) argues that mitigation measures could incorporate either long-term planning or short-term planning that generates mitigation tactics and contingency plans. Yan and Nair (2016) suggest: increase in capacity, inventory, responsiveness, flexibility, aggregating demand, and keeping multiple and diversified supplier base.

Alexander (2016) cites examples of mitigation strategies to include contingent sourcing, expediting orders, rerouting deliveries and lateral and vertical emergency transshipments. Simona, (2016) suggests dual sourcing, increased product, volume, routing and delivery flexibility and information visibility and management. In Amor and Ghorbel's (2018) submission, having flexible supply base not only enables a firm to handle regular demand– supply variances, but helps to build organizational resilience when major disruption occurs.

Ahi and Searcy (2015) advocate in- house production of certain goods when facing potential supply disruptions while other products are outsourced. Nsikan, et al. (2018) reported that ensuring forecast accuracy through proper quantification, building trust in supplier collaboration, and investment in supply chain visibility or transparency reduces the probability of disruptions.

Danese and Romano (2011) submit that investment in appropriate information technology particularly radio frequency identification tags (RFID) is known to reduce the chances of disruptions by increasing inventory visibility, tracking shipment in transit and tracing inventory and orders across the entire system of oil supply chain (Nsikan, et al. 2018). Access to real time and transparent information reduces the bullwhip effect and provide accurate demand and supply information necessary to mitigate the disparities in product demand and supply. A prominent but unfortunate feature of the Nigerian petroleum industry is frequent petroleum product shortages. Nigeria has frequently experienced disruptions in the supply of petroleum products over the years. This shuts down business activities, leading to loss of revenue and underdevelopment since most business enterprise depends on petroleum products for survival (Aminu & Olawore, 2014).

There are practical evidences which may suggest the presence of some mechanisms to mitigate disruptions in Nigeria maritime industry supply chain. However, the effectiveness of these mechanisms appear doubtful given the numerous shortages of refined petroleum products, product adulteration, and the attendant socio-economic consequences. There is remarkable research interest in supply chain process disruptions in the oil and gas industry.

As modern supply chain management is in its infancy in the Nigeria maritime sector, it faces different challenges, compared to supply chains in other parts of the world, such as in Western

countries. In such Western countries supply chain management practices have evolved and developed through practice and study over recent decades. This study reveals through extant literature that supply chain management challenges in emerging supply chain management markets such as Nigeria, are not well understood and researched upon (Yawar & Seuring, 2015).

Production of goods and services and distribution logistics have been evolving rapidly over time, with suppliers, manufacturers, couriers, and customers all gaining competitive advantage from free trade agreements. Since firms continue to seek greater benefits and profit, supply chain management has become an essential part of managing business processes at national and regional levels, through improving different aspects of the supply chain, which can provide increasing strata of competitive advantage (Simba, et al., 2017).

However, the changing nature of different regions around Nigeria creates numerous ways of bringing about change, which can enhance supply chain performance. Differences of culture, organisational governance, and regulations have close connections to managing supply chains in diverse parts of the world (Paul, et al. 2017). One such area is the Maritime sector in Nigeria, which is one of the fastest growing regions presently, witnessing supply chain management growth, both in practice and in applications. In recognition of this changing position, Maritime sector in Nigeria, has formed organisation policy, specifically targeting supply chain (SC) growth and evolution in the petroleum sector since that is the area where petroleum products are produced.

The challenges in supply chain have also created problems such as increasing cost of product distribution by maritime companies and frequent transportation cost adjustments through demand and supply mechanism have even aggravated the situation by the government which oftentimes lead to industrial strikes by trade unions in the downstream sector. The supply and distribution chain thus presents a problem of product availability to consumers, problems of integration in practice, information sharing, culture, organizational structure and availability of data (Simona, 2016). The focus of this study to identify the major supply chain strategies affecting the vessel operational efficiency of maritime companies in Nigeria.

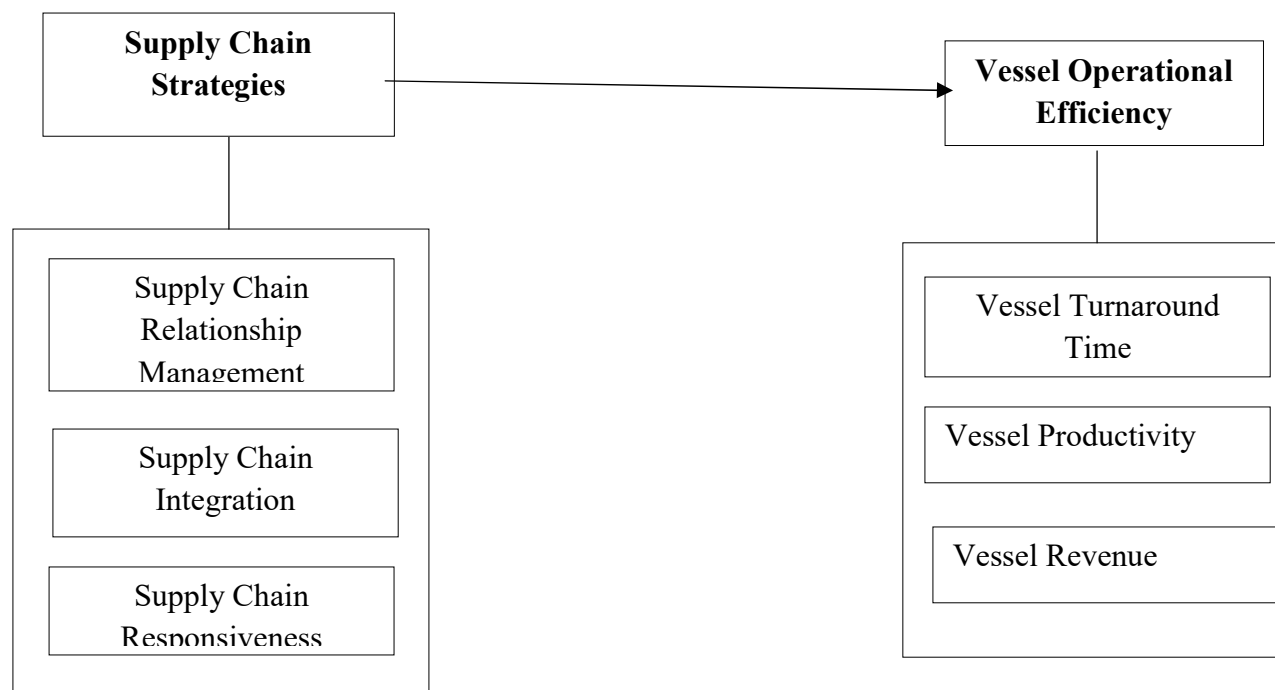


Figure 1.1: Conceptual Framework for Supply Chain Strategies and Vessel Operational Efficiency

Source: Desk Research (2022)

LITERATURE REVIEW

Theoretical Framework

SCOR Model (Supply Chain Operations Reference)

The Supply Chain Operations Reference model was introduced by the Supply Chain Council (SCC), an independent, not-for-profit, global corporation interested in applying and advancing the state-of-the-art in supply-chain management systems and practices. SCC was established in 1997, when 69 visionary supply chain practitioners from a variety of industry segments formed a cross-industry forum to discuss the issues related to supply chain management. The Supply Chain Operations Reference model (SCOR) is a management theory used as a tool to address, improve, and communicate supply chain management decisions within a company or supply chain environment and with suppliers and customers of a company (Tu, Vonderembse, Ragu-Nathan & Ragu-Nathan, 2004).

The model helps to explain the processes along the entire supply chain and provides a basis for how to improve those processes by measuring specific supply chain performance through defined metrics. The score model advocates for a lean supply chain where waste has been

eliminated and the metrics in the SCOR model entails measuring supply chain plans which include sale and operations planning, source which include upstream flow from supplier side, make whose main concern is at the transformation stage where there is manufacturing, assembly and kitting, deliver entails transportation optimization and lastly return where the measures entails shipping mistakes and product quality. The SCOR model has been described as the most promising model for supply chain strategic decision making (Tu *et al.*, 2004). The SCOR-model comprises five components: Plan, Source, Make, Deliver and Return. Each of these components is considered both an important intra-organisational function and a critical inter-organisation process. The five components of the model are integral part in modular manufacturing, supply chain relationship management, supply chain integration and supply chain responsiveness.

Supply Chain Relationship Management

Supply chain relationship management is defined as activities undertaken by an organization to promote effective management of supply chain engagements both in upstream flow and downstream flow (Lapide, 2013). We have relationships where the buyer and supplier do not have that closeness on one end and on the other end we have adversarial relationships which have single sourcing as an improved level within the spectrum as it is characterised by lack of mutuality in thought and in action. Donlon (1996) considered outsourcing, supplier partnership, information sharing, cycle time compression, and continuous process flow, as supply chain relationship elements. Further, he classified supply chain in three stages of strategic supplier partnerships, customer relationships and information sharing.

Strategic supplier partnerships defined as the long-term relationship between the organization and its suppliers within the relationship spectrum. It is designed to leverage the strategic and operational capabilities of individual participating organizations to help them achieve significant ongoing benefits (Li, Ragu-Nathan, Ragu-Nathan & Rao, 2006) assert that a strategic partnership emphasizes long-term relationship between trading partners and promotes mutual planning and problem-solving efforts (Li *et al.*, 2006). Strategic partnerships with suppliers facilitate organizations to work closely and effectively with a few suppliers thus giving the partners shared benefits (Thatte, 2007).

Customer relationship is seen as the entire spectrum of practices that are employed for the purpose of managing customer complaints, building long-term relationships with customers, and improving customer satisfaction (Li *et al.*, 2005). An organization's customer relationship practices can affect its success in supply chain management efforts as well as its performance. Successful supply chain management involves customer integration at the downstream and supplier integration at the upstream, considering that each entity in a supply chain is a supplier as well as a customer (Tan, Kannan, Handfield & Ghosh, 1999).

Supply Chain Integration

The concept of supply chain integration has recently gained widespread attention in supply chain literature (Zhang & Huo, 2013). Firms are now under increased pressure to integrate their supply chains to become more competitive in order to meet the challenges of current business needs (Danese & Romano, 2011). Flynn, Huo and Zhao (2010) defined supply chain integration as —the degree to which a manufacturer strategically collaborates with its supply chain partners and collaboratively manages intra- and inter-organisation processes. The goal is to achieve effective and efficient flow of products and services, information, money and decisions, to provide a maximum value to customer at low cost and high speed.

Supply chain integration can be seen at two broad levels; external integration and internal company integration. While external integration examines integration that occurs between the firm and its suppliers and customers, internal company integration is associated with the integration of the production and supporting functions within the organisation (Schoenherr & Swink, 2012). External integration refers to the integration of the company with its external environment including customers and suppliers. Internal integration refers to breaking down the functional barriers and working with the different divisions within the organisation as a single unit. The organisation functional divisions are viewed as an integrated process rather than functional silos based on traditional departmentalization and specialisation (Flynn *et al.*, 2010). Wright (2016) referred to internal integration as —the competency of linking internally performed work into a seamless process to support customer’s requirements|. Another type of integration highlighted in the literature is vertical integration. Vertical integration can be described as the overall scope of different business activities in a supply chain brought under the management of a single company. It can be realised through two approaches: vertical financial ownership; and vertical contracts (Huang, Yen & Liu, 2014). Vertical financial ownership eliminates company boundaries through mergers and acquisitions, while vertical contracting, which includes exclusive dealing, resale price maintenance, and exclusive territories, offers a viable alternative to vertical financial ownership (Ataseven & Nair, 2017).

Supply Chain Responsiveness

In recent times, the complexities and frequent changes experienced within the environment have necessitated managers to continuously strive for improvement in their product or service offerings. Such changes essentially call for renewal of operations and sustainable market positioning of goods and services. Incidentally, the changes could emanate from threats or shocks within the environment which may lead to organizational failures if not well managed. It is therefore expedient for organisational actors to understand and deal with the changes as they occur. Clearly, organisations are becoming more vulnerable to environmental threats and shocks, irrespective of their varied objectives or type. It is the duty of managers or heads of organisations to pursue the necessary means through which it can thrive and surmount pressures or changes prevalent in the environment taking into cognisance the nature of such change; be it sudden or otherwise (Coleman & Adim, 2019). The foregoing dynamic nature of the environment calls for supplychain responsiveness.

Supply chain responsiveness is defined as the capability of promptness and the degree to which the supply chain can address changes in customer demand (Koçoglu, İmamoğlu, İnce, & Keskin, 2011). In a rapidly changing competitive world, there is a need to develop organizations and supply chains that are significantly more flexible and responsive than the existing ones and in a very sustainable way. Firms should aptly respond to changing customer needs so as to succeed in today's uncertain business environment (Muhammad, Sule, Sucherly and Kaltum, 2016) as well as any disruptions in supply (Christopher & Peck, 2004). Supply chain responsiveness can be viewed in terms of operation system responsiveness, logistics process responsiveness and supply network responsiveness.

Operations system responsiveness is defined as the ability of a firm's manufacturing system to address changes in customer demand. Operations system responsiveness includes both manufacturing and service operations. Duclos, Vokurka and Lummus (2003) and Lummus *et al.*, (2003) in a conceptual study, emphasize that operation responsiveness at each node of the chain is an integral component of supply chain responsiveness. They further argue that in order to meet the end customer's needs, each entity in the supply chain must deliver the product or service in a timely and reliable manner (Prater, Biehl & Smith, 2001).

Logistics process responsiveness is defined as the ability of a firm's outbound transportation, distribution, and warehousing system to address changes in customer demand. The responsiveness in the logistic processes is a vital component in the success of a responsive supply chain strategy. Logistics and distribution management includes the activities of transportation of goods from suppliers to manufacturer to distribution centres to final point of consumption. These activities include warehousing, packing and shipping, transportation planning and management, inventory management, reverse logistics, and order tracking and delivery (Thatte & Agrawal, 2017). Responsiveness components in the logistics system include selecting logistics components that accommodate and respond to wide swings in demand over short periods, adjust warehouse capacity to address demand changes, handle a wide range of products, vary transportation carriers, have the ability to pack product-in-transit to suit discreet customers' requirements, and have the ability to customize products close to the customer; and do all of these speedily in order to gain a competitive performance (Mandal, 2015).

Supplier network responsiveness is defined as the ability of a firm's major suppliers to address changes in the firm's demand both in production and in downstream. A key to responsiveness is the presence of responsive and flexible partners upstream and downstream of the focal firm. The ability of firms to react quickly to customer demand is dependent on the reaction time of suppliers to make volume changes (Thatte, Rao, & Ragu-Nathan, 2013). Whenever disruptive causes such new technology, terrorist threats or cut-throat competition tend to throw the supply chain haywire, the supply chain networks must be ready to react to any ripple effect. Slack (1991) argues that supplier networks are the essential building blocks of a flexible system. Holweg and Pil (2001) argue that flexibility in the supplier network is an important ingredient of being responsive to changes in customer demand. Thus, supplier network responsiveness is believed to be a dimension of supply chain responsiveness in this study. In order to have a competitive performance, organizations need to meet the changing needs of customers by being able to rapidly supply products, including any demand changes in terms of product volume, mix, product variations, and new product introductions.

Vessel Operational Efficiency

Port efficiency operating objectives include the technical efficiency objective of maximizing port interchange service in the employment of a given level of resources (exhibited by the port's production function) and the cost efficiency objective of minimizing cost in the provision of a given level of port interchange service (exhibited by the port's cost function). In order for a port to be effective, it must be efficient. Specifically, it must be cost - efficient, which in turn requires that it must be technically efficient. That is to say, a necessary condition for a port to be cost efficient is that it be technically efficient. A necessary condition for a port to be effective is that it be cost-efficient. In view of technological, political and market changes in the environment of ports, efficiency and effectiveness can only be guaranteed through private sector management of terminal operation.

Vessel Turnaround Time

Oram and Baker, (2011) define vessel turnaround time as the process needed for loading, discharging and servicing a vessel from berthing until vessel's departure. This period starts from actual arrival of a vessel at berth to its actual departure from the berth. Hartmann, (2004) argues that container terminals are facing challenges of reaching turnaround time with more and larger vessel in the shortest possible time. Clark *et al.* (2004) elaborate further that port efficiency is directly affected turnaround time for vessel in wharf. And it varies widely from country to country and region to region. As being proven, Singapore and Hong Kong are the most efficient ports in the world, whereas, inefficient ports are located in developing and third world countries such as Ethiopia, Nigeria, Malawi for Africa continent, or in South America such as Colombia, Venezuela and Ecuador. Since port efficiency is highly correlated with handling cost, therefore, lower turnaround time for vessel means that particular container terminals are having higher handling costs. And the length of time spent by vessels in port represents a loss of revenue from economic point of view.

CONCLUSION AND RECOMMENDATION

Findings in extant literature show that supply chain management practices that include; supply chain integration supply chain relationship management and supply chain responsiveness significantly contribute to vessel operational efficiency. Hence it can be concluded that supply chain practices are important factors to achieve improvement in vessel operational efficiency of maritime companies in Nigeria.

The study recommends that an empirical review be fully carried out to examine and validate the conceptual model developed in this study by using a cross sectional survey methodology to study maritime companies in Nigeria.

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Overview of Teaching Reading Skills at Public Basic Levels of Education in Nigeria

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Abstract: The paper is an overview of teaching reading skills at the basic education level in Nigeria. Basic education is education given to pupils from the ages of 5 to 15 years. It looks at the educational system where private and public educational systems are practiced. At the public basic education level, the teaching of reading is not properly conducted due to the lip service paid by the government. The situation has translated into the overall education sector of the country, whereby a mass failure in the educational system is recorded annually. The calibre of graduates produced in the country cannot meet the needs of the labour market. The concepts of reading and effective reading skills were discussed in the paper. The challenges of teaching reading skills at the public basic education level in Nigeria were outlined. These are the violations of the principle of progression from known to unknown, the culture, and the failure to conduct a needs analysis before supplying books to the pupils. The different methods employed in teaching reading, from letter identification to word recognition and passage-building cards, were streamlined. In conclusion, the teacher factor in terms of knowledge of what to do and how to do it carries a greater percentage in making reading appealing to the children and, subsequently, building a reading culture in the children. The paper recommends ten suggestions as a solution to the teaching of reading in Nigerian primary schools.

Keywords: Reading, Effective Reading, Teaching Reading, Factors Affecting Reading

Introduction

Literacy is the ability to read and write in any language. It involves mental and mechanical factors that have to do with the processing of information for communication. It is the first language skill that one has to develop before beginning to think about writing. A child who mastered reading skills, therefore, can be a literate person that is more entertained, more informed, more enlightened, and more knowledgeable than an unlettered child. This is because he glances at other people's thoughts displayed on the paper, using signs, symbols, graphics, and illustrations to convey meaning. Out of these graphical representations, the person can

understand the message, get the knowledge the writer tries to pass across, identify the mode of the writer, be persuaded, enjoy some aspects of the message, be on the side of the writer, or disagree with the writer's points on the proposition. Hence, reading is an important skill that should be developed, especially for young students who are at the human developmental and preparatory stages of lifelong learning.

Reading is one of the language skills that deal with literacy. It is loosely defined as a passive language skill because it occurs in a calm environment without nodding head, regression, finger pointing, and vocalizations. Yet, it was agreed by linguists is an active skill that involves the mental processing of written symbols to arrive at the message that the writer tries to pass across to the readers. This mental processing entails the sensitive representation of written symbols on the eyes, the glancing between lines through sounds, words, sentences, and sometimes paragraphs to the human memory, which processes each of these components to interpret both situational, contextual, and linguistic relationships between them and what the reader has in mind to arrive at the writer's intentional meaning. These and many activities make reading an active skill. Therefore, reading is an active language skill that teachers need to introduce pupils properly to for them to become effective readers who can derive meaning from the scripted symbols.

Reading is seen as an activity of grasping meaning from written symbols. It is a key to knowledge instilled in children at the basic level of education. In Nigeria, developing reading skills in English is necessary for its status as a medium of instruction right from post-basic to tertiary education levels. Introducing pupils to effective reading skills in basic education is believed to expose them to the skills of deriving meaning from printed words, interpreting the writer's ideas, determining essential details from the passage, the contextual meaning of individual words, the rhyme, the proverbs, the anagram, and other linguistic features that they to come across in any of their subject of study. Though the National Policy on Education (NPE) requires the use of First Language (L1), Mother Tongue (MT), or the Language of the Immediate Environment (LIE) as media of instruction in Early Child Care and Development Education (ECCDE) (Nursery School) as well as early and middle basic education (Primary 1-3), the policy statement has been ignored in educational settings. That causes many pupils to struggle to read in the target language. This can be for the simple reason of being strange to reading skills. Hence, reading skills are devalued in basic education in the country. The paper is useful in informing English language teachers of an overview of reading practice at public basic education in Nigeria through the path of the concept of reading, problems confronting the teaching of reading skills and proposing some solutions.

Concept of Reading

Reading means different things to different authors, but all agreed towards arriving at the message from the written signs. Thus, it is very important in the educational system. For instance, Yıldız and Okur, (2013) conceived reading as a vital skill that involves choosing wisely

from piles of information presented in several forms in an information society. In this selection, the reader decodes and arrive at the meaning presented in the script. This conception concentrated on the two major activities involved in reading. In the view of Ari (2017), reading is described as a complex process that cover cognitive and physical attributes that reader acquire the world and academic knowledge, thinking and problem-solving skills, individual and social skills. According to Ezeifeka and Ogbaji (2011), reading is a mental process that entails reasoning, speculation, guesses, interpretations, and evaluations of an author's point of view as contained in the reading passage. The above conceptions of reading show that when one is reading, one is sensing the scripted passage, decoding the messages, guessing the answer or the direction of the message, reasoning with the writer, interpreting the message from the word's compositions or experience, evaluating the passages, and arriving at the intended meaning of the writer. It, therefore, contains a lot of sub-skills, as Cross, *et. al.*, (2021) opined that reading involves a sequence of sub-skills ranging from decoding, sight word reading, reading comprehension, and rapid automatized naming.

Reading can be done aloud or silently. Reading aloud deals with newscasts, recitation, miming poems, or presenting a speech before the audience. In this reading, the focus is on the sounds, registers, sentence structures, fluency, accuracy, discourse, and the overall message read to the audience. Where the reader demonstrates competence in these sub-skills, he is an effective reader. In silent reading, reading is only effective if there is comprehension. To read with comprehension, one needs to first understand what reading is not. Reading does not involve the vocalization of words, head-turning, finger-pointing or explicit eye movement. It is an act of constructing meaning from printed materials using the information in the text and one's experience. The fact here is that understanding effective reading gives way to effective strategies for teaching reading skills because when reading is misunderstood, it will be wrongly taught by the teacher. The consequences of this are felt at all levels of the learners' academic pursuits. This is because alongside the world knowledge, academic knowledge and problem-solving skills are reinforced with reading (Cross, *et. al.*, 2021). In other words, it is crucial to learning because it exposes readers to a wide range of information and knowledge.

At the basic levels of education in Nigeria, pupils must be introduced to reading through print awareness. Students who have been properly drilled in letter and word recognition will be aware of the print materials and will read them. Those with print awareness can do things like hold a book correctly and understand that books are read from front to back (Lefebvre, Trudeau, & Sutton, 2011). They also realize that sentences are read from left to right. Hence, print awareness is a critical pre-reading skill without which reading might not be possible. A basic education level is a level at which a proper reading foundation should be established for the acquisition of basic literacy and numeracy skills. These skills dictate the performance of students in other subjects. A child who has print awareness and can read through them understands that print represents words that have meaning and are related to spoken language. With consideration of these features of prints such as typeface colours, lines, and orientation, pupils' literacy would be enhanced.

Reading Skills

Reading is a language skill, embedded with a series of sub-skills. This article has limited the collection to Longe in Adebajo (2013), who classified reading skills as the basic education levels into three: recognition of styled shapes, correlation of shapes, and identification of ink marks. The ability to recognize stylized shapes involves illustrations in the form of figures on the ground, curves and lines in patterned relationships-in other words, the recognition of ink marks on a passage. The correlation of patterned shapes or ink marks on paper is concerned with the development of the ability to derive meaning in a specific case. The identification of the ink marks is a formal element of language-say sounds or word-with the meanings they symbolize (Adebajo, 2013).

At the intermediate level of reading, Carrol in Adebajo (2013) identified eight skills which are necessary for readers to acquire. They are the acquisition of basic knowledge of the language to be read. That is the ability to speak and understand in that reading language; the ability to correlate spoken words with their sound components; and the ability to recognize and discriminate between the letters of the alphabet in their various forms (capitals, lowercase letters, among others). There is an acquisition of knowledge of the progression in which words are spelt and put in order, in continuous text. There is an acquisition of knowledge of patterns of correspondence between letters and sounds. There is recognition of the printed words from whatever clues one can use. There is also the awareness that printed words are signals for spoken words and that they convey meanings. And there is the ability to think and reason about what one reads. In reading, all these skills and many others merge to become one as they are practised simultaneously (Adebajo, 2013).

At the advanced level, reading skills involve survey reading, phrase reading, inquiry, speed reading, close reading, aesthetic reading, and critical reading (Adebajo, 2013). These forms of reading skills were used by secondary school and university students. It is also done by adult readers with an orientation to formal education.

The teaching of Effective Reading Skills at Public Basic Education in Nigeria

Effective reading depends on several different skills. Because printed materials are read on the page from left to right and top to bottom, and images and printing on the page are used and organized together, printed materials such as language cards, short narrative passages, book reading, and environmental prints improve print awareness (Cress & Fry, 2015). The pupils should learn to read from the first to the last page of a book, and from the top and bottom pages to improve their print awareness (Tunmer & Hoover, 2019). They should also learn the differences between print and pictures, where to begin reading on a page, and the relationship between pictures and print (Gee, 2018). Hence, as an initial stage of learning to read, print awareness is defined as the development of cognizance of the form and function of print. In the Nigerian context, reading in the English language is targeted at the basic education level. It is

highly essential to teach pupils different skills of reading available in English to get pieces of information, understand the ideas of others, modify our work and that of others, and acquire knowledge (Enighe & Afangideh, 2018).

At the basic education level, the purposes of getting information and understanding others' ideas are common in the upper classes. In the lower grades, however, common features are letter identification, word reading, and sentence reading (NTI, 2013). These and other reading sub-skills should be developed for the inculcation of permanent literacy in Nigerian children. In teaching reading in Nigeria, there are different strategies, methods, and techniques that English language teachers employ. For example, there is the phonic method. This is a method in which students are taught the letters of the alphabet first through the sounds they make. This letter-sound approach is believed to give way to the traditional English alphabet system because of mismatches in one-on-one correspondence between letters of the alphabet and their corresponding sounds in pronunciation. Once they have learnt letter sounds, they are expected to start blending two letters to construct simple words of three, four or more letters. The "look and say" approach is another approach that is recognized as helpful to English language teachers in teaching reading. Others are whole words or sentences rather than individual sounds. Pictures and short sentences should be used to teach for proper understanding.

Some English language teachers, on the other hand, used a language experience approach. This is the practice of using the child's own words to help him read. This is informed by the generative learning proposition where the child's experience is built upon in reading, especially comprehension. This approach supplements children's concept development and vocabulary growth while offering many opportunities for meaningful reading and writing activities (Adebanjo, 2013).

Problems of Teaching Reading Skills in Basic Education in Nigeria

Teaching English language reading skills in public basic education in Nigeria faces perennial problems. The child lacks the necessary skills to read effectively and comprehensively. This has been translated into the overall education sector in the country. Over the years, the students' performances in national and international examinations have been poor. The stakeholders in education complain about the poor performance of students in the English language and the overall school subjects. This is possible because the English language is the medium of instruction and one of the most important subjects both in internal and external communications and as a yardstick for gaining admission into institutions of higher learning (Ogwudile, 2019). Teaching English language reading skills at the public basic education level experiences the following problems:

1. There are insufficient professional English-language teachers of reading. This paves the way for the production of poor English language readers who read without comprehension. The problem of large class sizes also affects the ability of English

language teachers to get in touch with every pupil in the class. The problems of immediate correction, effective teacher-student relations, and coaching in reading instruction can be overcome in reading instruction. For this reason, the teaching of the English language should be given adequate support to make Nigerian pupils fluent in both spoken and written English.

2. Most of the reading passages and pupils' reading books are not by the pupils' culture, environment, and experience. Students who grew up in rural areas must first conquer their native environment by reading about its values, culture, norms, farmland, social settings, and interactional forms before venturing out into the world. These are things that the pupils know and have to conquer before developing curiosity about other objects and social life elsewhere. It obeys the principles of language teaching-progression from known to unknown.
3. Most of the pupils' reading passages and books in public basic education are full of irrelevant examples that cannot be helpful to the younger ones. Most of the books have illustrations of certain objects that are far from the pupils. For example, a pupil of a village farmer in the remote Sahel savanna areas of northern Nigeria, characterized by hamlet living and only acquainted with cocks and cockerels, sheep, goats, huts and other countryside scrubs, cannot understand the vegetation of the mangrove swamp forest of southern Nigeria. The passage containing these features appears new and unknown to the pupils, who will soon lose interest in the reading.
4. The failure of the stakeholders to conduct a need analysis before supplying books to the pupils. Most of the pupils' reading passages do not cater for their needs. The passages and books to be introduced to the students have to obey the principles of linguistic ability, teachability, contextual, interest, motivational, relevant, available, etc. to the students. These are some of the challenges facing pupils' reading skills. Do the passages and books fail to understand who your target audiences are? What are their interests? This is part of what makes pupils' readers inefficient and makes learning overall unfriendly.
5. Failure to consider the cultural background of the target audience. This is what can also be called cultural sensitivity. Failures to understand the culture of your target audience will prompt the children's reading process to be ineffective.

Developing Reading Skills in Nigerian Public Basic Education

To effectively and successfully develop and sustain reading in basic education in Nigeria, reading should be taught in stages and not a lump sum. To this end, the paper agreed with Oyetunde's (2015) five stages of teaching reading skills in the English language classroom. They are as follows:

Stages of Teaching Reading Skills (Oyetunde, 2015)

1. **Oral language foundation stage:** this is a stage that is the foundation of reading success. At this stage, beginning readers are first of all given an opportunity to understand and speak the English language as a prerequisite to meaningful reading.
2. **Print awareness stage:** this is the stage where children who are beginning readers are taught that graphic symbols are meaningful and that books give meaningful and enjoyable information. Beginning readers are also taught that the pages of books are to be turned over from right to left and that books have a top and a bottom.
3. **Word recognition stage:** the beginning readers are assisted in learning sight words at this stage. In Oyetunde's (2015) words, "sight words" are individual words that pupils can recognize instantly at sight. This means that they can pronounce these words and they know their meanings (p. 95).
4. **Morphophonemic awareness stage:** At this stage, beginning readers are taught that letters represent sounds that are blended and that individual sounds and groups of sounds can be combined to form words.
5. **Comprehension stage:** At this stage, the learners are no longer learning to read but rather reading to learn. They are thus helped to understand and acquire specific comprehension skills such as understanding main ideas, making inferences, summarizing and the use of context clues. This way, the learner will be helped to appreciate reading as communication. For effective teaching of reading, children's books should capture the following principles of developing materials, especially at an early grade level.

These and other principles indicate how the reading process evolves and can be facilitated with teaching strategies that can foster the development of effective skills for pupils at basic education levels in the country.

Conclusion

In conclusion, from the foregoing discussion, the paper looks into children's books and their challenges. Its analysis pointed out these challenges and pointed out possible solutions for effective teaching of reading skills at the early grade level of education. It is believed that reading failure is mostly caused by a failure to acquire phonological awareness and skills in alphabetic coding, which can be solved by having available and effective children's books. However, being able to read fluently depends on several different skills. Earlier reviews and opinions of authorities indicate that if children are exposed to meaningful literacy activities consistently, they will learn to read regardless of whether it is a first language or a second language situation. This is particularly significant and reassuring in the Nigerian situation, where

learning to read effectively is problematic for many children. The findings implicate the teacher factor in terms of knowledge of what to do and how to do it.

Suggestions

Based on the above discussion, the following suggestions are hereby made:

1. Professional teachers should dwell wholeheartedly on writing and publishing children's books, given the fact that they know what is and what is not children's books.
2. Teachers need to adopt diversified instructional strategies in their approach to teaching reading, and this should be done at an early stage or the primary school level.
3. Parents should provide a stimulating reading environment for their children. They should provide books for them and encourage them to read at home. Their reading should be improved by providing them with books.
4. The conventional classroom method of teaching reading skills should be discouraged through the provision of reading materials and objects that stimulate learners' interest in reading.
5. Teachers, especially at the basic education level, should avoid wrong teaching practices and quickly correct learners with reading faults.
6. Individual differences in children's reading ability should be identified and properly addressed through differentiation of reading techniques.

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Instructional Supervision as a Tool for Promoting Teacher Professional Growth in Senior Secondary Schools in Dange Shuni Local Government Area, Sokoto State, Nigeria

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Abstract: This study intends to assess instructional supervision as a tool for promoting teachers' professional growth. The study is a descriptive survey correlational research. The population of this study comprises all the teaching staff in public senior secondary schools in Dange/Shuni Local Government. The total population is 117 teaching staff. The sample size of 108 participants out of 117 was selected based on the description of the Research Advisors (2006) table for determining sample size. The researcher used proportionate and simple random sampling techniques to arrive at the sample. The instruments used in this study are the self-constructive questionnaire titled "Instructional Supervision Questionnaire (ISQ) and the Teacher Effectiveness Questionnaire (TEQ)". The instrument was validated by a team of experts in the area of Educational Management from the Faculty of Education and Extension Service, Usmanu Danfodiyo University, Sokoto. The reliability of the instrument was obtained using test and re-test methods and a co-efficient of 0.75 was obtained. The data obtained were analyzed using descriptive and inferential statistics to answer research questions and test null hypotheses. After the analyses, the study found that there is a significant relationship between instructional supervision of cognitive coaching and teacher effectiveness in improvisation, using teaching aids, and teacher effectiveness in senior secondary in Dange/Shuni Local Government area, Sokoto State. Therefore, the study recommended that Principals and heads of departments should encourage cognitive coaching as a way of supervising the teachers, also supervisors should be encouraging classroom interaction for teacher effectiveness in promoting teachers' professional growth while supervising teachers in schools.

Keywords: Instructional Supervision, Tool, Teacher Effectiveness

Introduction

The paper viewed supervision as a process of managing the activities of teachers aimed at improving their professional competence and the quality of their instructional delivery. Teacher Effectiveness refers to the level of accuracy and competency in preparing a lesson plan, improvising teaching aids, classroom management, breaking syllabus, and the quality of students he/she produce (Manga, 2015). Instructional supervision is essentially defined as the practice of monitoring the performance of teachers, observing their competence, and using appropriate strategies to correct mistakes while continuing to improve priorities by schools will be valued and educational goals achieved (Nakpodia, 2011). Monitoring is a way of motivating, guiding, improving, refreshing, encouraging, and caring for teachers with the hope of seeking their cooperation to maintain or uplift school values (Peretomode, 2001). School supervision is the process of monitoring the activities of staff and students to ensure that they are in line with the policies, objectives, and programs designed to achieve the goals of the school (Manga, 2013). Monitoring is important in the school system so that the educational goals, objectives, and objectives of education can be achieved. It aims to improve teaching and learning through mentoring and planning, as well as designing ways to improve teachers' skills and abilities and helping them to realize their creative potential so that through them the teaching system can be improved.

Some of the reasons for teaching care among educators, according to Ojelabi in Manga (2015) include:

1. To ensure that the minimum requirements are observed. The purpose of this is to provide equal access to education for all children by ensuring that school rules are observed.
2. Creating a forum through which practical advice can be given to improve the teaching and learning environment in schools by improving the learning environment.
3. To ensure that the quality of education and the cost of running the school are maintained.
4. To present it to the relevant authorities concerning the actual human and material status while affecting the schools through the monitoring report. Some of the topics reviewed here include the provision of space, class size, equipment environment, staff capacity and suitability for teacher teaching and understanding of the supervisor, and many other challenges the school faces.
5. To encourage and guide by highlighting good academic practices while monitoring poor academic performance (Manga, 2013).

Review of Related Empirical Studies

Sule, Ameh, and Egbai (2015) conducted a study on the relationship between instructional supervisory practices and teachers' role effectiveness in public secondary schools in the Calabar South Local Government Area of Cross River State. Two null hypotheses were formulated to guide the study. Ex-post-facto research design was adopted for the study. The population of the study comprises all public secondary school principals and teachers in the study area. There are a total of six principals and 433 teachers. A simple random sampling technique was used to select 195 teachers from six public secondary schools. A well-structured questionnaire tagged "Instructional Supervisory Practices Questionnaire (ISPQ) and Teachers'

Role Effectiveness Questionnaire (TREQ)” was used for data collection. The results of the analysis revealed that there was a significant positive relationship between the instructional supervisory practice of classroom observation and teachers’ role effectiveness. The result also revealed that there was a significant positive relationship between the instructional supervisory practice of checking teachers’ lesson notes and teachers’ role effectiveness. It was concluded that a closer, regular and continuous instructional supervisory practice rather than snappy, unscheduled, and partial supervision is what is urgently needed especially now that a lot of changes have been introduced into the school curriculum. It was recommended among others that the Government through the Ministry of Education should organize training programs for principals as well as teachers on the need for effective instructional supervision.

This study is based on the theory of X and Y developed by Douglas Mc Gregor which was published in (1960) in his book, “The Human Side of Enterprise” as highlighted by Manga, (2013).

Theory of X

This theory is based on human nature, which it views to be innately weak and needs autocratic control, threats, and punishments. The theory has elements of orthodox traditional concepts of management as centrally, inflexible control from top to bottom with strict orders telling people how to execute the ideas of top management. The assumptions of the theory are as follows:

- i. Most human beings have an inherent dislike for work and will try to avoid it if possible.
- ii. Most human beings prefer to be coerced, forced, directed, controlled, and threatened with punishment to make them work.
- iii. That the average human beings are by nature indolent. He works as little as possible.
- iv. That the average human being wishes to avoid responsibility, has little ambition and wants security above all.
- v. He is by nature resistant to change.

Theory Y

This theory is the opposite or alternative to theory X. Theory Y is people-centred as it believes that people are strictly self-motivating. The theory has the following assumptions:

1. That the average human being does not inherently dislike work, since the expending of physical and mental effort is as natural as play and rest.
2. That external control and the threat of punishment are not the only way to make people work out but that men should be made to exercise self-control and self-direction.
3. That the degree of commitment to work depends on the rewards associated with achievement.
4. That the average human being under proper conditions learns to accept and even seek responsibility.
5. People are not by nature passive and resistant to changes, since human beings are dynamic in nature.

Statement of the Problem

Linking fingers from different angles indicates the incapability of teachers as they fail to carry out their primary duties and the lack of attention paid by school principals. The high number of students failing the final exams, no doubt caused parents/guardians to lose confidence in the ability and capability of public schools' teachers to provide quality education. Another problem observed by the researcher is the provision of services or service delivery in the classroom, many of the teaching staff reported that the quality of teaching in senior secondary schools is a matter of concern, the inexperienced teachers do not do well while experienced ones do not go to their classes. Most of Schools have a sufficient number of teachers who are qualified to teach at different levels of education but punctuality is the problem. However, many studies have proven that the only difference between public and private schools is the quality of teaching care.

Research Objectives

1. To find out the relationship between instructional supervision of cognitive coaching and teacher effectiveness in improvisation and using teaching aids in senior secondary in Dange/Shuni Local Government area, Sokoto State
2. To ascertain the relationship between instructional supervision of classroom interaction and teacher effectiveness in promoting teachers' professional growth in senior secondary in Dange/Shuni Local Government area, Sokoto State

Research Questions

1. What is the relationship between instructional supervision of cognitive coaching and teacher effectiveness in improvisation and using teaching aids in senior secondary in Dange/Shuni Local Government area, Sokoto State
2. What is the relationship between instructional supervision of classroom interaction and teacher effectiveness in promoting teachers' professional growth in senior secondary in Dange/Shuni Local Government area, Sokoto State

Research Hypotheses

1. Ho¹ There is no significant relationship between instructional supervision of cognitive coaching and teacher effectiveness in improvisation and using teaching aids in senior secondary in Dange/Shuni Local Government area, Sokoto State
2. Ho² There is no significant relationship between instructional supervision of classroom interaction and teacher effectiveness in promoting teachers' professional growth in senior secondary in Dange/Shuni Local Government area, Sokoto State

Research Methodology

The research is a descriptive survey of correlational type. The population of this study comprises all the teaching staff in public senior secondary schools in Dange/Shuni Local Government area and has a total population of 117 teaching staff. The sample size of 108 participants out of 117 populations of the teaching staff was based on Research Advisors (2006) table for determining sample size. The researcher used proportionate and random sampling techniques to give equal opportunity to each teaching staff a chance of being selected. The instrument for this study is a self-constructed questionnaire titled: Instructional Supervision

Questionnaire (ISQ) and Teacher Effectiveness Questionnaire (TEQ). The instrument was validated by a team of experts in the area of Educational Management from the Faculty of Education and Extension Service, Usmanu Danfodiyo University, Sokoto. Reliability of the instrument was obtained using test and re-test methods and a co-efficient of 0.75 was obtained. The filled questionnaire will be collected and processed. The data will be analyzed using Statistical Package for Social Science (SPSS). The statistical tool to be used in analyzing the data obtained is a simple descriptive statistic (mean) and person product moment correlation coefficient.

Data Presentation and Analysis

Research Questions One: What is the relationship between instructional supervision of cognitive coaching and teacher effectiveness in improvising and using teaching aids in senior secondary in Dange/Shuni Local Government area, Sokoto State?

To answer this research question, mean and standard deviation were used as shown in table 6.

Table 1: Mean scores relationship between instructional supervision of cognitive coaching and teacher effectiveness in improvising and using teaching aids

Variables	N	MEAN	SD
Instructional Supervision on Cognitive Coaching (ISPC)	117	3.24	0.98
Instructional Supervision on Cognitive Coaching (ISPC)	117	3.10	0.97

Source: Field Work (2022)

Data presented in Table 1 showed that instructional supervision of cognitive coaching has a mean score of 3.24 and a standard deviation of 0.98 and the teacher effectiveness on peer coaching at 3.10 with a standard deviation of 0.97. Based on the criterion of 2.50 and above, it means that respondents agreed that there is a relationship between instructional supervision of cognitive coaching and the teachers' effectiveness in improvisation and using teaching aids.

Research Question Two: What is the relationship between instructional supervision of classroom interaction and teacher effectiveness in promoting teachers' professional growth in senior secondary in Dange/Shuni Local Government area, Sokoto State?

To answer this research question, mean and standard deviation were used as shown in table 2.

Table 3: Mean scores relationship between instructional supervision of classroom interaction and teacher effectiveness in promoting teachers' professional growth

Variables	N	MEAN	SD
Instructional Supervision of Classroom interaction (ISCI)	117	3.02	1.07
Teacher Effectiveness in Classroom Interaction (TECI)	117	2.89	0.86

Source: Field Work (2022)

Data presented in Table 2 showed that instructional supervision of classroom observation has a mean score of 3.02 and a standard deviation of 1.07 and the teacher effectiveness in classroom management at 2.89 with a standard deviation of 0.86. Based on the criterion of 2.50 and above, it means that respondents agreed that there is a significant relationship between instructional supervision of classroom interaction and teacher effectiveness in promoting teachers' professional growth.

Hypothesis One

Ho₁: There is no significant relationship between instructional supervision of cognitive coaching and teacher effectiveness in improvisation and using teaching aids in senior secondary in Dange/Shuni Local Government area, Sokoto State.

To test the null hypothesis, the mean and standard deviation of instructional supervision of cognitive coaching and teacher effectiveness in improvisation and using teaching aids were compared and analyzed.

Table 3: Pearson Product Moment Correlation Coefficient for a relationship between instructional supervision of cognitive coaching and teacher effectiveness in improvisation and using teaching aids

Variables	N	MEAN	SD	r-Cal	p-Value	Decision
ISCC	117	3.24	0.98	0.97	0.001	Ho3 Reject
TECC	117	3.10	0.97			

Source: Field Work (2022)

Table 3 is a summary of the correlation coefficient measured by the Pearson Product Moment Correlation Coefficient (PPMC) to show the degree of relationship between instructional supervision of cognitive coaching and the teacher effectiveness in improvising and using teaching aids in senior secondary schools in Dange/Shuni Local Government area, Sokoto State. The result of the analysis indicated that there is a positive correlation between the variables, $r = 0.97$, $n = 235$, $p < 0.05$. Since the p -Value (0.000) is less than level alpha ($\alpha = 0.05$), the Ho₃ is rejected. The researcher concluded that there is a statistically significant positive relationship between instructional supervision of cognitive coaching and the teacher effectiveness in improvising and using teaching aids in senior secondary schools in Dange/Shuni Local Government area, Sokoto State. This indicates the supervisors' updates of teachers' knowledge of identification of student learning impairment, attention on the mastery of subject matter, development of skills of selecting the suitable learning strategies, and employment of effective instructional activities improve teacher effectiveness.

Hypothesis Two

Ho₂: There is no significant relationship between instructional supervision of classroom interaction and teacher effectiveness in promoting teachers' professional growth in senior secondary in Dange/Shuni Local Government area, Sokoto State.

To test the null hypothesis, the mean and standard deviation of instructional supervision of classroom interaction and teacher effectiveness in promoting teachers' professional growth were compared and analyzed.

Table 4: Pearson Product Moment Correlation Coefficient for the relationship between instructional supervision of classroom interaction and teacher effectiveness in promoting teachers' professional growth

Variables	N	MEAN	SD	r-Cal	p-Value	Decision
ISCM	117	3.02	1.07	0.78	0.001	Ho1 Reject
TECM	117	2.89	0.86			

Source: Field Work (2022)

Table 4 is a summary of the correlation coefficient measured by the Pearson Product Moment Correlation Coefficient (PPMC) to show the degree of relationship between instructional supervision of classroom interaction and the teacher effectiveness in promoting teachers' professional growth in senior secondary schools in Dange/Shuni Local Government area, Sokoto State. The result of the analysis indicated that there is a positive correlation between the variables, $r = 0.78$, $n = 235$, $p < 0.05$. Since the p-Value (0.001) is less than level alpha ($\alpha = 0.05$), the H_0 is rejected. The researcher concluded that there is a statistically significant positive relationship between instructional supervision of classroom interaction and the teacher effectiveness in promoting teachers' professional growth in senior secondary schools in Dange/Shuni Local Government area, Sokoto State. This indicates the supervisors' supportive behavior can lead to teachers' effectiveness in promoting teachers' professional growth in the classroom. They promote teacher-student interaction, student-student interactions, and peer interaction among others.

Summary of the Major Findings

- i. There is a significant relationship between instructional supervision of cognitive coaching and teacher effectiveness in improvisation and using teaching aids in senior secondary in Dange/Shuni Local Government area, Sokoto State
- ii. There is a significant positive relationship between instructional supervision of classroom interaction and the teacher effectiveness in promoting teachers' professional growth in senior secondary schools in Dange/Shuni Local Government area, Sokoto State.

Discussion of Findings

The study revealed that there is a significant relationship between instructional supervision of cognitive coaching and teacher effectiveness in improvising and using teaching aids. This finding conquered by Tesfaw and Hofman, (2012) suggested that, cognitive coaching influences beginner teachers in selecting the best and most appropriate method of supervision that can help them develop professional growth in their career. Various scholars recommended that cooperative supervisory choices such as peer coaching, cognitive coaching, and mentoring should particularly be obtainable for trainee teachers to enhance their professional growth and instructional competence Tesfaw and Hofman, (2012). More so, Bowman and McCormick (2000) reported that peer coaching provides possible opportunities for teachers to improve teaching skills through collaborative effort, contribution to decision-making, and immediate feedback. In addition, Ikegbusi and Eziamaka, (2016) confirmed that instructional supervision forced teachers' to always be prepared and organized and learned many skills that may help them in their duties.

Conclusion

Instructional supervision of classroom observation, peer coaching, and cognitive coaching may influence teacher effectiveness in classroom management, breaking syllabus and lesson preparation and improvisation, and using teaching aids as indicated by several empirical studies. Many researchers found that the major difference between public and private schools in academic performance is the issue of instructional supervision which seems to be true.

Recommendations

- i. The principals and the head of departments should be supervising teachers' instruction for teacher effectiveness in secondary schools.
- ii. The supervisors should be encouraging classroom interaction for teacher effectiveness in promoting teachers' professional growth while supervising teachers in schools.

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Review of the Process and Challenges in the Implementation of Academic Accreditation in Higher Educational Institutions in Nigeria

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Abstract: This paper reviewed the process and challenges in the implementation of academic accreditation in higher educational institutions in Nigeria. Accreditation is a form of certification in which an independent body will verify that a school or academic programme meets minimum academic standards. It further implies external quality review created and used by higher education to scrutinize colleges, universities and programmes for quality assurance and quality improvement. There are two types of accreditation: organizational/institutional and programmatic. Institutional accreditation focuses on the overall quality of a school, including governance and administration, admissions and student records, financial stability, effectiveness, resources, and constituent relationships. Programmatic accreditation is concerned with individual programmes and all associated elements of such programme. The National Universities Commission (NUC) and National Commission for Colleges of Education (NCCE) accreditation is organizational and provide a benchmark for integrity, encourages continuous improvement, and ensures the quality of organizations engaged in higher education and training. The accreditation process consists of registration followed by an adequacy assessment, preliminary assessment and an initial assessment (Final assessment for the grant of Accreditation). The process is completed with the decision on accreditation. After the accreditation is granted, the post accreditation phase begins. The challenges confronting the accreditation process include; costs, funding, integration of the entire institution, staffing, insufficient numbers of academic staff, poor infrastructural facilities, educational facilities, research and publications among others. Conclusively, academic accreditation has created a significant improvement to the programmes by enhancing the quality of teaching and assessment. To ensure the appropriate and effective academic accreditation, the study amongst others recommended the training of faculty members to enhance their knowledge and raise their awareness of accreditation is very important, course and module design, including learning outcomes, teaching methods and assessment strategies is a significant area of training that should be offered to faculty members. This must include sessions on the importance of accreditation and the programme benefits that it can secure.

Keywords: Academic Accreditation, Challenges, Higher Educational Institutions, Implementation, Process.

Introduction

Today, higher educational institutions face more scrutiny and questioning about their performance, as a result of greater demands from citizens, who want to be sure that the doctors that treat them, the engineers that build their cities and the academics that propose their policies are good; the public sector, forced to assign with a given criteria resources for scholarships, credits and financial incentives; the very students as consumers; and the labour market, looking for benchmarks to incorporate graduates into their ranks. It is now pertinent and customary to face extensive accreditation processes by National Universities Commission (NUC) to assess the quality of institutions, researches, programmes, and others. Although it is an efficient way to boost quality and accountability, as it promotes an internal improvement process. Abraham (2011) asserted that no one really likes accreditation but no one knows what else to do. For that matter, we provide a series of internal challenges that are common to many institutions before, during and after they assess their quality by an agency.

In higher educational institutions, accreditation is defined as a process of external quality review used by recognized agencies to scrutinize higher education and educational programmes for quality assurance and quality improvement (Alice, 2012). In a similar view, Philip (2000) defined accreditation in higher education as a process based on self- and peer-assessment for public accountability and improvement of academic quality. This means that peers assess the quality of an institution or academic programme and assist the faculty and staff in improvement (Judith, 2011). In Nigeria, accreditation in higher education is carried out by the National Universities Commission (NUC) in order to provide quality assurance to the general public, students and their families, sponsoring bodies, governments, and employers. Accreditation is also important in the sense that it provides mechanisms for quality improvement in tertiary institutions and universities. The National Universities Commission (NUC) uses accreditation in reference to institutional and programme accreditation by promoting academic quality through formal recognition of higher education institutions and their academic and professional programmes.

Overview of Accreditation

Accreditation is a form of certification in which an independent body verifies that a school or academic programme meets minimum academic standards (Olivi, 2013). It ensures that the academic credential a student works so hard to obtain means something substantial, and that it will be recognized as such by employers and other institutions. Accreditation is a process of external quality review created and used by higher education to scrutinize colleges, universities and programmes for quality assurance and quality improvement. Accreditation in Nigeria emerged from concerns to protect public health and safety, as well as to serve the public interest. Accreditation is a process conducted by an external organization which grants approval to educational programmes that have demonstrated a specified level of quality and integrity in its operations (Kasozi, 2009). It is also a process that is entered into voluntarily by educational programmes and requires their self-appraisal and continuing improvement. Accreditation provides assurance to the general public, the educational community, governmental agencies,

potential students, and other organizations and individuals regarding the quality and integrity of institutions and programmes.

Accreditation is the independent, third-party evaluation of a conformity assessment body (such as certification body, inspection body or laboratory) against recognized standards, conveying formal demonstration of its impartiality and competence to carry out specific conformity assessment tasks (such as certification, inspection and testing). Accreditation bodies are established in many economies with the primary purpose of ensuring that conformity assessment bodies are subject to oversight by an authoritative body. Accreditation bodies, that have been peer evaluated as competent, sign regional and international arrangements to demonstrate their competence. These accreditation bodies then assess and accredit conformity assessment bodies to the relevant standards. An authoritative body that performs accreditation is called an 'accreditation body'. The International Accreditation Forum (IAF) and International Laboratory Accreditation Cooperation (ILAC) provide international recognitions to accreditation bodies. There are many internationally recognized accreditation bodies approved by the IAF and ILAC. In Nigeria, there are two called National Universities Commission (NUC) and National Commission for Colleges of Education (NCCE).

Interestingly, accreditation is not mandated by the Department of Education, but rather a voluntary option to have an independent body apply rigorous standards to evaluate an institution's policies, processes and resources, which must be met or exceeded to obtain accreditation (Garfolo & L'Huillier, 2015). There are two types of accreditation: organizational/institutional and programmatic. Institutional accreditation focuses on the overall quality of a school, including governance and administration, admissions and student records, financial stability, effectiveness, resources, and constituent relationships. Programmatic accreditation is concerned with individual programmes and all associated elements of such programmes (Olivi, 2013). To be clear, some Nigerian Colleges and Universities with specialized training programmes are involved in both types of accreditation. The National Universities Commission (NUC) and National Commission for Colleges of Education (NCCE) accreditation is both organizational and programmatic, and provides a benchmark for integrity, encourages continuous improvement, and ensures the quality of organizations engaged in higher education and training. The road to becoming an NUC and NCCE Accredited Provider encompasses the evaluation of nine categories:

1. The organization, responsibility and control
2. The learning environment and support systems
3. Planning and instructional personnel
4. Needs analysis
5. Learning outcomes
6. Content and instructional requirements
7. Assessment of learning outcomes
8. Maintenance of learner records
9. Evaluation of learning outcomes

Quality Assurance

Rapid growth in enrolment amidst declining budgets during the 1980s and 1990s, the proliferation of private provision of higher education especially in the last decade, and pressure from a rapidly transforming labour market have combined to raise new concerns about quality. Nigeria, like other countries has become conscious of the need for effective quality assurance and quality improvement. Quality assurance in education is the mechanism put in place to guarantee that education is “fit for purpose” i.e. is good and meets the purposes for its establishment. This involves planned and systematic activities implemented in a system so that quality requirements for education services are fulfilled. Since its establishment, after the enactment of The Universities and Other Tertiary Institutions Act 2001, NUC and NCCE have made significant progress in regulating the establishment and activities of Universities and Colleges of Education. The National Universities Commission (NUC) and National Commission for Colleges of Education (NCCE) were established to set standards and regulations to ensure that all public and private tertiary institutions in Nigeria will create, sustain and improve the relevance and quality of higher education. Quality assurance framework was developed to contain important benchmarks used for assessing quality of higher education. All higher education institutions must adhere to these benchmarks when they are ensuring quality of education. While NUC and NCCE use these benchmarks to determine the quality of education provided by higher education institutions which are accredited, will normally have met a set of minimum standards determined on the basis of these benchmarks provided in the quality assurance framework.

Accreditation Process

The accreditation process consists of registration followed by an adequacy assessment, preliminary assessment and an initial assessment (Final assessment for the grant of Accreditation). The process is completed with the decision on accreditation. After the accreditation is granted, the post accreditation phase begins.

Acknowledgement and Registration of Application

The International Organic Accreditation Service (IOAS) on receipt of application, the quality manual, other relevant documents and the fees, shall issue an acknowledgement to the Certification Body. After scrutiny of application for its completeness in all respects, a unique customer reference number shall be allocated to the particular application, which shall be used for correspondence with the Certification Body thereafter. International Organic Accreditation Service may request for additional information/clarification(s), if necessary from the applicant Certification Body. If, on the basis of documents and information provided by the Certification Body, IOAS is of the opinion that an assessment cannot result in accreditation, the applicant Certification Body shall be informed in writing giving reasons. An Authorized Officer under the supervision of Technical Manager of the accreditation scheme, will be appointed on behalf of

IOAS to deal with the application and the case file being maintained thereafter. All information of the Certification Body shall be kept strictly confidential.

Assessment Process

Appointment of Lead Assessor

The IOAS shall appoint a Lead Assessor from the pool of Assessors to carry out assessments on the System adopted by the applicant Certification Body. Other general criteria for the selection of Lead Assessor include his/her acceptance by the applicant Certification Body, free from any direct or indirect involvement with the particular Certification Body which may compromise his/her impartiality and independence, and availability during assessment process. The Lead Assessor shall have the overall responsibility of conducting the Assessment Process. As such he/she shall be responsible for evaluating the adequacy of the quality manual and conducting Preliminary Assessment and Initial Assessment on the Certification Body. The Lead Assessor shall preferably have technical expertise in one of the main disciplines for which the application has been made. However, in exceptional cases, a Lead Assessor belonging to a different technical field of expertise may be appointed considering his proven competence in evaluating Quality Management Systems.

Adequacy of Quality Manual

The Lead Assessor with the assistance of IOAS will commence the assessment process with an adequacy assessment document and record review based on the application submitted. The aim of the adequacy assessment is to determine whether the Certification Body is sufficiently prepared for a preliminary assessment and having a reasonable chance of getting Accreditation and to ascertain the compliance of the documents with the criteria specified in the APPLICABLE STANDARD/GUIDE. The adequacy assessment is also meant to obtain a clear idea of the intended scope of the accreditation.

The Lead Assessor, shall inform IOAS regarding the adequacy of the quality manual with a report indicating inadequacies (if any) in the quality manual which in turn should be communicated to the Client Certification Body. Based on this feedback the Certification Body shall amend the manual and also implement the quality system accordingly. If the Certification Body satisfies the relevant requirements at the adequacy Assessment stage or after the Certification Body has taken necessary corrective action based on the adequacy assessment, the assessment process will move into the next phase. If, on the basis of documents and information provided by the Certification Body, IOAS is of the opinion that an assessment cannot result in accreditation, the applicant Certification Body shall be informed in writing and the documents concerned will be returned to the Certification Body for necessary improvement. All information of the Certification Body shall be kept strictly confidential.

Appointment of Assessment Team

Towards the task of onsite assessment, the Lead Assessor shall be assisted by a team of Assessors/ technical experts who will be appointed by IOAS as appropriate with the scope of accreditation and in accordance with the criteria adopted for the selection of Lead Assessors. The IOAS shall propose the composition of assessment team. The Certification Body may lodge an appeal against specific team members. Such an appeal shall be motivated by clear reasons. If no replacement is available, it is possible that the visit will be postponed, or that a part of the scope will not be assessed until a suitable replacement is found.

Onsite Assessment Plan

The IOAS contacts the Certification Body to agree on the date(s) and schedule for the assessment. Based on this IOAS prepares the Assessment schedule (CB-PL-01) and the composition of the team and sends it across to the Certification Body well in advance.

Onsite Assessment

The Onsite Assessment will be carried out in two stages namely Pre-assessment and Initial Assessment (The Final Assessment for the grant of Accreditation). During both these stages witness assessment at the site of the applicant Certification Body's Client may be required. Although there are no strict demarcations for these two assessments, the objectives of these Assessments may be expressed in the following ways: pre-assessment, initial assessment, and conducting the assessment

Pre-assessment involves:

- a. Assessing the completeness of the documentation structure of the implemented system.
- b. Assessing the degree of preparedness of the Certification Body for the assessment.
- c. Studying the scope of accreditation so that the time frame, number of Assessors required in various disciplines and visits to sites, if applicable, for the assessment can be determined more accurately

Initial Assessment requires:

- a. Assessing the effectiveness of the implementation of the documented system.
- b. Certification Body's Competence in Performing Conformity Assessment.
- c. Taking a decision on the Recommendation for the Grant of Accreditation.

At the end of each assessment the Lead Assessor shall submit an Assessment Report as appropriate to the objective of the assessment (Roger, 2006).

Conducting the Assessment

The assessment team shall commence an onsite assessment with an opening meeting at which the purpose of the assessment, criteria, and the assessment schedule, and the scope for the assessment are clearly defined. During the assessment, the Team will assess the documentation

and implementation of the management system as well as the competence of the Certification Body (CB) in accordance with the APPLICABLE STANDARD/GUIDE and specific criteria (if any) of IOAS. The Certification Body shall provide the assessment team with a list of certified companies, scopes certified, certification files, list of auditors and experts, audit programme of each certified company and use of certification & accreditations logos. In doing so, the assessment team will take a representative sample in the areas within the scope of the accreditation. This process shall be extended to witness assessment activities also. The Certification Body shall demonstrate that it is competent in all the activities at all sites for which accreditation has been requested. With regard to the management system of the Certification Body, the assessment team shall be able to assess at least one complete cycle of the Internal Audit and Management Review. Under normal circumstances the onsite Assessment shall be terminated with a closing meeting. In the closing meeting the team discusses the results of the assessment with the Certification Body. The nonconformity reports are handed over to the Management of the Certification Body, so it can immediately proceed with the implementation of corrective action plan. The assessment should not proceed into next stage unless all nonconformities are satisfactorily addressed and closed.

Assessment Techniques

The IOAS Assessors use one or more combination of the following assessment techniques when conducting the assessment: document review, office assessment, interview, witnessing, testing and inspection.

Document review: Document review involves assessing quality manuals; procedures for compliance with the criteria already set; records at the Certification Body's location such as personnel files, quality control charts, audit reports, management review reports, audit files, and others.

Office assessment: Office assessment is an appraisal of the premises of the Certification Body in order to evaluate the implementation of the system;

Interviews: Interview is the evaluation of the expertise of the Certification Body's personnel via targeted interviews.

Witnessing: Witnessing involves observing and confirming audits and examination carried out by the Certification Body. For the purpose of witness assessment, the Certification Body may be requested to provide a list of suitable sites. However, the selection of the sites will be done at the discretion of IOAS. This particular assessment shall be either compliance audit or reassessment and if these are not possible the IOAS shall witness at least two surveillance assessments for each stage.

Testing and Inspection: Testing and Inspection is the determination of product and process characteristics including sampling in case of Product Certification

Corrective Actions & Follow-up of Assessment

The Certification Body shall take necessary corrective actions on nonconformance(s)/other concerns and shall submit a report on the action taken to IOAS within a maximum period of six months. If it deems necessary, IOAS should communicate with the Certification Body and shall ensure that all outstanding non conformities are available with and are well understood by the Certification Body. Next IOAS should monitor the progress and coordinate the activities with regard to the closure of nonconformities. The decision with regard to closure of nonconformities shall be taken by the Assessment Team. When there are significant non-conformities identified during the onsite assessment, the progress is monitored closely and in this regard the IOAS may arrange for a verification visit for the closure of the non-conformities. Whatever the case all nonconformities raised during the assessment shall be closed before consideration for the Grant of Accreditation (Alice, 2012).

Assessment Report

At the end of the assessment, an Assessment Report is prepared by the Lead Assessor. The assessment report prepared by the Lead Assessor in the formats prescribed shall be handed over to IOAS once the particular assessment phase is completed. The assessment report shall contain the evaluation of compliance to APPLICABLE STANDARD/GUIDE and relevant specific criteria (if any) and the non-conformances, if any. In case of initial assessment, the assessment report shall also provide a recommendation towards grant of accreditation or otherwise.

Accreditation decision

After satisfactory closure of all non-conformities, the IOAS prepares a report considering all relevant information gathered during the processing of the application, the assessment report prepared by the assessment team, additional information received from the Certification Body and the consequent verification activities. The summary report is placed before the Accreditation Committee which is appointed by the Governing Council of the IOAS. The Accreditation Committee studies the final report and the recommendation given by the team then makes its own recommendations on grant of Accreditation. The Accreditation Committee's recommendations regarding grant of Accreditation shall be submitted to the Council through Director/CEO, IOAS for approval. The IOAS informs the Certification Body in writing of the decision taken. If a positive decision is taken, the IOAS will draft the accreditation documents. In case of a negative decision, the IOAS will wait for a period of six months before accepting a new application from the same Certification Body. As soon as a decision is taken to grant accreditation, the International Organic Accreditation Service shall do the following:

- 1. Documents:** Prepare an Accreditation Certificate with a unique number for identification duly signed by the Director /CEO, IOAS. This certificate specifies the date on which the accreditation was granted, the standards on which the accreditation was based and granted, and the period of validity of the certificate.
- 2. A Schedule Referring to the Scope of Accreditation.** Prepare an Accreditation Agreement containing terms and conditions for maintaining the accreditation (This

contains the rights and obligations of parties; the party providing the accreditation and the party being accredited and signed by both parties). The applicant Certification Body must fulfil all the financial obligations due to IOAS, before receiving the certificate(s).

Post Accreditation Process

Post Accreditation Assessments

The IOAS accreditation certificate shall be valid for a period of three years. During the validity of the accreditation, the Certification Body must continuously comply with the requirements of APPLICABLE STANDARD/GUIDE and “terms and condition for maintaining accreditation”. In this regard IOAS shall periodically review the validity of accreditation. To this end, the IOAS carries out surveillance assessment annually and a re-assessment within three years. During the accreditation period, the scope of the accreditation may be changed.

Surveillance

IOAS shall conduct annual surveillance of all accredited Certification Bodies. Surveillance is aimed at examining whether the accredited Certification Body is maintaining all the requirements of APPLICABLE STANDARD/GUIDE and IOAS specific criteria (if any). IOAS shall inform the accredited Certification Body at least two months before the due date of accreditation for conducting the surveillance visit and the Certification Body shall confirm its readiness within 30 days. The Certification Body during the validity of accreditation may request to enhance the scope of accreditation for which they should preferably apply two months before the conduct of assessment/surveillance. The modus operandi for surveillance visit is similar to the initial assessment albeit it will cover only selected areas. The non-conformities, if any, shall be closed within three months of conduct of surveillance. The summary of the surveillance report along with other relevant information shall be submitted to the Director/CEO of IOAS him/her to make a decision on the continuation of accreditation or otherwise. IOAS shall inform the Certification Body, in writing, about the decision (Roger, 2006).

Reassessment and Renewal of Accreditation

The IOAS will intimate the Certification Body in writing on the expiry of Accreditation approximately four months in advance and the Certification Body has to respond at least one month before the expiry. The Certification Body may also apply for renewal of accreditation by submitting a new application in the prescribed application form (CB-FM(P)-01). Along with this a copy of the current Quality Manual of the Certification Body which describes the existing quality system in accordance with APPLICABLE STANDARD/GUIDE will be made available. The request shall be accompanied with the prescribed re-assessment fee. The Certification Body may request for extension of scope of accreditation, which should be explicitly mentioned in the application form. The procedure for processing of renewal of application is similar to that of first application except that no Preliminary Assessment is conducted and likewise the procedure for the onsite reassessment visit is similar to that of initial assessment. If the results of reassessment visit are positive and all nonconformances are closed before the expiry of the certificate, then the validity of the certificate is extended by a further period of three years

without any discontinuity. In case of renewal a new certificate of accreditation is issued while the certificate number is retained.

Supplementary/ Special Assessments

The IOAS may organize Supplementary/ Special Visits under the following circumstances:
Repeatedly finds nonconformities of category Major or large numbers of nonconformities of Category Minor during the surveillance/ reassessment.

Receiving complaints that are substantiated with facts or on instances where the Certification Body is found to be misusing the Certificate/ Accreditation Logo.

Based on public complaints, publications or information from interested parties and the government.

The Director/CEO of IOAS may decide to carry out Special Assessments at any time during the period of validity of Accreditation. The execution of special assessments may take place with no prior notification or with very little time between notification and execution. Special Assessment may also become necessary when changes occur in Accreditation Criteria, Organizational Structure and in Management/Ownership. However, in these cases the IOAS will give Certification Bodies sufficient time for preparation. All costs associated with special assessments will be charged to the Certification Body.

Changes in the Accreditation / Specific Criteria

If there is a change in the APPLICABLE STANDARD/GUIDE or in the accreditation criteria IOAS shall inform the Certification Body of this in writing indicating the transition period, which shall be a duration of at least six months. Upon receiving such information, the Certification Body must confirm to IOAS, its willingness in writing to modify its quality system in accordance with the changes. Upon receiving confirmation from the Certification Body, IOAS may conduct a supplementary / special assessment to assess the implementation of same.

Changes Affecting the Operations of the Certification Body

In the event of the Certification Body informing IOAS about any changes affecting the Certification Body's activities and operations, IOAS may organize a supplementary/ special visit. Certification Body shall communicate this with relevant documentary evidence along with the amended Quality Manual. The final decision is communicated to the Certification Body along with an amended certificate. The costs associated with the issue of amended certificate will be charged to the Certification Body.

Reduction of the Scope

During assessments by the IOAS, the accredited Certification Body shall demonstrate that it complies with all accreditation criteria regarding the entire scope and that it has complied with these criteria from the date on which accreditation was granted. If a Certification Body is of the opinion that parts of the scope no longer conform to the accreditation criteria, it is expected that the Certification Body will withdraw the relevant part of the scope itself. If during an assessment it becomes clear that it is necessary to withdraw accreditation for parts of the

scope, the IOAS will also review the validity of the remaining accredited scope. In order to demonstrate that a Certification Body has complied with and is complying with the criteria for the complete scope of accreditation, the Certification Body shall be able to provide records of the activities carried out. During IOAS assessments, these records shall demonstrate that the procedures for carrying out specific activities (product certification and system certification decisions) have been applied correctly by qualified personnel in the past year.

The concerned part of the scope shall be withdrawn if records do not demonstrate this. If this means that the entire scope is withdrawn, then the entire accreditation is withdrawn. However, the Certification Body concerned can again be granted accreditation for the APPLICABLE STANDARD/GUIDE and the scope involved, under the same registration number, if a new application is sent to the IOAS within two years after the withdrawal.

Extension of Scope

At any given moment, the Certification Body can request an extension of the scope. To this end, a written application shall be sent to the IOAS. An assessment for extension of scope will not be initiated if nonconformities are currently open in related parts of the scope or in the general management system of the Certification Body. The IOAS distinguishes between extension within and extension outside the scope already accredited. Extensions of the scope that fall within the framework of the same accreditation standard will be considered extension within the scope and if not it will be considered otherwise. Requests for accreditation involving a different accreditation standard shall be treated as a new application. Depending on the size and nature of the extension requested, the extent of the assessment needed for the extension will be determined by IOAS on a case by case basis. All costs for extension of scope will be charged to the Certification Body.

Transfer of Accreditation

If the ownership or name of an accredited Certification Body changes, the accreditation may be transferred to the new owner or to the new name if the Certification Body involved makes such request in writing. For such a transfer the following pre-conditions apply:

1. The Certification Body remains operating within the legal and regulatory framework of the country in which it operates.
2. The policy and management system remain unchanged.
3. The management and key personnel remain unchanged.
4. The former owner does not remain active in the same sphere of activity or a similar area under the old name or a related name.
5. The general composition of the Certification Body's personnel remains the same.
6. The basic infrastructure and other facilities are not compromised.

The Certification Body shall provide the IOAS with the necessary documents showing that the above conditions are met. The costs for reviewing the documents/conducting onsite review will be charged to the Certification Body. If all requirements are met, the new Certification Body retains the registration/accreditation number and receives the new accreditation documents. The surveillance and re-assessment schedule will remain unchanged.

Importance of Programme Accreditation

Accreditation of University and College of Education programmes is a process based on self- and peer-assessment for public accountability and improvement of academic quality. Peers assess the quality of an institution in terms of academic or professional programme and assist the faculty and staff in effecting improvement. The NUC and NCCE conduct a robust process of programme accreditation that starts with assessment by the institution itself and concludes with the approval by the Council of NUC or NCCE as the case may be. Therefore, assessing an academic or professional programme is very important because it gives assurance of quality to all stakeholders. After understanding what goes on during assessment of programme of study, one would appreciate the why NUC and NCCE should pay great attention to programme assessment in higher education institutions (Kajubi, 1992).

Every institution of higher learning is expected to have a quality assurance unit, which is supposed to provide quality check and control in the institution. By subjecting a programme to a thorough check right from the quality assurance unit in the institution until NUC and NCCE approve it, we ensure that what is designed to be taught is of quality and fit for public consumption. When a programme is submitted to the Council –usually through an office responsible for academic affairs, NUC and NCCE use these experts to do thorough assessment before evaluating for the purpose of accreditation. Normally the body draws experts from sections of society: academia, professional bodies, and industry specialists both nationally and internationally. Assessing these programmes normally involves looking at the following: the resolution of institution's Senate and Council approving the programme to be offered; the name of the programme; the full course outline with name of course, brief description of the course, objectives of the course, expected outcomes, duration of the course, year when it is taught, delivery methods and the methods of assessment; the full course contents with credit units and contact hours; the names of academic staff together with their qualifications; the resources available to assist in the teaching (library, IT, e.tc.); the infrastructure available (lecture rooms, library space, and office space for staff); and any other materials deemed useful. All these make it possible for NUC and NCCE to determine whether or not the institution will deliver a quality programme.

When a programme is assessed and report produced, the Accreditation Body reports and evaluates it. Programmes with positive evaluation are recommended to the Accreditation and Quality Assurance Committee of the Council for consideration. Therefore, without assessment, it is impossible to give full accreditation and without accreditation, it is illegal to offer any programme of study for which the public should enrol. The assessment of programmes also gives NUC or NCCE a good view of what is in the institutions. For example, in recent

assessments it was discovered that many programmes submitted for accreditation lacked certain important ingredients that should make them provide required quality. Therefore, NUC and NCCE organized skills development training for resources personnel in the institutions. This training was intended to equip all resource persons involved in programme development at higher education institutions with skills that should help in improving the quality of programmes in higher education institutions.

Challenges of Accreditation

(i) **Cost:** Accreditation is costly and very involving. A quality assurance process is only worthwhile if its benefits exceed its costs, both financially and in terms of their institutional capacity. A process of accreditation is long and involves the entire institution, so the investments must be regarded as part of a long-term improvement.

(ii) **Funding:** Funding has been an outstanding challenge to higher education institutions in Nigeria, like the rest of sub-Saharan Africa, as pointed out in different studies (Kasozi, 2009). Many Universities rely heavily on students' fees, which are not always sufficient to run Universities activities. Virtually all institutions in the country get less money than is needed for producing a graduate. That is, most of them get less than the unit cost. Only a few have diversified sources of income such as endowments, loan schemes, and many more.

(iii) **Integration of the entire institution:** Different faculties, centres, and academic units tend to work independently from the University's highest authorities, even though they might have prepared a mission, a vision and a set of common practices, lining up an extensive administrative and academic body of a given institution under the same framework and management model. Not only does it involve permanent personnel, but also teachers and collaborators who work part time, and a student body who is still adjusting to their entry into higher education. At the same time, human resources, finance, teaching, and research are units that normally work in isolation. As an accreditation process looks for integration, to achieve collaboration can take a while.

(iv) **Integration of self-evaluation and regulation culture:**
In a cycle of permanent improvement, accreditation programmes promote the development of constant performance reports and curricular improvements. Thus, accountability can become an extra burden for staff and teachers, who must invest an important amount time in management duties. Although these issues promote the generation of academic communities, those institutions with isolated projects can be threatened with the dissemination of indicators that are contrary to a particular faculty's sense of independence.

(v) **Institutional autonomy:** The process itself can put to the test how an institution defines its vision, mission, and goals. A University founded and created under a set of principles and values, as well as a specific vision of society can see this strategic revision as a threat to the very pillars of its existence. To adapt an educational framework in self-evaluation, institutions must look at a difficult balance between standardization and differentiation, to continue reflecting their unique sense of identity.

(vi) Outreach with the labour market: A common issue in today's global education reforms is the transition from a knowledge-intensive institution to a skill-intensive set of academic programmes. The job market is concerned that today higher education is not fully preparing its graduates with essential skills that are needed in the workforce. That is why it is important to review career profiles and curriculum, so they reflect the skills and attitudes required by a given industry. Therefore, it is key to improve the relationship and outreach with the labour market and intensively keep in touch with alumni, in order to explore and benchmark how they are adjusting to the workforce, what are their advantages and what skills are they lacking.

(vii) Academic management: An accreditation puts to the test the relationship of an institution and its academic body. On one hand, it looks to improve the curriculum of its faculties; on the other hand, it demands higher accountability from them. This requires a higher commitment from professionals who work both as faculty and provide services to the private and public sectors. At the same time, as long as institutions look for synergies, a larger amount of teaching faculty is encouraged to increase their level of research, and a larger amount of research faculty is encouraged to go into the classroom. This involves an important investment in internal qualification programmes for teachers and researchers.

(viii) Auditing vs permanent improvement: Many can mix up an accreditation with a regular audit, assessing and certifying the good use of financial resources and the accountability of their management. A higher education accreditation is an intensive catalyser of internal changes, as it looks to certify standards that are to be monitored constantly.

(ix) Innovation and academic freedom: Some teachers are concerned about accrediting their work, as they fear it would boost a standardization and homogeneity in their curriculum, to improve the attainment of common learning outcomes. People fear that this fails to give credit to generating new knowledge and the important value that particular faculty members give to their discipline both in the classroom and through their research. This may not be the case, as accreditation provides generic standards that do not threaten a faculty's individual framework.

Others include:

1. Staffing of the Accrediting Agency has remained small - hence relying on experts from outside. This jeopardizes the uniformity of the assessment and brings in bias from those with divergent beliefs.
2. Staff qualifications are lower than benchmark requirement. This is because of reduced and insufficient funding. Universities need more highly qualified staff. In the study by National Council for Higher Education (2010), staff with doctorate degrees were only 11%, meanwhile those with Masters and Bachelors as the highest qualifications were 38% and 34% respectively, the rest of staff members have various types of Diplomas ((Alice, 2012).

3. Infrastructure situation in almost all Universities in Nigeria has remained bad in the last five years. For example, Kajubi (1992) opined that University lecture rooms space dropped from average of 0.78m^2 to 0.34m^2 and library space 0.28m^2 to 0.13m^2 both falling below the standard set by the NUC ((Alice, 2012).
4. Educational facilities, including computer and internet access, books, etc. have been improving but have not yet reached the level required by NUC.
5. Research and publications have dwindled in most of the Universities in Nigeria mostly due to funding gap and lack of motivation for research. There is a big problem in scholarly communication skills and language issues within the higher education institutions in Nigeria (Alice, 2012).
6. Management crisis is still a challenge in most Nigerian Universities, religious based or not. There are lots of internal wrangles because of poor management practices. The tales of intrigue and fights among the University staff contributes to low quality of education.
7. Large enrolment of students has impacted badly on academic quality in most Universities in Nigeria. Since most of these institutions rely heavily on funds generated through fees, they have resorted to increasing numbers of students without corresponding facilities and staff upgrade.
8. Methods of delivering knowledge are rapidly changing from dependence on traditional ink and paper, chalk and blackboard to the digital form. This poses great challenge in the sense that many are forced to adopt the new methods in which they are not competent hence leading to inefficiency and quality drop due to improper use of these new methods
9. Students' background knowledge is one of the factors that are affecting quality of education in Nigeria higher education institutions. The quality of teaching at lower levels of educations have largely dropped such that most of the students joining Universities are not competent enough to effectively and meaningfully cope with admissions in Universities and Colleges of Education. Most of the students depend largely on teachers due to the type of teaching that is done at lower levels.
10. Equal opportunities for access remain a big challenge in some institutions. Whereas these institutions would like to have only particular type of students, administrators and teachers and yet the national accreditation requirement stipulates equal opportunities for all who qualify for higher education to access it.

With these challenges, it is key to prepare in advance an institution for accreditation, in order to communicate and promote the entire institution about the principles of a given quality assessment and how it will improve their work in particular.

Conclusion

The astronomic quantitative growth in the higher education subsector in Nigeria has necessitated the roles of a national regulatory agency for higher education in Nigeria. Although accreditation has specific challenges that need to be specifically addressed, need for accreditation for higher education in Nigeria must not be overemphasised. In this paper, we have highlighted that higher education institutions have specific missions and objectives that differ from the main national objectives of higher education subsector. Thus, higher institutions face a lot of challenges in trying to get full accreditation from the national regulatory agency given that the requirements set for accreditation conflict with the core missions of the founding bodies of these institutions. This paper discussed the efforts put up by the government through the regulatory agency to address the issue of quality assurance and accreditation of universities. We hope that this can form the basis for useful discussions by different stakeholders to help improve the situation as much as possible. The education sector is looking at academic accreditation as a quality assurance tool. The accreditation procedure aims to enhance not only quality control but also the accountability and transparency of the learning process. Programmes and institutions must use accreditation as a development tool to encourage the production of action plans for change and to embed the process into normal business. A range of best practices has been highlighted that academic accreditation helps to enhance, such as institutional quality, improvement in the teaching and assessment methods of faculty members, development of curricula and align learning outcomes with the labour market.

Conclusively, academic accreditation has created a significant improvement to the programmes by enhancing the quality of teaching and assessment. In addition, by fulfilling the NUC and NCCE requirements, quality assurance ought to be maintained in programmes. However, resistance within a faculty becomes an obstacle for any programme. This occurs where there is lack in knowledge and staff duties are not clearly identified. Future research may explore how to develop the quality of faculty members, especially the older generation, in order to deliver better education. In addition, it is important to note there is a need not only for the procedure that is taking place with the current system but also for tools to measure programme quality.

Recommendations

Based on interviews, observation and personal experience during the academic accreditation process for programmes, this paper sets out the following recommendations to enhance the process and reduce the challenges:

1. Training of faculty members to enhance their knowledge and raise their awareness of accreditation.
2. Properly preparing NUC and NCCE forms and documents to expose issues to faculty members.
3. Course and module design, including learning outcomes, teaching methods and assessment strategies is a significant area of training that should be offered to faculty

- members. This must include sessions on the importance of accreditation and the programme benefits that it can secure.
4. Involving all faculty members in the academic accreditation process is very important to developing knowledge of the process. This will provide staff with a sense of belonging and that they are part of decision-making. In addition, it will enhance the working environment in departments and faculties.
 5. Enhancing quality assurance is a series of actions that never stops. This means that academic accreditation is not an end in itself, it is a process.
 6. Accreditation should ensure that all academic programmes keep their programme content updated, implement new teaching assessment techniques and produce graduates that will meet market demands.
 7. The NUC and NCCE should revisit their forms and documents and simplify the language to make it easy to understand. It should also help to provide examples of the forms and evidences to support the Universities and Colleges of Education in understanding the requirements.

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