Global Academic Research Consortium (GARC)
ISSN: 2384-6361 | Volume 5 Issues 3 & 5 | May 2020 - March 2022
www.arcnjournals.org

International Academic Journal of Educational Research

Global Academic Research Consortium (GARC) Journal Series

International Academic Journal of Educational Research

ISSN: 2384-6361
Volume 5
Issues 3 & 4
May 2020 – March 2022

Global Academic Research Consortium (GARC) Journal Series

International Academic Journal of Educational Research

ISSN: 2384-6361
Volume 5
Issues 3 & 4
May 2020 – March 2022

Publisher:
Africa Research Corps Network (ARCN)
www.arcnjournals.org/garc

172 Jose Marti Crescent, Abuja, Nigeria

Submissions

Manuscripts adhering to author's guideline should be submitted for double-blind peer-review process to the Editorial Board. Manuscripts should be submitted electronically to:

- *journals@arcnjournals.org*
- *arcnjournals@gmail.com*
- *Uploaded via our website: http://arcnjournals.org/index.php/submit-manuscript*

International Academic Journal of Educational Research

Volume 5, Issue 3, PP 1-20, ISSN: 2384-6361, May, 2020
Double Blind Peer Reviewed International Research Journal
garcjournalssubmit@gmail.com
Journal Series: Global Academic Research Consortium (garc)

Development and Validation of Social Studies Cognitive Achievement Test for Junior Secondary Schools in Rivers State

OBILOR, Esezi Isaac, Ph.D.[1] **and OBUBERE, Miasigheni, Ph.D.**[2]
Department of Educational Foundations, Rivers State University, Port Harcourt | Emails:
[1]esezirukanimgboh@gmail.com, [2]obuberemiasigheni@yahoo.com

Abstract: *This study was designed to develop and validate Social Studies Cognitive Achievement Test for junior secondary three (JS3) students in Rivers State. This study was guided by five research questions and used the instrumentation research design. The population for the study was made up of 99840 JS3Social Studies students in public secondary schools in Rivers State. The sample comprised of 650 JS3 students. The instrument developed and validated was Social Studies Cognitive Achievement Test for JS3. The reliability coefficient of the test was 0.76 obtained using Kuder Richardson Formula 20 (KR-20). One hundred items were developed and validated, and after validation and trial testing it was reduced to seventy (70) items which were analyzed to determine the item difficulty, item discrimination and effectiveness of distracters. It was found that 58 items had appropriate item difficulty index, 70 items had positive discrimination index, and 70 items distracted effectively. Mean and standard deviation were used to analyse research question five, and it was found that the items of the developed Social Studies Achievement Test did not deviate from the core curriculum; the developed Social Studies Achievement Test for junior secondary schools has high psychometric properties in terms of difficulty and discrimination indices, the instrument as high reliability coefficient. Basedon these result, it was recommended, among others, that the developed Social Studies Achievement Test should be used by Social Studies teachers in Rivers State and beyond; the items of the Social Studies Achievement Test developed should serve as a template for the development of other achievement tests in Social Studies, and indeed other subjects.*

Key words: *Development, Validation, Reliability, Social Studies, Test, Achievement.*

INTRODUCTION

In Nigeria today, the essence of education cannot be over emphasised, because education helps in contributing greatly to the nation's overall wellbeing and development. On this note, different subjects have been outlined in the curriculum of the educational system, which are to be studied in the various levels of education in Nigeria, so as to attain the required goals of education, as a life wire for effective development of the country, Nigeria.

At the secondary level of the education in Nigeria, Social Studies is studied as one of the main areas of development. Social Studies is best suited to respond to 'what makes us

humans', and this subject covers many disciplines that deal with different areas of life. Social Studies in education helps students become informed citizens. Knowledge of the socio-political and economic conditions of their country and of the world, and knowledge of the rights and obligations of individuals as individuals in society help students become responsible citizens. Through Social Studies, they gain knowledge of human behaviour and cultural values that separate individuals from each other. They create higher levels of people, be it social, economic or lifestyle differences.

Social Studies aim at creating educated individuals who can be responsible citizens of their nation. Teaching children Social Studies increases the possibility of their becoming more aware, more responsible as human beings. The good performance of the students in the society depends on how well this subject is being taught in schools and how well the students have achieved the objectives of Social Studies. Again to ascertain if the students have achieved the desired goals of learning Social Studies, there is the need to determine the extent to which learning objectives are achieved through tests and other educational evaluation methods.

Tests assist the teacher to know the extent of the learners' mastery of the objectives in the subject or programme. Asuru (2015) defined test as a set of tasks, questions, situations, intended to elicit particular types of behaviour; it is an evaluation instrument used to measure skills, knowledge, intelligence, ability, aptitude, attitudes, interests, attention span, motivation, competence, and the like, hence it could take any form. Asuru further defined achievement test as an ability test that is designed to appraise what the individual has learned to do as a result of planned previous experience or training often provided in school. It is specifically used to find out the extent to which a testee has achieved, gained or mastered certain information or skill after he has been exposed to some training. Through achievement test, the teacher is able to know the students' progress in the subject and whether or not the stated objectives have been realized.

In any educational endeavour, there must be criteria for measuring success or achievement. In addition, the criteria must be uniform and standardized. In Nigerian education, it is advocated that materials used in measuring achievements must be such that least error is encountered in the course of the measurement. Instruments used for achievement measurement must possess the needed psychometric properties (appropriate item difficulty, discrimination and distracter indices) if they are to serve the purpose they are constructed to serve. The locally constructed teacher-made tests are usually the most common tools for both assessment and promotion of students into new classes. Most teacher-made tests have been found to be carelessly constructed or not constructed based on test blueprints or tables of specification, they also lack psychometric properties of validity, reliability, appropriate difficulty, discrimination and effectiveness of distracters (Ugwu, 2012, Chime, 2012, Adams, 1981, Inomiesa, 1988 and Nkpone, 2001) To a large extent this claim is true, going by what is observed from the test items of some of the teachers of Social Studies. The test items are not well spread among the topics while some appear to repeat items. Some of the question papers are also hand written while some questions do not reflect the subject content of Social Studies. This is a clear case of invalidity.

Ubolom, Uzoeshi, Amini&Vipene (2011) stated that the importance of test in the life of testees makes it imperative for tests of higher standard to be used in collecting information which reflect their true potentialities. The qualities of a good test therefore

could be broadly classified into two main areas, namely; intrinsic and extrinsic qualities. The intrinsic qualities constitute the validity, reliability and usability, while extrinsic qualities embrace such characteristics as administration and scoring of tests which test development incorporate.

Test development is the set of activities involved in constructing and evaluating a test of some psychological function. The steps include specifying the construct of interest, deciding the test's function (diagnosis, description of skill level, prediction of recovery), choosing a method (performance, behavioural observation, self-report), designing item content, evaluating the reliability and validity of the test, and modifying the test to maximize its utility. Development of a test deals with planning of the test through the item writing to the trial testing stage.Validity of a test implies that a test measures what it sets out to measure and nothing else. A test that is valid is one that is truthful, accurate and relevant in measuring what it intends to measure. A test which is valid measures the content of what it sets to measure and no other thing (Ubolom et al 2011).The reliability of the test refers to the consistency of the results obtained by the same person when tested with the same instrument at different times or with different sets of equivalent tests. Test reliability, therefore, seeks to establish how possible it is to reproduce the same or similar scores when the individual is measured again with the same or equivalent test (Obilor, 2018). The more nearly the scores are reproduced the higher the correlation coefficient and the more reliable the test.Usability or employability of a test is simply based on some common sense and practical considerations on whether a test can be used or not. These considerations include availability of equivalent form of the test, simplicity of instructions, ease of administration, ease of scoring, ease of interpretation and application of the test scores and test economy.

Most teacher-made achievement tests do not ensure these intrinsic and extrinsic qualities of validity, reliability, usability, administration and scoring. This study brings to focus the needed steps in test construction which are test planning, item writing, trial testing, item analysis, item selection, estimation of validity, computation of reliability values, and timing and printing of the final form of the test.

Test planning includes all the preparatory processes in test construction, which is the first stage in the construction of achievement test. The processes are: stating and defining the objectives, outlining the content covered during instruction, and developing a test blueprints or table of specifications. Stating objectives behaviourally plays important roles in the teaching-learning encounter. Generally, they are the expected behavioural changes of the learner as a result of the teaching-learning encounter. They guide both the teaching and the assessment processes. The essence of stating the objectives is to determine the extent of the instructional objectives to be achieved. The objectives should be stated in specific behaviours that the students are expected to exhibit at the end of the lesson. They are usually stated using action verbs which clearly indicate specific and direct observable behaviours.

Outlining the content of instruction encompasses the various teaching content areas, units, topics, and sub-topics that constitute the course or subject as specified in course outline or syllabus (Asuru, 2015). To ensure that a test adequately samples the topics and sub-topics covered in the content, an outline of the content to be covered has to be made. This involves the breaking of the content into smaller units. For instance, a test on part one of educational measurement and evaluation for first degree students could be

broken into the following units: basic concepts, types of tests, qualities of a good test, test construction, test administration and scoring, continuous assessment and soft skills.

The Table of Specification is a two dimensional chart showing list of instructional objectives, content areas and types of items in its dimensions (Obilor, 2019). It also specifies the proportion of questions allotted to each of the behavioural objectives and topics of the content. Preparing the table of specification includes four main steps which are as follows: (a) Determine which instructional objectives to include. (b) Determine which content areas to include. (c) Determine the item types to include. (d) Prepare the 2-way chart (Table of Specification).

The second step of test construction is item writing which is the couching of the items in the required language and format. It constitutes a very important aspect of test construction. Item writing requires both practical experience and professional judgement. It is worthy of note that 50% more items than needed should be written. After the item writing, the pool of items should be reviewed by another expert in the subject area of specialization to spot any ambiguities, grammatical faults. Then the pool of items should be produced for trial testing.

The trial testing or trial-run of the pool of items is the third step of the test construction. This is akin to the test run-of a newly built industrial plant to determine if the installation conforms to standard before actual production begins. Just as in the industrial settings, trial testing is a very important stage in test construction because it is a stage of quality assurance/quality control and thus, determines whether each item and as well the entire test will be fit-for-purpose. This is determined both judgementally and statistically during item analysis.

The items should be administered to a fairly representative sample of testees similar to those for whom the test is intended in terms of the content and objectives of their programme. The essence of the trial testing is to generate empirical data about the individual adequacy of each item and thus provide information for item analysis.According to Wiggins (1998) andRiaz (2008), item analysis is about how difficult an item is and how well it can discriminate between the good and the poor students. In other words, item analysis provides a numerical assessment of item difficulty, item discrimination and effectiveness of distracters. It provides objective, external and empirical evidence for the quality of the items. The objective of item analysis is to identify problematic or poor items which might either confuse the respondents or do not have a clear correct response or a distracter might well be competing with the keyed answer. Item analysis comprises item difficulty, item discrimination, and effectiveness of distracter.

The forth step of test construction is item analysis. Item analysis is the process of "testing the item" to ascertain specifically whether the item is functioning properly in measuring what the entire test is measuring (Obilor, 2019). Item analysis begins after the test has been administered and scored. It involves detailed and systematic examination of the testees' responses to each item to determine the difficulty level and discriminating power of the item. The procedure for item analysis involves arranging the scores in ascending order from the highest to the lowest scores. The scores of the highest 27% and lowest 27% testees are selected and use. For instance, if the test was trial tested on 450 students, the scripts will be arranged in descending order of scores. One hundred and one highest scores (27% of 450) will be selected to make up the highest scorers and 121 lowest scores (27%, of 450) to constitute lowest scorers. The rest scripts will be discarded. These

highest 121 and lowest 121 scorers will be used for item analysis.

Item difficulty is simply the percentage of students who answer an item correctly. In this case, it is also equal to the item mean. The item difficult index ranges from 0 to 100; the higher the value, the easier the item (question).Item discrimination refers to the ability of an item to differentiate among students on the basis of how well they know the material being tested. Ideally, more testees in the upper group should get each item correct than those in the lower group, while effectiveness of distracters is one that attracts students with misconceptions or errors in thinking and reasoning, generally those with lower overall ability. It is expected that all the distracters in each item should operate effectively. This means that every distracter must be chosen by at least one person each from the upper and lower groups.

Item selection is the fifth step of test construction in which the number of items needed is selected. Items should first be ranked in descending order based on the magnitude of their discriminating power. Those with zero and negative values should be rejected out rightly. In the case of item difficulty, there is no specific value to be selected, but it depends on the use of the test. In most achievement tests, values of between 40% and 60% (.4 and .6) levels of difficulty are selected to cater for a wide talents or achievement range. It is on the basis of rejecting some items that the need to write more items than needed is premised.

Estimating the validity and reliability values of the test is the sixth step. In this step the researcher is to use any of the following methods: Validity: content, face, construct and criterion; Reliability: Test-Retest, Spilt-Half, Cronbach Alpha, Kuder Richardson, and Parallel Form.Timing and printing of the final form of the test is the last stage in test construction and should be done considering the age, sex, disposition, location and educational level of testees. Purpose of the test must be considered too when timing the test.

Statement of the Problem

In the school system, the curriculum demands that different assessments be carried out in the course of the instruction to guide effective teaching, learning and to assess the level of mastery of the students. Among these is the routine weekly, end-of-term and/or end-of-session test. Unfortunately, most teachers do not know how to develop valid and reliable tests.The researcher has been observed and other researchers too (Chime, 2012;Ugwu, 2012; Obilor, 2019) that the teacher-made tests lack basic psychometric propertiesand as a result they are not very appropriate for the assessment of students. This may be due to several reasons including teachers' lack of the requisite skills of test development. It is to check this anomaly that this study sought to establish the requisite test construction template that will equip teachers and other stakeholders to be able to produce and use, quality test items that possess the desired psychometric properties.

Purpose of the Study

The purpose of this study was to develop and validate Social Studies Achievement Test (SSAT) for junior secondary schools in Rivers State. Specifically, the study intended to:

1. Develop Social Studies Achievement Test (SSAT) for junior secondary three (3) students in Rivers State

2. Validate the developed test in terms of content of the Social Studies Curriculum.
3. Trial-test the developed test by giving it out to an equivalent group.
4. Perform item analysis to determine the item difficulty, discrimination and the effectiveness of distracters.
5. Determine the reliability coefficient

Research Questions

The study was guided by the following research questions:

1. What Social Studies Achievement Test has been developed by the researcher?
2. To what extent are the developed items valid in terms of content of the Social Studies Curriculum?
3. What are the item difficulty, discrimination indices and effectiveness of distracters of the items?
4. What is the reliability coefficient of the Social Studies Achievement Test (SSAT)?

METHODOLOGY

The study adopted the instrumentation research design. Instrumentation research design was used because the study involved the development and validation of Social Studies Achievement Test (SSAT)) for evaluating the cognitive learning outcomes of junior secondary students in Social Studies. The population of the study was 99840 junior secondary school distributed as follows: Rivers East – 55647; Rivers South-East – 21305; and Rivers West – 22888 (Rivers State Universal Basic Education Board, 2018). The sample size comprised all the 650 Junior Secondary 3 (JS3) students offering Social Studies in Rivers State made up of 280 students (Rivers East), 178 students (Rivers South-East), and 192 students (Rivers West).

The instrument used for data collection was the researcher-developed Social Studies Achievement Test (SSAT) with a reliability coefficient of 0.76 computed using Kuder-Richardson Formula 20 (K-R20). The test was constructed based on the JS3 Social Studies Curriculum. The topics covered were: contents of Social Studies, family life education, roles of extended family members in child development, human trafficking, harmful traditional practices in Nigeria, promoting peaceful living in our society, social conflict, conflict management and resolution strategies, controlling cultism in our society, preventing drug trafficking, common crimes and associated punishment, and Crimes and National Security.

RESULTS

Research Question 1: What Social Studies Achievement Test has been developed by the researcher?

Appendix A shows the Social Studies Achievement Test developed by the researcher.

Research Question 2: To what extent are the developed items valid in terms of content of the Social Studies Curriculum?

The draft SSAT was submitted to 47 experts in Social Studies, Measurement and Evaluation, and the teachers of Social Studies from all the sampled junior secondary schools in Rivers State, for detailed editing, careful and critical review of the test items. This was done to avoid the inclusion of irrelevant items. To further ensure content validity of the SSAT, a table of specification (test blueprint) was developed and used as a guide in constructing the items. The said table of specification was also made available to the Social Studies experts for the validation exercise. Table 1 displays the Table of Specification for the SSAT for JS3 in River State.

Table 1: Table of Specification for Social Studies Achievement Test for JS3

Contents	Behavioural Objectives						Total
	Know.4 4%	Comp. 20%	Appl. 16%	Anal. 10%	Synth. 10%	Eval. 0%	
Contents of Social Studies (6%)	4	1	NA	1	NA	NA	6
Roles of extended family members in child development (6%)	4	2	NA	NA	NA	NA	6
Human trafficking (10%)	4	2	2	2	N.A	N.A	10
Preventing human trafficking (8%)	3	2	2	N.A	1	N.A	8
Harmful traditional practices (8%)	4	1	1	1	1	N.A	8
Promoting peaceful living in our society(8%)	3	2	2	1	NA	NA	8
Social conflict (10%)	4	2	2	1	1	NA	10
Managing and resolving (10%)	4	2	1	NA	3	NA	10
Controlling cultism in our society (10%)	4	1	2	1	2	NA	10
Preventing drug trafficking (10%)	4	2	1	1	2	NA	10
Common crime and associated punishment (6%)	3	1	2	NA	NA	NA	6

Crime and National security (8%)	3	2	1	2	NA	NA	8
TOTAL	**44**	**20**	**16**	**10**	**10**	**0**	**100**

Note: NA = Not Applicable, while Know, Comp, Appl, Anal, Synth and Eval represent respectively Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation.

Research Questions 3: What are the item difficulty, discriminating indices, and effectiveness of distracters of the items?

Table2: Item Analysis Showing the Difficulty, Discriminating Indices and Distracters.

S/No.	Items	Keys	Upper 27%	Lower 27%	Difficulty Index	Discriminating Index	Distracters
1	1	D	160	82	0.69	0.44	A, B and C
2	2	C	158	49	0.59	0.62	A, B and D
3	3	C	104	57	0.46	0.27	A, B and D
4	4	D	147	59	0.59	0.50	A, B and C
5	5	C	163	54	0.62	0.62	A, B and D
6	6	A	158	62	0.63	0.55	B, C and D
7	7	B	148	54	0.58	0.54	A, C and D
8	8	B	85	40	0.36	0.26	A, C and D
9	9	A	138	60	0.57	0.44	B, C and D
10	10	A	145	72	0.62	0.42	B, C and D
11	11	A	153	56	0.58	0.55	B, C and D
12	12	B	150	55	0.59	0.54	A, C and D
13	13	B	83	47	0.37	0.21	A, C and D
14	14	B	138	51	0.54	0.50	A, C and D
15	15	A	141	53	0.55	0.50	B, C and D
16	16	A	143	56	0.57	0.50	B, C and D
17	17	C	157	66	0.64	0.52	A, B and D
18	18	C	140	61	0.57	0.45	A, B and D
19	19	D	139	48	0.53	0.52	A, B and C
20	20	A	128	49	0.51	0.45	B, C and D
21	21	C	113	48	0.46	0.37	A, B and D
22	22	D	118	47	0.47	0.41	A, B and C
23	23	A	123	51	0.50	0.41	B, C and D
24	24	D	142	70	0.61	0.41	A, B and C
25	25	D	152	57	0.60	0.54	A, B and C
26	26	A	114	62	0.50	0.30	B, C and D
27	27	D	80	35	0.33	0.26	A, B and C
28	28	D	128	51	0.51	0.44	A, B and C
29	29	A	133	60	0.55	0.42	B, C and D

Table2 continues:

30	30	A	138	74	0.61	0.37	B, C and D
31	31	A	140	63	0.58	0.44	B, C and D
32	32	C	155	58	0.61	0.55	A, B and D
33	33	A	141	68	0.60	0.42	B, C and D
34	34	A	114	67	0.52	0.42	B, C and D
35	35	D	133	52	0.53	0.46	A, C and C
36	36	B	156	52	0.59	0.59	A, C and D
37	37	D	150	51	0.57	0.56	A, B and C
38	38	C	154	53	0.59	0.57	A, B and D
39	39	D	151	60	0.60	0.52	A, B and C
40	40	D	90	48	0.39	0.24	A, B and c
41	41	A	153	56	0.58	0.55	B, C and D
42	42	A	163	54	0.62	0.62	B, C and D
43	43	D	158	49	0.59	0.62	A, B and C
44	44	A	124	58	0.52	0.37	B, C and D
45	45	B	150	5	0.59	0.53	A, C and D
46	46	C	155	58	0.61	0.55	A, B and D
47	47	B	136	56	0.55	0.48	A, C and D
48	48	D	152	60	0.61	0.53	A, B and C
49	49	B	154	58	0.61	0.55	A, C and D
50	50	D	150	55	0.59	0.31	A, B and C
51	51	C	120	50	0.48	0.40	A, B and D
52	52	A	120	70	0.54	0.28	B, C and D
53	53	D	80	35	0.33	0.26	A, B and C
54	54	A	85	40	0.36	0.26	B, C and D
55	55	A	100	52	0.43	0.27	B, C and D
56	56	C	136	56	0.55	0.48	A, B and D
57	57	B	152	60	0.61	0.53	A, C and D
58	58	D	97	60	0.49	0.21	A, B and C
59	59	C	83	47	0.37	0.21	A, B and D
60	60	C	104	57	0.46	0.27	A, B and D
61	61	A	147	59	0.59	0.50	B, C and D

Table2 continues:

62	62	C	91	48	0.39	0.24	A, B and D
63	63	D	128	49	0.51	0.45	A, B and C
64	64	A	113	48	0.46	0.37	B, C and D
65	65	C	98	40	0.39	0.33	A, B and D
66	66	A	123	51	0.50	0.41	B, C and D
67	67	A	142	70	0.36	0.41	B, C and D
68	68	B	88	40	0.36	0.27	A, C and D
69	69	D	114	62	0.50	0.30	A, B and C
70	70	A	85	41	0.36	0.25	B, C and D

Table 2 shows the item difficulty and discrimination indices of each of the items of the instrument. In terms of item difficulty, 58 items out of 70 items have item difficulty indices ranging from 0.43to0.61 which satisfied the acceptable range, while 12 items

fell within 0.33 to 0.37 which indicated that the items are not adequate for inclusion. In terms of item discrimination the 70 items have item discrimination ranges from 0.21 to 0.62 which also satisfied the acceptable range.All the 70 items distracted effectively.

Research Question 4: What is the reliability coefficient of the Social Studies Achievement Test (SSAT)?
The reliability coefficient of the SSAT is 0.76 computed using Kuder Richardson Formula 20 (KR-20). This shows that the Social Studies Achievement Test developed is highly reliable.

SUMMARY OF FINDINGS

1. A Social Studies Achievement Test containing 58 items was developed.
2. The developed test met the criteria of content validity.
3. Fifty eight(58) items of the Social Studies Achievement Test have appropriate item difficulty indices, 70 items have positive discrimination indices, and all the items distract effectively.
4. The developed Social Studies Achievement Test has a high reliability coefficient of 0.76 using Kuder Richardson formula.

Discussions
The results of the study show that 58 items out of 70 items have item difficulty indices ranging from 0.43 to 0.61 which satisfied the acceptable range, while 11 items fell within 0.33 to 0.37 which indicated that the items are not ideal. In terms of item discrimination, 70 items have item discrimination indices ranging from 0.21 to 0.62 which also satisfied the acceptable range. This implies that most of the items are ideal and are acceptable because they have appropriate difficulty indices and positive discrimination indices.

These results are similar to the findings by Inomiesa (1998) who constructed and validated an achievement test on upper primary science. The 102 items have facility indices which ranged from 0.30 to0.70 and discrimination indices of 0.20 to 0.60. Also the results are similar to those of Adams (1981) who constructed and validated an achievement test in Integrated Science for Nigerian Secondary JS1 students. The following psychometric measures were established for the test: an average discriminative index of 46.33, a difficulty indices range of 18.5 to 82.5.This work is similar to that of Chime (2012) and Adams (1981) who also agreed that in their various achievement test items, the distracters distract effectively.

The developed Social Studies Achievement Test for junior secondary schools in Rivers State has a very high reliability coefficientof 0.76 using Kuder-Richardson formula. In a similar manner, the studies by Effiong (2006), Nkpone (2001) and Inosmiesa (1988) had reliability coefficients of 0.99, 0.89 and 0.87 respectively using Kuder Richardson formula. These values of reliability coefficient were considered high reliability, thus the present study is equally considered to have a high level of reliability coefficient, thereby making the SSAT very valuable.`

CONCLUSION

From the results obtained, the following conclusions were drawn:

1. The Social Studies Achievement Test (SSAT) was developed by the researcher.
2. The validated items were congruent withtheSocial Studies curriculum.
3. The developed and validated Social Studies Achievement Test exhibited a good measure of difficulty and discrimination indices, and the items distracted effectively.
4. The Test has a high reliabilitycoefficient of 0.76 computed usingKR-20 method.

RECOMMENDATIONS

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

i. The developed Social Studies Achievement Test should be used by Social Studies teachers.
ii. The items of SSAT developed should serve as a template to develop other achievement tests in Social Studies (and other subjects) for junior secondary schools.
iii. Regular sensitization workshop, seminars and conferences should be organized for teachers in order for them to be acquainted with techniques needed for construction of valid assessment instruments.
iv. Educational inspectors should improve upon their duties by embarking on consistent, planned and objective inspection.

REFERENCES

Adams, I. K. (1998). *Construction and validation of an achievement test in Integrated Science for the Nigeria secondary school class one.* Unpublished M.ed. Thesis. Ibadan: University of Ibadan.

Asuru, V. A. (2015). *Measurement and evaluation in education and psychology*. Port Harcourt: Minson Nigeria Limited.

Chime, U. M. (2012). *Development and validation of economics achievement test for senior secondary school students*. Unpublished M.Ed Thesis, Faculty of Education, University of Nigeria, Nsukka.

Effiong, E. J. (2006). *Development and Validation of alternative to practical tests for measurement skills in electronic devices and circuits on technical colleges.* Unpublished Ph.D Thesis, University of Nigeria, Nsukka.

Inomiesa, E. A. (1988). *The development, validation and use of standardized instrument for the continuous assessment of pupil achievement in upper primary science.* Unpublished Ph.D Thesis, Department of Education, University of Nigeria Nsukka

Nkpone, H. L. (2001). *Development and standardization of Physics achievement test for senior secondary school students.* Unpublished M.Ed Thesis, Faculty of Education, University of Nigeria, Nsukka.

Obilor, E. I. (2018). *Fundamentals research methods and statistics in education and social sciences.* Port Harcourt: Sabcos Printers and Publishers.

Obilor, E. I. (2019). Essentials of measurement and evaluation. Port Harcourt: Sabcos Printers and Publishers.

Onunkwo, G. I. N. (2002). *Fundamentals of educational measurement and evaluation.* Owerri: Cape Publishers International Ltd.

Riaz, M. N.(2008).*Test Construction: Development and Standardization of Psychological Tests in Pakistan*. Islamabad: HEC

Ubolom, W. J., Uzoeshi, K. C., Amini, C. M. & Vipene, J. B. (2011). *Fundamentals of measurement and evaluation.* Port Harcourt: Celwil Publisher.

Ugwu, S. N. (2012). *Development and validation of criterion referenced achievement test in Biology.* Unpublished M.Ed Thesis, Faculty of Education, University of Nigeria, Nsukka.

Wiggins, G. P. (1998). *Educative assessment: Designing assessments to inform and improve student performance*. San Francisco: Jossey-Bass.

APPENDIX A
Social Studies Achievement Test Items that Passed the Item Analysis Exercise

1. Social Studies is best defined as
(a) the study of the physical and social environment of a society.
(b) the study of man's use of science and technology in the society.
(c) the study of man, his culture and his society.
(d) the study of man and his environment.

2. Which of these is NOT a preventive measures of human trafficking?
i. Awareness raising
ii. Education
iii. Stealing
iv. Advocacy

3. Which of the following is NOT among the roles of extended family members in child development?
i. Act as agent of socialization
ii. Learning how to relate to elders, younger family members and peers.
iii. Going to school to study
iv. Support the nuclear family members whenever the needs arises.

4. These are different types of harmful traditional practices in Nigeria/ communities EXCEPT

i. early marriage
ii. female circumcision
iii. use of children for begging
iv. training children in school

5. All of these are consequences of harmful traditional practices in Nigeria/ communities EXCEPT

(a) problem at child birth
(b) exploitation of children
(c) such children will be brilliant at school
(d) deprivation of schooling

6. Peace is best defined as

(a) cordial and friendly living among different groups of people
(b) making enmity among the people living close to you
(c) quarrelling with everyone around you
(d) learning the right thing and doing the wrong

7. Which of the following is NOT a solution to cultism?

(a) Establishment of counselling unit
(b) Legal backing should be given to cultist
(c) Law enforcement agents should punished cultist
(d) Good leadership should be put in place

9. Conflict is best defined as

(a) inter personal misunderstanding
(b) non- violent means of conflict resolution
(c) alternative dispute resolution
(d) management and resolution

10. Conflict means

(a) an interpersonal misunderstanding
(b) pursuit of compatible interests and goals by different groups
(c) types of misunderstanding
(d) non - violent and violent interest and goals by different groups

11. One example of violent conflict

(a) inter-ethics conflicts
(b) community conflicts
(c) war conflicts
(d) insultive conflicts

12. Which of the following is NOT a reason why students join cultism?

(a) Search for security
(b) Pressure from parents
(c) To have sense of belonging
(d) To protect their love ones

14. One negative effect of conflicts
(a) obvious societies
(b) dislocation of families and communities
(c) cold weather
(d) groups confidence

15. The two types of conflict are
(a) violent and non-violent conflict
(b) violent and peace conflict
(c) quarrelling and peace conflict
(d) non- violent and peace conflict

16. Examples of conflict are
(a) inter and intra ethnic conflict
(b) communal and intra ethnic conflict
(c) inter and inter-ethnic conflict
(d) communication and communal conflict

17. All of these are conflict management and resolution EXCEPT
1.0 dialogue
2.0 compromise
3.0 fighting
4.0 court ruling

18. Which of these is NOT attributes required for conflict resolution?
(a) Mutual understanding
(b) Self- control
(c) Fighting and corruption
(d) Respect for rule of law.

19. The following are roles expected in the extended family EXCEPT.
(a) socialization
(b) sharing folklores
(c) support to the nuclear family
(d) human trafficking.

20. Which is one of the reasons why people traffic in drug?
(a) Money
(b) Ignorance
(c) Mania
(d) Gold

21. Harmful traditional practices can cause
(a) traditional harm
(b) harmful doctrines
(c) deprivation of schooling
(d) public enlightenment

22. .....means cordial and friendly living among different groups of people.
(a) War
(b) Conflict
(c) Dispute
(d) Peace

23. Peace in the societyis a type of
(a) Positive peace
(b) anxiety
(c) deprivation
(d) Injustice

24. Positive peace are characterized by the following EXCEPT
(a) justice, fair play and development
(b) absence of war (physical and cold war)
(c) respect and tolerance between people in the society
(d) fear, suffering, violence and deprivation

25. Which is the one that does not promote peace?
(a) Tolerance
(b) Social Justice
(c) Human rights
(d) Prejudice

26. Patriotism can be seen in the
(a) protection of public properties everywhere they are located.
(b) destruction of Public properties where they are located.
(c) converting public properties to private use.
(d) using public properties to favour our friends.

28. One type of peace is
(a) cordial peace
(b) lawful peace
(c) basic peace
(d) negative peace

29 Which of these is NOT one of the consequences of human trafficking?
(a) Education
(b) Loss of human resources

(c) Sexual violence
(d) Lots of crime

30 Human trafficking is best defined as
(a) the recruiting, transporting and of persons across borders and with the intention to deceive and exploit them.
(b) transferring of goods from one place to another
(c) the recruiting of people to sell drugs
(d) the increasing of demand for foreign workers.

xxxi. List three factors responsible for children and woman trafficking
(a) poverty, increasing demand for foreign workers and false hope of continuing education or working abroad.
(b) poverty, farming and education
(c) working abroad, stealing and schooling
(d) education, charts and trafficking

xxxii. These are consequences of children and women trafficking EXCEPT
(a) loss of human resources
(b) addiction and sexual violence
(c) education
(d) weakens ties of family love and influence.

33. Which of these are ways of promoting peace?
(a) Tolerance, social justice and human right
(b) Tolerance, stealing and quarrelling
(c) Stealing, tolerance and human rights
(d) Human rights, tolerance and stealing

34. Most often, the victims of human trafficking are made to believe that they will
(a) secure well paid job
(b) becomes slaves in the land
(c) see suffering
(d) put in jail

35. Human Trafficking can be prevented through the following EXCEPT
(a) Education
(b) Awareness raising
(c) Advocacy visits
(d) Marginalization

36. Which of the following is NOT a cause of cultism?
(a) Drug influence
(b) Proper parental care
(c) Peer group influence
(d) Proper parental cure

37. All these are responsible for children and women trafficking EXCEPT
(a) false hope of continuing education
(b) poverty among the parents of the have nots
(c) increasing demand for foreign workers
(d) good Governance in the land.

38. Consequences of Human Trafficking include all but
(a) Loss of human resource
(b) Life of Crime, Addiction and Sexual violence
(c) Security of life and property
(d) Untimely death.

39. All but one of these is NOT consequences of harmful traditional practices
(a) problem of child birth
(b) exploitation of children.
(c) deprivation of schooling
(d) public enlightenment

41. ..... pushes students to join cultism
(a) Poor home background
(b) Good family bonds and cohesion
(c) Regular family upkeep
(d) Reputation

42. One of common social, human happening in the world today is
(a) human trafficking
(b) functional aspects
(C) civil acts
(d) slavery

43. One thing victims of human trafficking are often made to believe is that
(a) human trafficking is one of the common social, human and degrading issue happening in the world today
(b) human trafficking has three main functional aspects
(c) human trafficking is a kindof No-slavery where people are hired, tricked or forced to work against their will for the environment of others,
(d) they will be engaged in lucrative work overseas which will help them improve their standing of living.

44. All of these are causes of drug trafficking EXCEPT
(a) contentment
(b) greed
(c) ignorance
(d) poverty

45. The best way of resolving conflict in the society is through.

(a) fighting war
(b) dialogues
(c) going to court
(d) keeping malice.

46. One consequence of human trafficking is
(a) many people are employed
(b) many people are made ungodly
(c) family ties are weakened
(d) good life provided for poor families

47. .....practices are engagements that bring physical, mental, social and health dangers and damages to people.
(a) Meaningful traditional
(b) Harmful traditional
(c) Worthwhile traditional
(d) Handful practices

48. Which among these is NOT a harmful traditional practice?
(a) Female Circumcision
(b) Early marriage
(c) Gender Discrimination
(d) Good Traditional rule

49. The strongest weapon of preventing harmful traditional practices is through
(a) avoiding going to school
(b) legislation
(c) lagislation
(d) stopping female education.

50. Absence of war is…….. type of peace
(a) a lawful
(b) a basic
(c) a positivity
(d) a positive

51. The order or mechanism generally accepted as best approaches of monitoring, preventing, managing and resolving issues of social conflict among people with incompatible interest is also known
(a) conflict managers and resolution
(b) means of conflicts resolution
(c) conflicts management and resolution
(d) traditional Approaches.

52. Modern approach to conflict resolution include.
(a) dialogue

(b) traditional
(c) accommodative
(d) management.

55. For the effective management and resolutionof conflicts, the parties must exhibit one of these:
(a) A show of tolerance in the face of provocation
(b) Press home one's personal opinion to win the opponent over
(c) A show of emotions when feeling bad, tensed, worried or angry.
(d) A description of non-violence methods of resolving conflicts.

56. Any organization whose known and unknown activities are restricted to their members is referred to as
(a) Formal group
(b) Prejudice
(c) Cultism
(d) Bonds & Cohesion

57. One of the ugly activities of cultism that can be found in their male students is
(a) discipline
(b) sexual harassment and raping of girls
(c) prudent spending
(d) order and respect for authority

58. The following are causes **o**f cultism EXCEPT
(a) peer group influence
(b) exposure to foreign values
(c) proliferation of arms
(d) justice at high levels

60. Ritual practices by a group of people whose membership, admission, practices and initiation platforms as well as their modes of operation are absolutely done in secret is known as
(a) conscience
(b) occultist
(c) cultism
(d) coltism

61. All of these are cultists' activities EXCEPT
(a) worshipping God
(b) drinking of alcohol
(c) drinking dead blood
(d) night flying

63. Cultism can be stopped by.
(a) solving cultist problems

(b) preventing its spread
(c) student studying hard to achieve success
(d) granting cultist amnesty.

64. Drug Trafficking is trading in..... Drugs
(a) illegal
(b) wholesome
(c) branded
(c) free

66. Another name for Big time drug Bandits is
(a) drug barons
(b) drug producers
(c) drug consumers
(d) money

69. These factors contribute to conflict in Nigeria EXCEPT
(a) poverty
(b) interpersonal ideals
(c) ethnic fear
(d) tolerance

International Academic Journal of Educational Research

Volume 5, Issue 3, PP 21-53, ISSN: 2384-6361, December, 2020
Double Blind Peer Reviewed International Research Journal
garcjournalssubmit@gmail.com
Journal Series: Global Academic Research Consortium (garc)

Determining the Relationship between Factors Influencing e-Learning System Utilization among Academics of Higher Education Institutions in Nigeria

Kabu Madu[1] and Ahmed Fauzi Bin Mohammed Ayub[2]
[1]Department of Technical Education. Ramat Polytechnic Maiduguri, Borno State Nigeria
[2]Department of Foundation Education, Faculty of Education Studies, Universiti Putra Malaysia
Emails: gadzamamadukabu@gmail.com

Abstract: *This study offers an empirical appraisal of an expansion of Technology Acceptance Model (TAM), its looks at how university lecturer's technology adoption could impact their intention to utilize e-learning under a non-mandatory condition in higher education institutions of Nigeria. However, chances are that e-learning could fail to deliver the needed capacity of influence in education when lecturers struggle to adapt due to inherent technical issues. Computer literacy and self-motivation are common factors that affects the e-learning progression in the academic environment. The information was gathered from 312 sample size of lecturers from six selected universities in north-eastern Nigeria. These data have been analysed with Structural Equation Model to test the relationship between the factors of the proposed model. The result revealed that out of a total of six external factors, all were discovered supportive and critical indicators of e-learning utilization directly/indirectly among the university lecturers. In the past, the researchers have affirmed the validity of the expanded technology acceptance model in deciding the levels of acceptance to utilize innovation. The study grasped closely the implications of the outcome of researchers and professionals as regards e-learning adoption in teaching and learning, in addition the study provides an archive for formulating educational policies easily accessed by administrators of higher education institutions.*

Key words: *E-learning, Academic lecturer, usage, technology acceptance model, structural equation modelling.*

1. Introduction:

The education sector is one of the areas where innovation has made a considerable impact. The processes required from when a student applies for admission until graduation can be caught and stored by computer applications of the modern time. The web facilitates these procedures independent of geographical location. Student's utilization of online learning and the internet network have guaranteed that educationists change the conventional

methods used in teaching and learning (Deepshikha 2018). Modern research on teaching and learning have changed due to the utilization of e-learning management system, the web contains learning resources with no limitations and boundaries of time or area (Al-Samarraie, *et al.*, 2016). Development of e-learning by information and communication technology (ICT) has emerged as an innovative move towards the facilitation of learning liberty in higher education. Al-Samarraie et al (2017) stated that e-learning gives an alternative to traditional classroom instruction, more so, it empowers students to suitably enjoy taking courses in succession without time confinements or geographical constraints (Al-Samarraie *et al.*, 2017).

E-learning technology has reshaped other tertiary educational practice in terms of improving academic learning and will be more feasible in the future (Stanislava and Lambri 2016). Hussain (2012) reported that the internet and its usage in higher education have improved educational development and the research has encouraged virtual interactions for sharing research findings.

For decades researchers have searched for different ways and methods for improving effectiveness of education and increasing the value that comes with it (Tulinayo *et al.,* 2018). E-learning is a remedy to such a need (Alone, 2017). In recent decades, rapid development of engineering and technology has led to the emergence of entirely new classes of electronic devices (Frisnoiry et al., 2018), their capabilities are continuously growing, and their prices fell sharply. As a consequence, they are widespread and they have been gradually included in the educational learning process worldwide. The use of electronic devices in education has led to some changes of the training methods, to completely new and unprecedented pedagogical and didactic approach.

E-learning is performed with willingness to disseminate information by tutors, and the readiness to perform the tasks by learners, because this form of learning permits choosing the topic, the preferred time and place for the learners, these supposes their positive attitudes to e-learning. The satisfaction from the implemented tasks and received feedback in e-learning contributes to further organization of time and efforts put by the learner, and to characterize such attributes that correspond to one's values (Stanislava and Lambri 2016). E-learning provides intelligence acquisition, and advances the participation and thought sharing among students and the lecturers. It is well known that digital materials, often OPEN EDUCATIONAL RESOURCES improves the quality of education and at affordable cost, these are some of the reasons behind the needs to implement e-learning in Nigerian universities education system. (Kimwise et al., 2019)

More so, e-learning provides advance participation and thought sharing among students and lecturers (Al-Samarraie et al., 2016; Alsabawyet al., 2016). Therefore, e-learning seems to advance current learning and teaching practices by giving more productive and viable learning encounters, hence, it is basic to guarantee that e-learning system effectively integrates qualities that guarantees long-term utilization of innovation or small piece of information technology following its underlying acceptance in both higher education and other fields of non-mandatory situations (Abersek and Abersek, 2011; Dolenc and Abersek, 2015).

Regrettably, introducing ICT into the learning practice and adopting online programs and courses do not warrant a reception in e-learning (Chen 2011; Oberiri and Timothy 2018). Conventional teaching and e-learning vary in how students take delivery of instruction, how instructors transmit teachings, on how they correspond with their students, how students take rights of the learning method, how the learning resources are accessible, and who is the key supplier of information. For instance, in e-learning system, someone can reside in a distant part of the world and still have right to the usage of an educational platform, which reduces the cost of learning and provides access to those who do not have such prior opportunities (Chang, 2016). E-learning is flexible in the way that it offers an online learning environment that is accepting, suitable, and remote (Doculan 2016).

In the e-learning system a lecturers/instructors do not have total and complete authority over the use of the materials and speed of conveying instructions to students. Conversely, students are contributors to the learning process and not lifeless members of the virtual environment (Bahhouth, et. al., 2011). Consequently, some of the lecturer's analysis of e-learning require additional work and time on their part, besides, an instructor-centred setting is desirable, since it is economically cautious (Bair and Bair, 2011). In toting up, e-learning provides for independent learning and bridges that covers the gap by being cost-effective, geographic convinience, and collective boundaries (Mtebe, *et al.,* 2016).

According to a study conducted by Obaseki (2017), the requirement for lecturing have been greater than before since lecturers play a key role in the online learning situation (Obaseki, 2017). Online instruction is a new experience for the majority of virtual schoolteachers and "not everyone is enthusiastic about the growth of technology-mediated teaching" (Bacow, et al., 2012). This is the reason why most academic lecturers tend to have a low recognition rate of e-learning systems (Seaman, et al, 2018).While e-learning offers various supporting features for teaching-learning processes, most universities in Nigeria have made a considerable investment in e-learning that are not used by the faculty members to their fullest capabilities (Siddiquah and Zeema 2017).

E-Learning Africa (2015) conducted a continent-wide survey of education and ICT professionals, the survey design used nine countries it confirmed that 95% of respondents viewed e-learning/ICT as the key to improving education, the report was consequent to which the population of the Commonwealth Certificate for Teacher ICT/E-learning Integration (CCTI) Programmed was established (Aishah and Zeema 2017). There have been insufficient awareness in many schools, colleges, universities, institutions and government departments of the benefits e-learning provides. It was recommended that governments, international organizations, and institutions should harness the potentials of the technology to improve education and the economy of Africa (Faria and Mariam 2017). Digital materials, often open educational resources (OER) improves the quality of education and provides it at less cost.

Olutola et al, (2015) examined the challenges of e-learning technologies in Nigerian University education and concluded this is a challenge that requires awareness. Education is the foundation of innovation and development, and the role of e-learning in the teaching and learning process cannot be overemphasized. E-learning is one of the most efficient tools for advancing knowledge, skills, and development in any nation. It is necessary for

quality education in Nigerian tertiary institutions. This paper reviews the concepts, benefits, and challenges facing e-learning education in selected north-eastern Nigerian universities. The paper recommends that government at all levels; non-governmental organizations and private sectors should assist to equip universities e-learning centre's with model equipment for effective delivery of instructions from lectures to students through e-learning technologies (Ivanna and Atik 2019)

Jaschik and Lederman (2014), posited that the evaluation of academic staff attitudes on advance innovation, demonstrated that the greater number of staff showed their intention to use an e-learning. However, with slim interest in this perspective: posting course syllabus, and recording grades, just a couple of academic staff revealed that using the e-learning is the most proficient method to record their lecture at campuses. While the advance part of higher educational organizations that have e-learning set up, at the portion of the academic staff reported that using such frameworks at all time while most of the academic staff do not exploit propelled e-learning ability to enhance the students' learning outcomes. In this way, more inquiries about these are required to understand a superior comprehension of the factors that influence academic staff e-learning usage (Mtebe *et al.,* 2016). The structure adapted for a faculty-led inventiveness to develop a community to practice a form of enlightened and advance education, used a mixed-method procedure of a faculty-developed, electronic survey to evaluate 72 faculty members exposed on the positive position toward technology in the classroom and the normal faculty member used about six technological tools in their courses. One discovery of worry is that faculty are scared that technology causes trouncing of humanistic perspective in education. These discoveries demonstrate the confirmation of extended usage of e-learning by the scholarly teachers, more research is essential to grow better and robust elements that impact scholastic instructors' utilization (Thomas, 2014). The principal reasons for this paper are: To identify the factors that impact academic education to utilize e-learning and to decide the very basic level of causal relations between the variables (Alone *et al.,* 2019). The research questions proposed for the study are;

1. Does technology readiness (TR), subjective norm (SN), technology self-efficacy (TSE), perceived enjoyment (PE), attitude towards use (ATT), perceived usefulness (PU), behavioural intention (BI), job relevance (JR), and facilitating condition (FC) have positive effect on E-leraning utilization?
2. What is the predictive variation of Perceived usefulness (PU) and behavioural intention (BI) on E-learning utilization?

Consequently, this paper used Davis' (1989) Technology Acceptance Model (TAM) extended as a normal model to predict instructors' belief and utilization of e-learning in higher education institutions. Furthermore, this paper anticipated expansion of the first TAM by including six external factors: technology readiness, subjective values, technology self-efficacy, perceived enjoyment, job relevance, and facilitating conditions in it and inspected its legality in descriptive academic staffs' utilization behaviour (Mthethwa and Munyaka 2018). Through directing empirical research among university academic instructors. The assessment offered the basic outcome relating to academic staffs' state of mind under a situation of non-obligatory utilization of e-learning framework. In light of the

outcomes, the significant determinants of e-learning utilization defines the key factors which was established as to make academic lecturers' intent users of e-learning systems. With the rapid growth of e-learning, particularly in higher education institutions Mohamed et al., (2019) and several other researchers, successful discussed e-learning usage by investigating various studies, from different perspectives, and in different contexts (Bhuasiri et al. 2012; Al-Samarraie et al, 2017).

2. Literature Review

E-learning is a system based on technology, organization, and management which bestows upon the students, the ability to learn via internet from an instructor, this form of learning is a robust and dynamic process which facilitates and enhances learning.

E-learning makes use of telecommunications technology to get information to achieve the teaching and learning objectives, in other words e-learning is the acquisition of disseminated knowledge using electronic devices. it can be said that e-learning refers to the use of systems of electronic education such as computer, internet, multimedia disks, electronic magazines, virtual newscasts, and much more, whose purposes are to reduce time and expenses to achieve better, faster, and easier learning (Birgit and Mario 2017).

Employment of information and communication technologies in education has created a new mode of learning which does not require physical attendance; hence, learning has been made possible in environments other than classrooms. Extensive application of new technologies, such as the Internet, social networks and mobile phones, affects the processes of education at universities. Technology has a significant impact on university education, creating better contacts and the achievement of the latest information systems, functional for learning and teaching (Bedrule-Grigoruta and Rusua, 2014). There are systems which maintain personality learning, mutual learning, learning content management, learning action management, proper learning, casual learning, and office learning (Aishah and Zeema 2017). One of the most widespread educational systems, which are supported by information technology, is e-learning (Urha, et al., 2015).

The effective use of e-learning technology system resources has the great potential to make students to become interested in in availing themselves for educational activity in modern educational processes and to increase teaching level and quality (Geladze, 2015).

An e-learning technology solves distance problem and involve people who have a direct connection with the current educational activities, for example, colleagues from other schools, representatives of scientific circles and those working on a similar problems (Titie et al., 2018). It allows the educational process in time and space to go beyond the limits of the classroom and become maximally open (Sellina and Dave 2017).

By e-learning provides the possibilities of online group chats and discussions, documents (lecture materials, homework, and assignments etc.), power points, video clips uploading, grading and course evaluations to support teaching and learning are very possible and made easy. Because, e-learning has evolved in a complex way in terms of educational contents, technological resources, and interaction possibilities; there is an increasing concern in regard to the quality of the interface and the ways in which tasks are accomplished in these systems (Freire et al., 2012). Consequently, Oyelere, et al., (2016)

and Freire, et.al (2012) stated that the definition of the term "e-learning usability" varies according to the area in which it is being studied. In the viewpoint of ergonomics, the term "usability" can be defined as "the capacity a system has to offer to the user in carrying out of his tasks, in an effective, efficient and satisfactory manner". They contended to evaluate the e-learning' usability, to be a systems perspective to look at critically rather than the via users' perspective. However, this is in terms of system usability (Kin-yuen and Yiu-chi 2017).

According to Jaschik et al. (2014) a lots of studies have been carried out in the e-learning domain in diverse instructions. Researchers have looked at a variety of dimensions of the usefulness of e-learning, as varied course content, technology, techniques on one hand and the people aspect on the other hand. Despite this comprehensive coverage, some gaps exist in the research, past research addresses each issue in the usefulness of e-learning as a separate topic - treating e-learning either as a technology affair or as a people problem. There is a strong case for treating e-learning as a socio- technology system rather than a social system considering only the people aspect or technology system considering only the standards and processes aspects (Flanagan, 2016).

Reality today proves the fact that, e-learning technologies are more and more often used in the higher education system. It is apparent that nowadays they are used not only as additional tools in the educational sphere, but it represents new functional rules and priorities of institutional structure in the process of higher educational development (Darejan, 2015).

Nowadays, e-learning technologies have penetrated into almost all spheres of educational fields. This fact is connected with a permanent widening of abilities of World Wide Web on the one hand, and makes it possible to place any important information concerning education on its vast majority of servers. On the other hand the usage of modern means of telecommunications by students/pupils in the learning process, results in creation of new forms of teaching, without which it is impossible to solve the ever increasing range of educational tasks (Steven, 2016).

Review of studies conducted in the field of e-learning application and its impact on learning and creativity suggests that the use of this teaching method in the teaching-learning process can lead to the effectiveness of training. Emergence of new theories of teaching and learning has made the education sector to shift from being teacher-oriented to being student oriented. Moreover, development and evolution of new communication devices has enabled modern man to use modern methods of teaching and learning and solves the constraints of time and space barriers (Hosseini et al., 2015).

The use of electronic technologies has led to the development of educational opportunities and helps students develop their skills. According to studies, the evidence shows that e-learning can have a profound and positive impact on learners' involvement, positive attitudes of teachers, personalized learning, and learners' creativity (Zare et al., 2016)

Similarly, Panda and Mishra (2007) established that the major barriers for e-learning adoption as perceived by academic lecturers were: poor access to the internet, lack of training, than institutional strategy on an instructional plan for e-learning. They established individual interest to use technology; intellectual challenge and sufficient condition for technology infrastructure were the imperative motivators in e-learning acceptance by the academic community (Fathema et al, 2015).

However, according to several research, e-learning and online teaching usually would require changes in beliefs and philosophical orientations of lecturers on one hand, and the acquisition of new technological proficiency changes in instructional design methods and changes in attitudes, among others, on the other hand, lecturers are changed specialists in our educational organizations (Ghavifekr, 2015; Sarfo and Yidana, 2016; Seok, 2008; Osguthorpe and Graham, 2003).

More observations have been made that accepting new technology is not just easy when it is newly introduced or when it finds itself in the educational system (Teo, et al., 2015; Huang and Liaw 2005; Rana 2012). However, lecturers and students are the key drivers, they assume essential participants in technology integration in the university and classrooms. In his submission, Rana (2012), challenged researchers to discover a way of finding solutions to the barriers and challenges of not easily accepting the adoption of new technology in education.

In a similar contribution Teo and Su Luan, (2013) Assessing e-learning acceptance by university students as well as using the e-learning acceptance measure, among the user domains, age and perceived competence correlated significantly with the factors in ElAM. Using MIMIC modelling, students' e-learning acceptance was found to be significantly different by age and perceived competence (Abdelmoiz and Xiaohui 2018).

Subsequently, Ahmad, et al., (2010) examined the Cross-validation of an expanded model on Faculty's acceptance of the PC based innovation. In their investigation, they cross-approved hypotheses and models which endeavour to foresee and clarify the acceptance and reception of PC based innovation proliferation. They managed three principal issues: first of these issues concerns the paradigm estimates utilized in the past TAM, second issue in the TAM written literature concerns the simplification of the model crosswise over user sample and thirdly TAM is viewed as a standout amongst the most powerful bases to depict innovation acceptance, for this situation the exact confirmation gathered from different TAM considerations, yielded blended signs. In light of these issues, they approved a broadened technology acceptance model (TAME) on the information obtained from the staff of a university in a continuous, computer interceded work setting (Salomao et al., 2016).

The technology acceptance model posited by Davis (1989) examined the relationships among three important variables, namely perceived usefulness, ease of use, attitudes, and intentions towards adoption. Davis et al., (1989) and Park (2009), states that the expected utilization of e-learning is affected in the meantime by the attitude towards behaviour and by relational impacts, as well as perceived usefulness and intention to mediate the utilization of e-learning system. Similarly, Jović, et al., (2017) conducted a study on

perceived e-learning satisfaction, it was found to be a key factor affecting instructors' cognitive perceptions, such as perceived self-efficacy and perceived usefulness of e-learning while previously, it was found that some external factors as technology self-efficacy, subjective norm, perceived enjoyment, and job relevance are exceptionally strong factors and determinants of beliefs. Perceived usefulness together responds with perceived ease of use on attitude toward the utilization of e-learning. Equally, Rym, et al., (2013), revealed that e-learning self-efficacy and subjective norm plays an important role in affecting attitude (students) towards e-learning and behavioural intention to use e-learning (Huynh et al., 2018).

TAM research has a great impact on staff and student's choice of online techniques for their courses. It concentrates on utilizing Knowledge of teachers in a way that academic courses can be delivered anywhere and anytime. As time passes, there will be growth of knowledge imposed by new requirements for a better use of this asset. The approved model of TAM gives a focal point for the insight and the assessment of the academic staff and view of the use of technology for online delivery (Himanshu and Pandey 2017).

The online method of learning is best suited for everyone. This digital revolution has led to remarkable changes in how the content is accessed, consumed, discussed, and shared. Online educational courses can be taken up by office goers and housewives, at any time that suits them. Depending on their availability and comfort, many people choose to learn at weekends or evenings (Mohammad et al., 2016).

Unlike classroom teaching, with online learning you can access the content an unlimited number of times. This is especially required at the time of revision when preparing for an exam. In traditional form of learning, if you cannot attend the lecture, then you have to prepare for that topic on your own; in e-learning, you can attend the lectures whenever you want with ease. More so, prime benefit of learning online is that it makes sure that you are in synchronization with modern learners. This enables the learner to access updated content whenever they want it.

E-learning is a way to provide quick delivery of lessons, as compared to traditional classroom teaching method, this mode has relatively quick delivery cycles. This indicates that the time required to learn is reduced to 25%-60% of what is required in traditional learning process. E-learning helps in creating and communicating new training, policies, concepts, and ideas. Whether it is for formal education or entertainment, e-learning is very quick way of learning. E-learning enables educators to get a higher degree of coverage to communicate the message in a consistent way for their target audience. This ensures that all learners receive the same type of training with a uniform learning mode (Homavazir, 2015). E-learning is cost effective as compared to traditional forms of learning. The reason for this price reduction is because learning through this mode happens quickly and easily. A lot of training time is reduced with respect to trainers, travel, course materials, and accommodation. This cost effectiveness also helps in enhancing the profitability of an organization for acquiring further education for staff. Also, when you are studying at your own place, you are relieved from paying for travel expenses (e.g. accommodation) when training happens in another city/state, there is less expenses on external learning materials (Kiani, 2016).

As e-learning is a paperless way of learning, it protects the environment to a lot of extent. As per a study done on e-learning courses, it has been found that distance-based learning programs consumed around 90% less power and generated 85% less amount of CO_2 emissions as compared to traditional campus-based educational courses. With e-learning, there is no need to cut trees for obtaining paper. Thus, e-learning is highly eco-friendly way of learning (Atiquil, 2014).

2.1 Technology Acceptance Model (TAM)

Technology Acceptance Model is based on Ajzen and Fishbein's (1980) theory of reasoned action (TRA). According to TRA, an individual's intention to perform behaviour is a function of his/her attitude toward performance behaviour and social norms. An individual's attitude predicts his/her intention and intention shapes the actual behaviour (Ajzen and Fishbein 1980).

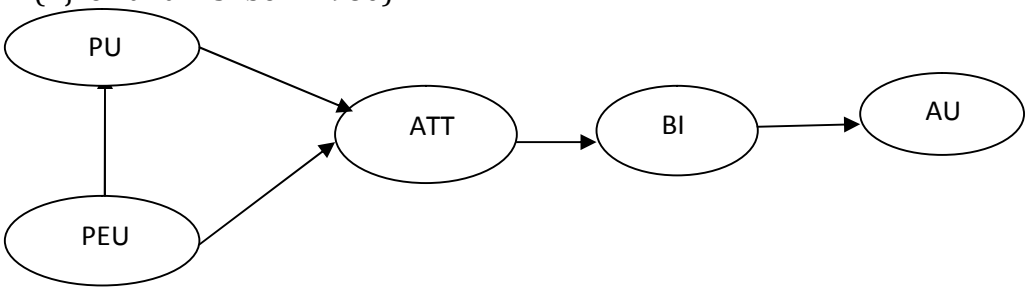

Fig.1: Technology Acceptance Model (Davis, 1989)

The two fundamental determinants of user acceptance of technology as claimed by Davis (1989) are the two strong beliefs (Perceived Ease of Use and Perceived Usefulness (PEU and PU)) which he defined them as "the degree to which a person believes that using a particular technology would be free from effort" and "the degree to which a person believes that using a particular system would enhance his or her job performance" (Davis, 1989).

Accordingly, he suggests that PU will be prejudiced by PEU, when users' discover a technology is "easy to use", then they perceive the technology as a "useful entity". Similarly, TAM also offers the causal relationships of these two fundamental beliefs (PEU and PU) with three other constructs "attitude toward using (ATT)", "behavioural intention to use (BI)" and "actual use (AU)". ATT is referred to as "an individual's positive or negative thoughts about performing the art of behaviour (Fishbein and Ajzen 1975). By TAM, both PEU and PU control the users' attitude toward using technology. It still claimed that if users discover a technology useful and easy to use than they expect a positive attitude towards this technology (Umar and Abdullahi 2017). Another construct is "Behavioural Intention (BI)", which is referred to as the degree to which an individual has formulated a mindful strategy to execute or not carry out some particular potential behaviour (Davis, 1989). TAM also claimed that PU and ATT directly control BI. On condition users find a specific technology as a useful one (PU), then they extend a positive intention of using it.

Similarly, users' positive attitude toward a specific technology leads them to develop an intention to use this technology. TAM suggests that users' behavioural intention (BI)

shapes their actual use of the technology (AU). If users have the intention to use a specific technology than they use it. TAM is chosen in this study because prior research has found TAM as the most influential, commonly employed, and highly predictive model for IT adoption (Adams, et al., 1992; Davis, etal., 1989; Venkatesh and Davis, 2000; Venkatesh and Bala, 2008). But in the final model, Davis et al. (1989) excluded attitudes toward use, because as a mediator, this construct has a weak influence on beliefs PU and PEU and BI use. Final model BI has a mediator role to play in PU, PEU and actual system use (Davis 1989). Though TAM was designed to study technology acceptance decisions across different organizational settings and users' population, research on TAM's application in education was limited in past (Teo, et al., 2009). Recently, adopting TAM as an explanatory tool in investigating e-learning processes has become a trend (Dharel and Mark 2016).

This paper delved more deeply into TAM research by applying it in the education sector. By so doing some external variables were added: Technology Readiness (TR), Subjective norms (SN), Technology self-efficacy (TSE), perceived enjoyment (PE), Job relevance (JR), and facilitating conditions (FC) which contributed to the TAM literature by proposing an extension of the original TAM framework. This paper examined the effects of six external variables on the four original TAM constructs. In order to provide a better understanding to the exploration of e-learning acceptance amongst academic lecturer's six factors "TR, SN, TSE, PE, JR and FC" were incorporated as external variables in the original TAM as earlier stated.

According to Parasuraman, (2000), Parasuraman and Colby, (2015) TR represents mental motivators and inhibitors that collectively determine a person's predisposition to use new technologies (Parasuraman 2000). The construct comprising four dimensions: *Optimism* is a positive view of technology and a trust that offers people improved control, flexibility, and effectiveness in their lives. *Innovativeness* is a propensity to be a technology initiative and ideology ruler. *Discomfort* is a perceived lack of control over technology and a feeling of being besieged by it (Aishah 2017). *Insecurity* is distrust of technology, stemming from scepticism about its ability to work properly and concerns about its potentially harmful consequences. Of the four dimensions, *optimism* and *innovativeness* are 'motivators,'' contributing to TR, whereas *discomfort* and *insecurity* ''inhibitors,'' detracting from it. Moreover, the four dimensions are relatively distinct, meaning that an individual can possess different combinations of technology-related traits, sometimes leading to a paradoxical state that consists of a strong motivations tempered by strong inhibitions. Thus, TRI 1.0 provides dimension-specific as well as overall measures of TR.

TR is not an individual-level characteristic that does not vary in the short term nor does it change suddenly in response to a stimulus. Higher TR levels are correlated with higher acceptance rates of cutting-edge technology and more intense behavioural intention to use of e-learning technology, and greater perceived useful in doing so, (Lin and Chang 2011; Massey et al., 2007). In view of this assertion, we hypnotized thus:

H_1 Technology readiness has a significant relationship with perceived usefulness to use e-learning

H_2 Technology readiness has a significant relationship with behavioural intentions of e-learning utilization

Technology Self-efficacy, (TSE) in the standpoint of TAM focuses almost fully on beliefs about the technology and the outcomes of using it, whereas social cognitive theory (SCT) includes other beliefs that might control behaviour, self-sufficient of perceived outcomes. Technology self-efficacy is the belief that one has the capability to perform a particular behaviour, and it is an important concept in SCT (Holden and Rada, 2011). Technology self-efficacy refers to individuals' decision of their capabilities to use technology in different situations (Comer, 2018; McDonald and Siegall, 1992). Previously, IT acceptance research results have established the significant role that technology Self-efficacy plays in accepting individual responses to information technology (Wang, et al, 2015; Williams, et al., 2017). Persons with a weak sense of technology Self-Efficacy will be aggravated more easily by obstacles to their performance and will respond by lowering their perceptions of their capability of using a computer or information technology (Xuan and Kim 2015).

Conversely, individuals with a strong sense of technology self-efficacy will not be deterred easily by complex troubles and will keep on with their efforts, with the result that they are more likely to prevail over whatsoever impediment that they face (Compeau and Higgins, 1995). Gong et al. (2004) establish that technology self-efficacy showed a strong positive effect on perceived ease of use about web-based learning systems.

H_3. Technology self-efficacy has a significant relationship with perceived usefulness of e-learning utilization

As a built-in motivational standpoint, the behaviour is evoked by the feeling of delight, joyfulness and entertainment. Perceived enjoyment is referred to as 'the extent to which the action of using a computer technology is perceived to be enjoyable in its own, separately apart from any cost that may be anticipated'. Consequently, if a university lecturer perceives the use of the e-learning instrument as enjoyable, he or she is more likely to have a favourable feeling towards the e-learning tool and a higher degree of intention to use it (Downes, 2017).

Herein, the result of PE on a PEU of e-learning technology was predictable to be positive. According to self-efficacy theory, ease of use influences intrinsic motivation (Junfeng and Kinshuk 2017). So, if a lecturer has a higher degree of self-competence and thus perceives it as easy to use, he/she is more likely to have an enjoyable feeling towards using it. Thus:

H_4. Perceived enjoyment have a significant relationship with perceived usefulness of e-learning utilization

One key factor of the similar process discussed above is a potential user's decision of JR, which we define as an individual's perception regarding the degree to which the aiming system is appropriate to his or her job. In added terms, job relevance is a utility for its significance within one's job and set of tasks the system is able to sustain (Venkatesh and Davis 2000). Thus in e-learning, JR is the perception of lecturers towards their teaching job which determined their acceptance to use technology and how it affects their methods of teaching. It indicates the level to which the proposed system is relevant to the individual's

job. The absence of job relevance will make the sign of one's job irrelevance as such the set of activities of the system incompetent in sustaining his/ her job. Many studies show that job relevance is strongly related to e-learning utilization (Venkatesh and Davis 2000; Al-Gahtani, 2016). The least threshold value of perceived job relevance would be screened from further acceptance consideration (Stylianos et al., 2017)

H_5. Job relevance has a significant relationship with perceived usefulness of e-learning utilization

H_6 Job relevance has a significant relationship with behavioural intention of e-learning utilization

Facilitating conditions (FC); according to Teo, (2010), Venkatesh and Bala (2008) there are factors that can be stated as "perceived enablers or barriers in the situation that influence a person's perception of ease or complexity of performing a task", they are related to individuals' control beliefs regarding the accessibility of governmental resources and support structures to facilitate the use of a system". At this point in an e-learning context, FC indicates the accessibility of the interconnected resources i.e. technological help, internet infrastructure, hardware, software, training, online help. Previous study on teachers' acceptance of various technologies have reported that FC is a key belief that influences user adoption of technology (Teo, 2010). Again, Teo, et al (2008) revealed FC' significant effect on perceived ease of use in terms of pre-service teachers' computing technology acceptance behaviour (Mohamed and Koutheair 2017).

Therefore, the current study proposed one hypothesis to examine the effect of FC on the PEU of e-learning.

H_7. Facilitating Conditions have a significant relationship with behavioural intention of use e-learning system.

According to Fishbein and Ajzen (1975), Subjective Norms (SN) mean a person's knowledge that most people who are vital to them believe they should or should not carry out the behaviour in question. People will usually plan to carry out behaviour when they have an optimistic attitude toward it and when they believe that vital individuals think they should do so (Ajzen, 1991).

Subjective norms and image are significant determinants of behavioural intentions because they replicate the control of others and the significance of having others thinks optimistically of them. If reliable personalities think that significant others believe that technology should be used, they will form stronger intentions to use the technology (Stephen et al., 2017). The theory of reasoned action also proposes that attitudes and Subjective Norms are predisposed by more distal factors such as personality traits (Ajzen, 1991). Subjective Norm refers to a person's perception of normative beliefs (e.g., perceived pressures and motivation to pursue) and how most people who are important to him/her think he/she should or should not perform the behaviour in question (Fishbein et al. 1975).

According to TRA, a person's performance of a specified behaviour is determined by his or her Behavioral Intention (BI) to perform the behaviour, and BI is jointly determined by the

person's Attitude towards using and Subjective Norm concerning the behaviour in question. A meta-analysis by Schepers and Wetzels (2007) found large effect sizes for the correlation between Subjective Norms and Behavioral Intention. If a lecturer thinks his/her relations and associates accept and value him/her attractive in e-learning, he or she is likely to support it (Sie et al., 2017).

H_8. Subjective Norm has a significant relationship with perceived usefulness of e-learning utilization

H_9. Subjective Norm has a significant relationship with behavioural intention to use e-learning utilization

The four original TAM constructs have the following related Hypotheses

Having seen the point of view claimed by TAM (Davis, 1989) as regards the technology acceptance behaviour and bearing in mind the previous TAM based research result; the following hypotheses for e-learning usage by academic lecturer were examined in the present study.

H_{10}. Perceived usefulness of e-learning have a significant relationship with e-learning utilization

H_{11}. Behavioural intentions to use have a direct significant relationship with e-learning utilization.

The proposed model (as depicted in Figure 2) was used to explore the effects of the proposed external variables on faculty members' e-learning usage behaviour.

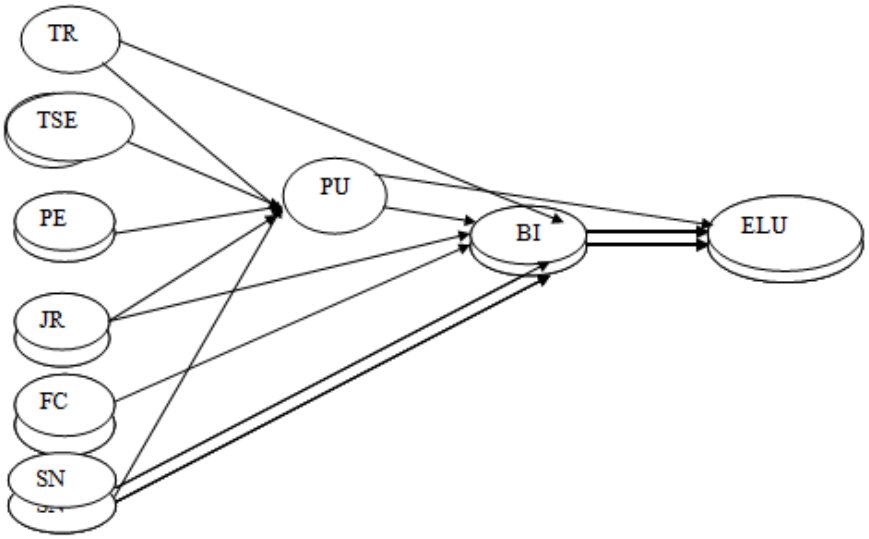

Figure 2: A Proposed Research Model for Academic Lecturers' Acceptance of E-learning
KEYNOTE: TR= Technology Readiness, TSE= Technology Self-efficacy, PE= Perceived Enjoyment, FC= Facilitating Conditions, SN= Subjective Norm, PU= Perceived Usefulness, PEU= Perceived Ease of Use, BI= Behavioural Intention and ELU= E-learning Usage.

3. Method

3.1 Participants and procedure

The respective universities were selected randomly after cluster it into six sets according states of the Northeast Nigeria, so the six selected and target universities that participated in this study representations are from each of the six states. Thus. 1. Modibbo Adama University of Technology Yola, Adamawa State, 2. Abubakar Tafawa Balewa University Bauchi, Bauchi State, 3. University of Maiduguri, Borno State, 4. Gombe, State University Dundu-wada, Gombe State, 5. Taraba State University Jalingo, Taraba State, 6.Yobe State University Damaturu, Yobe State
The academic staff that responded to questionnaires understood every measure of the factors that built our research model. A total of 312 usable polls were gathered.

Participants were university lecturers in north-eastern Nigeria. Six universities were selected randomly to participate in the survey. A quantitative survey technique of Self-administered questionnaires were used in this study which was distributed to all participants and followed by the research assistants. Among the participants 242, 77.6% were male lecturers and 70, 24.4% female lecturers, 71, 22.8% professors and others, 241, 77.2%. Average mean 41.15 (SD=8.34) years. The main length of teaching service among the participants was 14.38 (SD=8.56) years. Nearly all the participants owned a computer at home (96.2%) and 91% of them has knowledge on the e-learning system and the mean years of computer usage was 73.3%. On average, participants have attended e-learning workshop at 49.3% and only 21.5% responded that using the e-learning system is mandatory in their universities.

3.2 Measures

This study, data collection started in the month of February 2018 after conducting the pilot test. To be precise the data collection took place between the periods of February, 2018 to May, 2018. The data was collected through a personally administered questionnaire. The nature of the e-learning utilization in Universities in Nigeria made it compulsory for this study to use the personally-administered method in order to achieve the required number of responses. Therefore, this will ensure non-response bias does not affect the results. Sekaran and Bougie (2016) contended that personal-administered questionnaires give the researcher has an opportunity to be closer to the respondents when introducing the survey. It also serves as one way of making the respondents directly assessable to the researcher and the research assistant. By this, the research assistant have instant responses since the collection of the questionnaires is immediate.

The study used a proportional stratified with 373 questionnaires that were distributed/administered to lecturers in six universities at the end, 348 were retrieved/returned, showing a response rate 93%. Out of the 348 returned questionnaires, 17 were discarded as they failed to conform to the required standards. Many of the discarded ones had incomplete data and others had more than one options selected. 11 were randomly removed by SPSS during the process so as to maintain proportionality and 312 were valid and used for the actual sample.

The use of self-report data collection and questionnaire for this study aims to compare responses across different diagnoses. Questionnaires are frequently used to assess symptoms before and after treatment. Self-report instruments are also typically administered as part of a comprehensive assessment. The responses can be used to assist an author in the initial evaluation by providing a guide as to the probability of a particular problem and as a tool for quantifying individuals and providing their demographic information along with participants responses. Self-report data collection is important because of the systematic response.

To obtain demographic information, participants responded to 72 items on Technology Readiness (12 items), Technology Self-efficacy (8 items), Perceived Enjoyment (6 items), Job Relevance (7 items), Facilitating Conditions (8 items), Subjective Norm (6 items),

Perceived Usefulness (6 items), Behavioural Intention to Use (7 items)and E-learning Usage (12 items) These items were rated on a five-point Liker scale, ranging from 1 – strongly disagree to 5 – strongly agree. All items were presented in English language.

The items used in this study were adopted and amended from published sources (Davis et al. 1989; Taylor and Todd 1995; Teo 2010). Majority of these items have been used in previous studies on pre-school teachers, teachers and lecturers in both secondary and post-secondary institutions as well as from information technology and educational areas of which most were found to be reliable and valid (Zabadi and Al-Alawi, 2016; Davis, 1989; Davis et al. 2000; Bagozzi, 1992).

3.3 Data Analysis

In this study, data were analysed using the structural equation modelling (SEM) approach. In addition to testing for data normality, a variance-covariance matrix was used to test a proposed model that represents the relationships among the ten variables in this study (behavioural intention (BI), perceived usefulness (PU), and perceived ease of use (PEU), subjective norm (SN), and facilitating conditions (FC)). All parameters in the model were estimated and evaluated for statistical significance. Structural equations modelling (SEM) was employed for its ability to analyse relationships between latent and observed variables. Additionally, SEM models for random errors as observed variables were considered for more precise measurements. Another affordance of SEM includes the measurement of each latent variable by multiple indicators (Spector 2017; Bollen 2018).

In the measurement model, it is very necessary to check validity of both convergent and discriminate variables. The indicators of every constructs were in correlation with theory of the study. This implies the extent to which the indicators of a factor that are theoretically related should correlate highly. This accounts to convergent validity. All factor loadings exceeded .70, which gives chance for 50 percent of variation. Considering the sample size of the study, these scores are significant at a .05 significance level at a power level of 80 percent. While confirming correlation among the factors we use discriminate validity for

this examination process (Ronghuai et al., 2017). As a rule of thumb, a .85 correlation or larger indicates poor discriminate validity in structural equation modelling (David, 1998).

The correlations result has met the requirement since none of the report is above .85. The finding suggests an acceptable discriminate validity of the dimension. Reliability tests were carried out to secure accuracy and consistency. Measure of reliability calculated was the variance extracted measure (commonly used threshold value for acceptable composite reliability is .70). According to the rule recommend, a construct variance extracted value can exceed .50. Meanwhile all measures have fulfilled the suggested levels with composite reliability ranges from .76 to .94 and variance extracted value ranges from .63 to .82. Tables 1, 2, 3 and 4 shows the descriptive statistics results of normality, mean, and standard deviation, overall fit index, a confirmatory factor analysis and reliability test and a summary of the hypotheses testing results respectively. Figures 3 and 4 describe a path model and path of the parsimonious structural model showing the hypothetical relationships between constructs and observed indicators (Sara et al., 2017).

Using the standard two-step approach to SEM (Kline, 2015; Hair, 2014; Schumacker and Lomax, 2010), the first phase involves estimating the measurement model for all latent variables in the model. The measurement model, also known as the confirmatory factor analysis (CFA) model, describes how well the observed indicators measure the unobserved (latent) variables. In the second step, the structural part of the SEM is estimated. This part specifies the relationships among the exogenous and endogenous latent variables. In addition, Hoelter's critical N, which refers to the sample size for which one would accept the hypothesis that the proposed research model is correct at the .05 level of significance, was examined. The Hoelter's critical N for the model in this study are factors influencing teachers' intention to use e-learning technology and, given that the sample size of this study is 312, it is considered adequate for the purpose of structural equation modelling.

4. Results

4.1 Descriptive Statistics

All mean scores, apart from e-learning use factor were over the mid-point of 3.0 and they demonstrated a general positive reaction to the factors in the model. The standard deviations mirror a genuinely limited spread of members' reactions, successively from 0.59 to 0.92. Skewness and kurtosis indices were little and well within the prescribed level, (Kline, 2015)

Table 1: Normality Test for Each Construct

Items	Mean	Standard Deviation	Skewness	Kurtosis
Perceived use	3.37	0.74	-.387	.689
Perceived ease of use	3.20	0.60	-.766	1.046
Subjective norms	3.26	0.65	-.261	.059
Facilitating conditions	3.10	0.61	-.022	-.139
Technology readiness	3.44	0.65	-.567	.220

Job relevance	3.34	0.65	-.049	-.159
Perceived enjoyment	3.33	0.68	-.393	.135
Behavioral intention	3.29	0.60	-.606	.604
Tech. self-efficacy	3.36	0.59	-.667	1.075
E-learning utilization	2.95	0.92	-.199	-.717

In summary, Skewness and kurtosis values of all the eleven constructs shown in Table 1. meets the requirement of normality. They fall within the acceptance region recommended by Pallant (2012) and do not violate the rule of skewness and kurtosis. It, therefore, implies that all the items under perceived usefulness, perceived ease of use, subjective norms, facilitating conditions, technological readiness, job relevance, perceived enjoyment, attitude towards use, behavioural intention, technological self-efficacy and e-learning utilization are normally distributed.

4.2 Evaluation of the Measurement Model

This section presents an evaluation of the model fit. It aims at measuring the fitness of the model. This was done using the confirmatory factor analysis. With this, the researcher can confirm model fitness.

4.2.1 Model Fit

The researcher used the model in figure 2 to obtain the model at figure 3, in other to check the authenticity of study. From the diagram of the model (Fig 3), it is evident that the loading of all the items under each construct are greater than .50. This, therefore, implies that all the items in this model were above the required .50. A close look at the p-value (Fig 3) shows that the value of the p-value is .000 (.000 > .05). This is statistically significant and aligns with the suggestion proposed by Awang (2015) as contained in Table 4. In addition, the result of the RMSEA in the model is .043. This is less than 0.08 proposed by Awang (2015). The implication of this is that the model meets with the requirement of absolute fit. Next, the researcher went further to check the CFI result. Considering the value of CFI in the diagram, it is found that the value is .932 which can be approximated to .93. From the suggestion of Awang (2015), it is clear that this model passes the incremental fit as the value falls within the acceptable region. Also, the value of the chi-square of the model is 472.474. This shows that it is above the suggested value for the parsimonious fit. It concludes that the model is fit.

Measurement model

Before examining the structural model, the fitness of the measurement model was evaluated by maximum likelihood. As seen in Table 1 all fitness indexes of the measurement model seemed desirable [chi-square =472.474. P-value =000. CFI = .932. RMSEA =.043. GFI = .902 while the degree of freedom (DF) = 301]. All factor-loading values of the items of each latent variable, ranging from .55 to .93, were acceptable.

Table 2: Overall Fit Index

Table. Results of examination of fitness of the structural model*χ2*	χ2		χ2/DF	GFI	CFI	RMSEA (90% Confidence Interval)		P-value
Structural model	472.474		301	.902	.932	.043		000
Fit criteria	-	-	> .80	< .90	> .90	< .08		< .05

The overall fit indexes for TR, SN, TSE, PE, JR, and FC model is presented in table 2

Table 2: shows the overall fit index for the model. From the table 2, the value of the chi-square which is 472.474. P-value is 000. CFI is .932. RMSEA is .043. GFI is .902 while the degree of freedom (DF) is 301. Table 1 explicitly indicates that all these items are acceptable and considered fit for the model.

4.3 Evaluation of the Structural Model

Structural equation modelling was used for data analysis. The testing of data normality, a variance-covariance matrix was used in the test proposed model that represents the connection among the variables in this study (behavioural intention, perceived usefulness, and perceived ease of use, subjective norm, and facilitating conditions). At the same time, all free parameters in the model were estimated and evaluated for statistical significance (Ebba et al., 2017).

In structural equation modelling (SEM), the match between a specific model and the information is surveyed by using the goodness-of-fit files and indices. Notwithstanding the utilization of the chi-square test, which is exceedingly sensitive to sample size, the ratio of the chi-square to its degrees of freedom and other fit indices records are likewise considered when choosing model fit (Martin et al, 2016). Following the recommendations by Hu and Bentler (1999), the root means square error of approximation (RMSEA) and Standardized Root Mean Residual (SRMR) were used as measures of absolute fit and the Comparative Fit Index (CFI) and Tucker-Lewis Index (TLI) as indices of incremental fit. From the literature (e.g., Hair et al., 2010), values of .90 or more for the CFI and GFI, and values of .08 or less for RMSEA are reflective of a good fit. From the results, the proposed research model has a good fit [χ2=446.810; χ2/DF=1.288; P=.000; CFI=.959; RMSEA=.030; GFI=.912; DF=347].

Structural model and hypothesis testing

As the measurement model satisfied the fitness index criteria and structural model's estimate possibility was theoretically confirmed, the study employed maximum likelihood estimations to estimate the initial research model's fitness. As shown in Table 3 the initial

structural model provided a good fit to the data [χ2=446.810; χ2/DF=1.288; P=.000; CFI=.959; RMSEA=.030; GFI=.912; DF=347].

Table 3 Structural model and hypothesis testing

Results of examination of fitness of the structural model*χ2*	χ2		χ2/DF	GFI	CFI	RMSEA (90% Confidence Interval)		P-value
Structural model	446.810		347	.912	.959	.030		000
Fit criteria	-	-	> .80	< .90	> .90	< .08		< .05

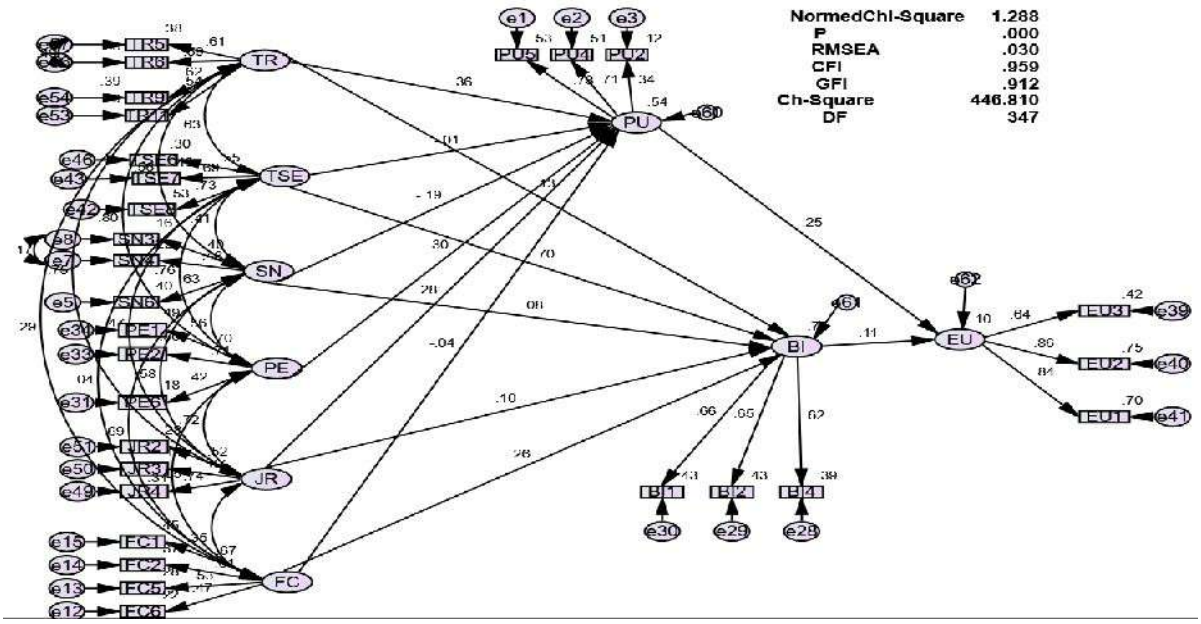

Fig. 3: Revised Path model

4.4 Testing of Hypotheses

The result of structural model testing hypotheses revealed that nine out of eleven hypotheses were supported by the data. These hypotheses are: (H1, 2, 3, 6, 7, 8, 9, 10 and H11) there is a support relationship among the factors and is accepted in this study. The hypotheses that were not upheld are (H4, and H5) they are rejected from the constructs

impacting academic staffs' belief to utilize e-learning system. Three endogenous factors (behavioural intention to utilize and perceived usefulness) were adapted in the model. The e-learning system utilized, was clarified by every single accepted factor that upheld the hypothesis. TR and BI with β=.160 ρ< .004; TR and PU with β=.225 ρ<.011. PU and ELU β=.554 ρ<.000, JR and BI β=.181 ρ<.015, PE and PU β=.493 ρ< .000, SN and BI β=1.251 ρ<.017, FCand BI β=.727 ρ< .000, JR and PU β=1.679 ρ<.008, and BI and ELU β=.199 ρ<.021.

Table 4: A Summary of the Hypotheses Testing Results

Hypothesis Statement	Estimate	P-Value	Result
TR → BI	.160	.004	Supported
TR → PU	.225	.011	Supported
PU → ELU	.554	.000	Supported
TSE → PU	.473	.259	Not Supported
SN → PU	-251	.371	Not Supported
PE → PU	.493	.000	Supported
SN → BI	1.251	.017	Supported
FC → BI	.727	.000	Supported
JR → PU	1.679	.008	Supported
JR → BI	.181	.015	Supported
BI → ELU	.199	.021	Supported

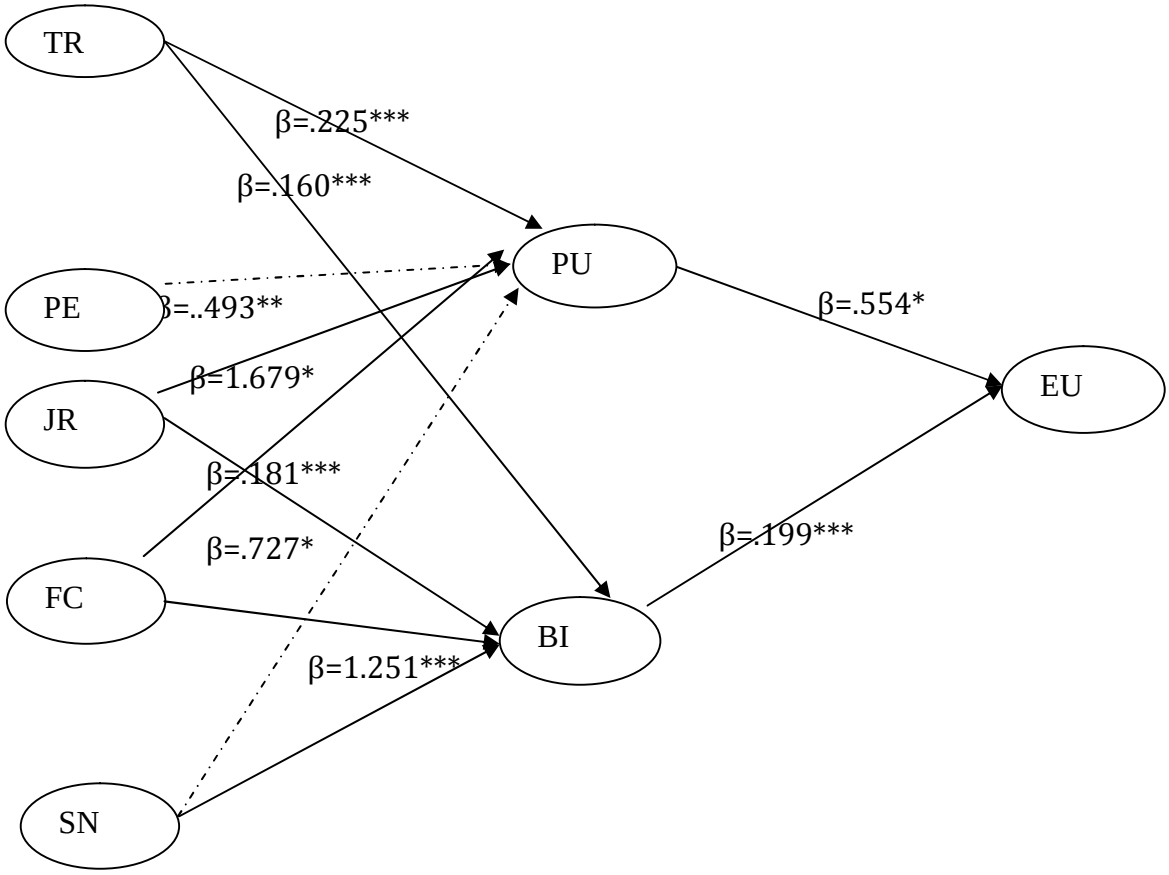

Fig. 4 Paths of the Parsimonious Structural Model

****Significant at .01%, **Significant at 1%, * Significant at 5%* ⟶ *Significant paths* - - - - - - -> *Non-significant paths*

5. Discussion

The aim of this study is to develop and test a model that will explain the intention to use e-learning system among university lecturers. Overall, the data in this study provide empirical support to the selected five variables being capable of explaining more than 42% of variance in the e-learning usage among university lecturers. The results also suggested that the proposed model has a good fit and serves as an adequate depiction of relationships among the factors that influenced lecturers' intention to use technology. From the outcomes, perceived usefulness, and the behavioural intention has a direct relationship with e-learning utilization. This result is consistent with the previous study (Davis, 1989; Venkatesh et al., 2003).Consequently, it is important to note that subjective norm and job relevance has impact on e-learning use in an indirect mode through behavioural intention to utilization and as well as keeping perceived usefulness to act adequately. During the model and structural analysis, perceived ease of use was removed due to insufficient support and contribution. On the other hand, subjective norm under the social

manipulative factor pertains to behaviours that are occupied in answering in respect of other individuals (Sonia et al., 2017).

According to the result of this study, lecturers may accept new technology because they think it is helpful and beneficiary to their job. Obviously, they will use the system to improve proficiency in their job as well as to respect the opinion of very important people around them. This means that their ambition to utilize the new technology will be significantly expanded. More importantly, positive intention additionally has practical and expressive control on e-learning use. This result is in agreement with Teo et al, (2010) and Epelboin, (2017) and in consonance with the relationships explained in previous models (Ajzen, 1991).

However, the result of the endogenous variables, neither perceived usefulness or perceived ease of use had a significant direct relationship with behavioural intention to use e-learning. This result is contrary to TAM originality that hypothesized that perceived usefulness has direct relationship with intention to use and of course perceived ease of use is not hypothesized to have direct relationship with intention to use.

In this study, most of the findings are in line with the earlier investigations, while few are not in consistent with the previous studies. This may be as result of either theoretical or environmental and cultural reasons. For instance, at the present time, learning to use the Internet is normally considered easy and the benefits from learning through Internet are already well known to lecturers in developed world and could be contrary in the developing world. Since many university lecturers in the developed world gained sufficient knowledge in e-learning through the government during their day today teaching and research works, the result of such will be different. Consequently, equally cognitive constructs could not directly affect the university lecturers' intention to use e-learning in this circumstance but to a certain extent, it should through mediation effect so as to affect intention to use.

According to Davis et al. (1989) and Venkatesh et al., (2003), they suggests that when a lecturer has positive intention towards the utilization of e-learning, the more likelihood to use it in their classroom activities. This approach reinforces their aims to utilize e-learning system. Imperatively, the truth is that e-learning use is impressively impacted on perceived usefulness and behavioural intentions to utilize. This suggests that when the utilization of the e-learning system is seen to be an alteration to one's output and is relative to helpful effort then it is acceptable. Academic lecturers have conceivably, an idealistic behaviour towards utilization of e-learning system (Darco et al., 2017; Devaraj, et al., 2008). Constructs impacting instructors' intend to utilize e-learning system, perceived ease of use did not affect academic staffs' intent to utilize e-learning. From the outcome of this study, job relevance played a critical effect on behavioural intention and this shows university lecturers activity as pertinent and satisfying when utilizing e-learning system to perform their teaching duties. However, it should be encouraged by the authorities so as to enhance enjoyment of the teaching activities in the classroom.

Meanwhile, the result of this study also revealed a weak or no positive effect of facilitating conditions on perceived usefulness of e-learning technology. It could be possible that

lecturers had developed a plan of perceiving usefulness of e-learning use if adequately facilitated (i.e., adequate guidance on e-learning use, personal/ group assistance, specialized instructions concerning e-learning use) (Nenad and danijela 2017). Additional possible reason why the result is weak could be that e-learning value is really high and lecturers have high self-efficacy and therefore they do not care much about the need for the accessibility and usefulness of facilitating conditions (facilities, teaching etc.) for using e-learning. However, the result of this study is in line with the outcry of several researchers in Nigeria (Eze Asogwa, 2013; Kolawole et al., 2015; Ololube, et al., 2014) who stressed that acute insufficient and inadequate facilities bedevilling education sector in Nigeria is a shortcoming to e-learning utilization.

Also, the current findings aligns with Panda et al (2007) findings that indicated insufficient FC is one of the most important barriers of e-learning usage by faculty members. It was also possible that the lecturers in this study had moved beyond confidence on the mandate from their university heads to e-learning use technology (Nelson et al., 2017). The benefit of using structural equation modelling is that it allows variables to act as both an exogenous (independent) and endogenous (dependent) variable in the model. For example, we could evaluate the influence of technology readiness, technology self-efficacy, subjective norm, perceived enjoyment, job relevance, and facilitating conditions (as an exogenous variable) on e-learning use technology and at the same time, measure the influence of other variables on e-learning use (as an endogenous variable), this signifies that the variables in the research model interrelate with each other in ways that directly or not directly control lecturers' purpose to use e-learning technology (Francis et al., 2017).

6. Conclusion and future research

This study suggests the need to introduce e-learning in Nigerian universities. This will increase flexibility in course offerings and to enhance student-learning experiences. Nigeria universities and education management have to consider introducing the e-learning technologies. With the introduction of e-learning technology, it can support higher-order thinking by engaging students in authentic and complex tasks; e-learning model seeks to understand the individual's background and perceptions that may be essential to student education. We are now at a point where almost all higher education institutions are operating at least one virtual learning environment.

Lack of e-learning system has created many limitations in area of research in Nigerian Universities. This study recommends that government at all levels; non-governmental organizations and private sectors should assist to equip universities with e-learning centres and model equipment for effective delivery of lectures to students via e-learning technologies.

The result of this study demonstrated that some TAM constructs had a direct and indirect effect on university lecturers' behavioral intention to use e-learning system. For this reason therefore, it has a potential and a practical relevance in the expansion and administration of e-learning in the universities in Nigeria.

The managers and policymakers should make sufficient effort in boosting the morale of the university lecturers so that they can be e-learning self-efficacy all round. Supplying of internet facilities for online and offline support of e-learning self-efficacy should be adequately provided by the university. The university should attach more importance to e-learning workshops for staff and by making it mandatory in general curriculum and make compulsory to students to offer e-learning courses in the school. As for the constructs that have no significance on university lecturers' intention to use e-learning, these constructs were related to the attitudes toward e-learning attitudes was excluded. Nevertheless they should not be overlooked because it could have detrimental effects on the user's acceptance of information technology. As a thriving experience direct to optimistic sensation towards e-learning technology use, university management could supervise the teaching environment in ways that lecturers would experience support in basics of technological and individual resources to offer teaching and supervision on e-learning technology usage.

The results of this study revealed that the proposed model has a good fit to the information. Nonetheless, all models ought to be legally responsible to validation and to reinforce its prescient capacity and descriptive powers in order to be valid and helpful under different settings. In this way it would contribute its usefulness to researchers. The result of our study would be explicit to the policymakers, university administrators and educators for planning and design of educational programs for extension purposes. Integrating e-learning innovation use into education, comparative investigations across the nations or societies could be possibly conducted to recognize the way of life invariant factors that could impact on lecturers'/instructors' motivation to utilize e-learning innovation in teaching and learning activities. Lastly, this type of study needs to be replicated in other e-learning situation or infrastructures, given that the result of the research was limited to only asynchronous e-learning conditions.

Reference

Abdelmoiz, R., and C. Xiaohui. 2018. Teachers' perceptions on ict integration in tvet classes: a case study in khartoum state-sudan. *International Journal of Social Sciences* 4(2): 639-654.

Aishah S,. and Z. Salim. 2017. "*The ICT Facilities, Skills, Usage, and the Problems Faced by the Students of Higher Education". EURASIA Journal of Mathathematics, Science and Technology Education* 13(8): 4987–4994.

Aberšek, B., and M. Aberšek. 2011. "Does intelligent e-learning tools need more pedagogical methodology or ICT". Problems of Education in the 21st Century, 379-417 7.

Adams, D. A., R.R. Nelson, and P. A. Todd. 1992. "Perceived usefulness, ease of use, and usage of information technology: A replication". *MIS quarterly* 16(2): 227-247.

Ahmad, T. B. T., K. B. Madarsha, A. M. Zainuddin, N. A. H. Ismail, and M. S. Nordin. 2010. "Faculty's acceptance of computer based technology: Cross-validation of an extended model". *Australasian Journal of Educational Technology* 26(2): 268-279.

Ajzen, I. 1991. "The theory of planned behavior". *Organizational behavior and human decision processes* 50(2): 179-211.

Ajzen, I., and M. Fishbein. 1980. Understanding attitudes and predicting social behaviour. Englewood Cliffs NJ: Pren-tice Hall.

Al-Gahtani, S. S. 2016. "Empirical investigation of e-learning acceptance and assimilation: A structural equation model". *Applied Computing and Informatics* 12(1): 27-50.

Al-Samarraie, H., H. Selim, and F. Zaqout. 2016. "The effect of content representation design principles on users' intuitive beliefs and use of e-learning systems". *Interactive Learning Environments* 24(8): 1758-1777.

Al-Samarraie, H., B. K. Teng, A. I. Alzahrani, and N. Alalwan. 2017. "E-learning continuance satisfaction in higher education: a unified perspective from instructors and students". *Studies in Higher Education* 6(3): 1-17.

Alsabawy, A. Y., A. Cater-Steel, and J. Soar. 2016. "Determinants of perceived usefulness of e-learning systems". *Computers in Human Behavior* 64 (10): 843-858.

Asiyai, R. I. 2013. "Challenges of quality in higher education in Nigeria in the 21st century". *International Journal of Educational Planning and Administration*, 3(2): 159-172.

Awang, Z., W. M. A. W. Afthanorhan, and M. Asri. 2015. "Parametric and non parametric approach in structural equation modeling (SEM): The application of bootstrapping". *Modern Applied Science* 9(9): 58-67

Alone, K. 2017. "Adoption of e-learning technologies in education institutions/organizations: a literature review". *Asian Journal of Educational Research* 5(4). 63-78

Alone.K., B. Mudaheranwa, and M. Beatrice. 2019. "Evaluating the Readiness to Implement an E-Learning Technology to Support Education". *International Journal of Trend in Scientific Research and Development* 3(5): 1-7.

Bacow, L. S., W. G. Bowen, K. M. Guthrie, M. P. Long, and K.A. Lack. 2012. Barriers to adoption of online learning systems in US higher education (pp. 39-51). New York, NY: Ithaka.

Bagozzi, R. P. 1992. "The self-regulation of attitudes, intentions, and behavior". *Social psychology quarterly* 55(2): 178-204.

Bair, D. E., and M.A. Bair. 2011. "Paradoxes of online teaching". *International Journal for the Scholarship of Teaching and Learning* 5(2), 2-18.

Bahhouth, J., V. Bahhouth, and R.C. Maysami. 2011. "Significance of e-learning in traditional classes". *International Journal of Education Research* 6(2): 1-9.

Bedrule-Grigoruţă, M. V., and M.L. Rusu. 2014. "Considerations about e-Learning tools for adult education". *Procedia-Social and Behavioral Sciences* 142(6): 749-754.

Bhuasiri, W., O. Xaymoungkhoun, H. Zo, J.J. Rho, and A.P. Ciganek. 2012. "Critical success factors for e-learning in developing countries: A comparative analysis between ICT experts and faculty". *Computers and Education* 58(2): 843-855.

Birgit. E., Mario. V. (2017). "T*eachers' attitudes and beliefs regarding ICT in teaching and learning in European countries"*. *European Educational Research Journal* 16(1): 57-69.

Bollen, K. A. 2018. "Model Implied Instrumental Variables (MIIVs): An Alternative Orientation to Structural Equation Modeling". *Multivariate behavioral research* 14(5): 1-16.

Bollen, K. A. 2018. "Model Implied Instrumental Variables (MIIVs): An Alternative Orientation to Structural Equation Modeling". *Multivariate behavioral research* 14 (5): 1-16.

Cady, J. A., M. Aydeniz, and K.T. Rearden. 2011. "E-learning environments for math and science teachers". *Journal of Curriculum and Instruction* 5(1): 17-33.

Chang, V. 2016. Review and discussion: E-learning for academia and industry. *International Journal of Information Management* 36(3): 476-485.

Chen, J.-L. 2011. The effects of education compatibility and technological expectancy on e-learning acceptance. *Computers and Education* 57(2): 1501-1511.

Cheng, Y.M. 2012. "Effects of quality antecedents on e-learning acceptance". *Internet Research* 22(3): 361-390.

Chang, V. 2016. Review and discussion: E-learning for academia and industry. *International Journal of Information Management* 36(3): 476-485.

Chen, J.L. 2011. The effects of education compatibility and technological expectancy on e-learning acceptance. *Computers and Education* 57(2): 1501-1511.

Cheng, Y.M. 2012. Effects of quality antecedents on e-learning acceptance. *Internet Research* 22(3): 361-390.

Comer, D. E. (2018). The Internet book: everything you need to know about computer networking and how the Internet works. Chapman and Hall/CRC Press. Taylor and Francis group.

Compeau, D. R., and C.A. Higgins, C. A. 1995b. Computer Self-Efficacy: Development of a Measure and Initial Test". *MIS Quarterly* 19(2): 189-211

Darejan, G. 2015. "Using the Internet and Computer Technologies in Learning/Teaching Process". *Journal of Education and Practice* 6(2): 1-4

Davis, F. D. 1989. "Perceived usefulness, perceived ease of use, and user acceptance of information technology". *MIS quarterly* 7(5) 319-340.

Darco, J., R.K. Jon, and K. Kear. 2017. *Quality frameworks for MOOCs*. In: Jemni M., Kinshuk, Khribi M. (eds) Open Education: from OERs to MOOCs. Lecture Notes in Educational Technology. Springer, Berlin, Heidelberg

Deepshikha, A. 2018. "*Using the Technology Acceptance Model to Understand the Use of Bring Your Own Device". Journal on Today's Ideas - Tomorrow's Technologies* 6(2): 83-91

Demirkan, H., M. Goul, M. Gros. 2010. A Reference Model for Sustainable E-Learning Service Systems: Experiences with the Joint University/Teradata Consortium. *Decision Sciences Journal of Innovative Education* 8(1): 151-189.

Devaraj, S., R.F. Easley, J.M. Crant. 2008. "Research note—how does personality matter? Relating the five-factor model to technology acceptance and use". *Information systems research* 19(1): 93-105.

Dharel, A., and J.C.C. Mark. 2016. Relationship of students' internet usage and academic performance. Conference Proceedings of the 4th International Conference for Science Educators and Teachers, Khon Kaen University, Khon Kaen, Thailand.

Doculan, A.J.D. 2016. E-Learning Readiness Assessment Tool For Philippine Higher Education Institutions. *International Journal On Integrating Technology In Education* 5(2): 1-11

Downes, S. 2017. *New Models of Open and Distributed Learning*. New Models of Open and Distributed Learning. In: Jemni M., Kinshuk, Khribi M. (eds) Open Education: from OERs to MOOCs. Lecture Notes in Educational Technology. Springer, Berlin, Heidelberg

Demirkan, H., M. Goul, and M. Gros. 2010. A Reference Model for Sustainable E-Learning Service Systems: Experiences with the Joint University/Teradata Consortium. *Decision Sciences Journal of Innovative Education* 8(1): 151-189.

Devaraj, S., R.F. Easley, and J.M. Crant. 2008. "Research note—how does personality matter? Relating the five-factor model to technology acceptance and use". *Information systems research* 19(1): 93-105.

Dolenc, K., and B. Aberšek. 2015. "Tech8 intelligent and adaptive e-learning system: Integration into Technology and Science classrooms in lower secondary schools". *Computers and Education* 82(4): 354-365.

Ebba, O., A. Zahra, and A. Fahriye. 2017. *Towards Fostering Quality in Open Online Education through OER and MOOC Practices*. In: Jemni M., Kinshuk, Khribi M. (eds) Open Education: from OERs to MOOCs. Lecture Notes in Educational Technology. Springer, Berlin, Heidelberg

Epelboin, Y. 2017. *MOOCs: A viable business model?* in Open Education: From OERs to MOOCs, eds M. Jemni, Kinshuk, & M. K. Khribi, Springer, Berlin, Heidelberg, pp. 241–259.

Eze, A.B. 2013. The readiness of universities in managing electronic records: A study of three federal universities in Nigeria. *The Electronic Library* 31(6): 792-807.

Faria, K., and R. Mariam. 2017. Factors Affecting E-Learning Adoption in Developing Countries–Empirical Evidence from Pakistan's Higher Education Sector. *IEEE* 5(7): 10968- 10978

Fathema, N., D. Shannon, and M. Ross. 2015. "Expanding the Technology Acceptance Model (TAM) to Examine Faculty Use of Learning Management Systems (LMSs) In Higher Education Institutions". *Journal of Online Learning and Teaching* 11(2): 210-232

Flanagan, P. 2016. The Digital Divide: An Inhibitor to Integral Human Development. Jo*urnal of Catholic Social Thought* 13(2): 345-360.

Francis.B., M.T. Antonio, M. Lina, and J. Darco. 2017. *Designing Massive Open Online Learning Processes: The sMOOC Pedagogical Framework*. Lecture Notes in Educational Technology Edition 1, Chapter 16, Pages 315-336 Open education: From OERs to MOOCs, Springer-Verlag Berlin Heidelberg

Fishbein, M., and I. Ajzen. 1975. "Belief, attitude, intention and behavior: An introduction to theory and research". 5(2): 177- I89

Fraenkal, J., N.E. Wallen, and H. Hyun. 2012. Content analysis. How to design and evaluate research in education. 8th edn. New York: McGraw-Hill, 477-504.

Freire, L. L., P.M. Arezes, J.C. Campos. 2012. A literature review about usability evaluation methods for e-learning platforms. *Work* 41(1): 1038-1044.

Geladze, D. 2015. "Using the Internet and Computer Technologies in Learning/Teaching Process". *Journal of Education and Practice* 6(2):67-69

Ghavifekr, S., W.A.W. Rosdy. 2015. "Teaching and learning with technology: Effectiveness of ICT integration in schools". *International Journal of Research in Education and Science* 1(2): 175-191.

Gong, M., Y. Xu, Y. and Yu. 2004. An enhanced technology acceptance model for web-based learning. *Journal of Information Systems Education* 15(4): 365-374

Hair, J. F., M.L.D. Gabriel, S. da, and V.K. Patel, 2014. AMOS Covariance-Based Structural Equation Modeling (CB-SEM): Guidelines on its Application as a Marketing Research Tool. *Revista Brasileira de Marketing* 13(2): 44–55.

Himanshu. A., and G. N. Pandey. 2017. "Impact of E-Learning in Education". *International Journal of Science and Research* 2(12): 146-148

Holden, H., and R. Rada. 2011. Understanding the influence of perceived usability and technology self-efficacy on teachers' technology acceptance. *Journal of Research on Technology in Education* 43(4): 343-367.

Homavazir, Z. F. 2015. Impact of E- learning on student learning and employability – A study in India". School of Management, CBD Belapur, Navi Mumbai – 400 614

Huang, H.M., and S.S. Liaw. 2005. Exploring users' attitudes and intentions toward the web as a survey tool. *Computers in Human Behavior* 21(5): 729-743.

Hu, L. T., and P.M. Bentler. 1999. "Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural equation modeling" a multidisciplinary journal* 6(1): 1-55.

Ivanna, S., and Atik. K. 2019. Digital Transformation and Innovations in Economy, Law, Government, Science and Educational Processes. *Developing creativity with e-learning technologies in modern education*. Ukraine, Kyiv-Bukovel.

Jaschik, S., and D. Lederman. 2014. The 2014 Inside Higher Ed Survey of Faculty Attitudes on Technology: A study by Gallup and Inside Higher Ed. Inside Higher Ed, 284-294.

Jović, M., M.K. Stankovic, and E. Neskovic. 2017. "Factors affecting students' attitudes towards e-learning. Management". *Journal of Sustainable Business and Management Solutions in Emerging Economies* 22(2): 73-80.

Junfeng. Y.K. 2017. Survey and Reflection of Open Education Policies. Survey and Reflection of Open Education Policies. In: Jemni M., Kinshuk, Khribi M. (eds) Open Education: from OERs to MOOCs. Lecture Notes in Educational Technology. Springer, Berlin, Heidelberg

Kimwise A., and H. Beatrice. 2019. Assessing and Evaluating the Readiness to Implement an E-Learning and Multimedia Technology as Useful Tool for Supporting Education and Learning especially in Mathematics and Basic Health Education in Nakivale Refugee Settlement

Isingiro District in South. Makerere University Business School (MUBS) 23rd annual international management conference (AIMC)At: Mbarara Uganda

Kimwise A., M.M.H. Beatrice, and B. Mudaheranwa. 2019. *Evaluating the Readiness to Implement an E-Learning Technology to Support Education of the Creative Commons Attribution License*. *International Journal of Trend in Scientific Research and Development 3(5): 2372- 2378*

Kin-yuen. L., and L. Yiu-chi. 2017. *Facilitating higher-order thinking with the flipped classroom model: a student teacher's experience in a Hong Kong secondary school*. *Research and Practice in Technology Enhanced Learning* 12(8): 57-78

Kline, R. B. 2015. Principles and practice of structural equation modeling. EBook, ed, Guilford publications. New York-London

Kolawole, B. O., O.A. Omobitan, and J.O. Yaqub. 2015. "Poverty, inequality and rising growth in Nigeria: Further empirical evidence". *International Journal of Economics and Finance*, 7(2): 51-65.

Lin, J. S. C., and H.C. Chang. 2011. "The role of technology readiness in self-service technology acceptance. Managing Service Quality". *An International Journal* 21(4): 424-444

Martin. E., L. Anja, H. Elke, and W. Andreas. 2016. *How OER enhances MOOCs—a perspective from German-speaking europe*. How OER enhance MOOCs: A Perspective from German-Speaking Europe. In Open Education: from OERs to MOOCs (pp. 205-220). Springer International.

Mohamed. J., and K. Koutheair. 2017. *Toward Empowering Open and Online Education in the Arab World Through OER and MOOCs*. *In: Jemni M., Kinshuk, Khribi M. (eds) Open Education: from OERs to MOOCs. Lecture Notes in Educational Technology. Springer, Berlin, Heidelberg*.

Massey, A. P., V. Khatri, and M.M. Montoya-Weiss. 2007. Usability of online services: The role of technology readiness and context. *Decision Sciences* 38(2): 277-308.

McDonald, T., and M. Siegall, M. 1992. "The effects of technological self-efficacy and job focus on job performance, attitudes, and withdrawal behaviors". *The Journal of Psychology* 126(5): 465-475

Mohammad Z., S. Mostafa S. Rahele, and M. Vahid. 2016. "The impact of E-learning on university students' academic achievement and creativity. The impact of E-learning on university students' academic achievement and creativity". *Journal of technical education and training 8(1): 32-41*

Moore, J. L., C. Dickson-Deane, and K. Galyen, K. (2011). "e-Learning, online learning, and distance learning environments: Are they the same?". *The Internet and Higher Education*. 14(2): 129-135.

Mtebe, S, J., B. Mbwilo, and M.M. Kissaka. 2016. "*Factors Influencing Teachers' Use Of Multimedia Enhanced Content In Secondary Schools In Tanzania". International Review of Research In Open And Distributed Learning. 17(2): 67-89.*

Mthethwa.P., and W. Munyaka. 2018. *Utility of Information and Communication Technologies for Educational Change in Africa*. Sociological Foundations of Education in Africa: Perspectives, Contexts and Contemporary Issues. 1-24.

Nelson. P., C. Janneth. A. Javiera, and T. Edmundo. 2017. *Using Linked Data to Blended Educational Materials With OER—A General Context of Synergy: Linked Data for Describe, Discovery and Retrieve OER and Human Beings Knowledge to Provide Context*.

Nenad. S., and M. Danijela. 2017. Innovative OER Model for Technology-Enhanced Academic and Entrepreneurial Learning. *In Open Education: from OERs to MOOCs Springer, Berlin, Heidelberg*, 337-359.

Obaseki, T. 2017. De-mystifying Librarians Role and Oppurtuinities in the 21st century. *Essentials of Library Profession in the New Century.*

Oberiri, D.A., and O.I. Timothy. 2018. "University students' usage of the internet resources for research and learning: forms of access and perceptions of utility". *Heliyon* 4: 01052

Okebukola, P. A. O. 2010. The future of university education in Nigeria. Lagos: Okebukola Science Foundation, 5(3):67-89.

Ololube, N. P., K.E. Umunadi, and P.J. Kpolovie. 2014. Barriers to Blended Teaching and Learning in Sub-Saharan Africa: Challenges for the next decade and beyond Advancing technology and educational development through blended learning in emerging economies (pp. 232-247): IGI Global.

Olutola, A. T., O.O. Olatoye, and R.A. Olatoye. 2018. Assessment of E-Learning Resources Utilization by Students of Tertiary Institutions in Katsina State, Nigeria. *Human and Social Studies* 7(2): 51-66.

Omotayo, F. O., and W.A. Tiamiyu. 2017. Influence of socio-environmental forces on use of e-learning by teachers in selected tertiary institutions in Oyo state, Nigeria. *The African Journal of Information Systems* 9(1): 1-35.

Osguthorpe, R. T., and C.R. Graham. 2003. "Blended learning environments: Definitions and directions. *Quarterly review of distance education* 4(3): 227-33.

Pallant, J. 2012. A step by step guide to data analysis using SPSS version 18. SPSS Survival Manual 5th edition: Maidenhead, Berkshire: Open University Press. New South Wales: Allen & Unwin.

Panda, S., and S. Mishra. 2007. "E-Learning in a Mega Open University: Faculty attitude, barriers and motivators". *Educational Media International* 44(4): 323-338.

Parasuraman, A. 2000. "Technology Readiness Index (TRI) a multiple-item scale to measure readiness to embrace new technologies". *Journal of service research* 2(4): 307-320.

Parasuraman, A., and L.C. Charles. 2015. "An updated and streamlined technology readiness index: TRI 2.0". *Journal of service research* 18(1): 59-74.

Park, S.Y. 2009. "An analysis of the technology acceptance model in understanding university students' behavioral intention to use e-learning". *Educational technology and society* 12(3): 150-162.

Ronghuai. H., Y. Hu, and L. Xiaolin. 2017. *How to Evaluate the Sharing Effects of Open Educational Resource Projects: An Openness Maturity Analysis Framework. In: Jemni M., Kinshuk, Khribi M.*

(eds) Open Education: from OERs to MOOCs. Lecture Notes in Educational Technology. Springer, Berlin, Heidelberg.

Frisnoiry, S,. and M.B. Darari. 2018. The development of IT-based learning media integrated 6 tasks of the KKNI through blended learning. Journal of Physics: Conference Series 1188(1): 5-18

Salomao. D.C., P. Ermanno. R. Ivan, and Z. Marco. 2016. *Tv-White Spaces for Education: The Internet for Education in Boane*. Mobile for Development 2016. At: Mozambique, MaputoVolume: 6th.

Sara, O. A., F.M. Divina, C.C. Lucia, and J. Darco. 2017. *Intercreativity and Interculturality in the Virtual Learning Environments of the ECO MOOC Project. In: Jemni M., Kinshuk, Khribi M. (eds) Open Education: from OERs to MOOCs. Lecture Notes in Educational Technology. Springer, Berlin, Heidelberg*.

Sellina. K., and M.N. Dave. 2017. "Uses, benefits and challenges of using rural community telecentres as tools for development: the Case of Vikwa Community Telecentre in Kasungu, *Malawi"*. *Journal of Development and Communication Studies* 5(1): *2305-7432.*

Sie. W.S.C., I. Cheng, and N.S. Chen. 2017. *Yet Another Perspectives About Designing and Implementing a MOOC. In: Jemni M., Kinshuk, Khribi M. (eds) Open Education: from OERs to MOOCs. Lecture Notes in Educational Technology. Springer, Berlin, Heidelberg*

Sonia, C.S., and A. Silva. 2017 Open Learning: 'Communication and Mobile Learning' at Spanish University. In: Jemni M., Kinshuk, Khribi M. (eds) Open Education: from OERs to MOOCs. Lecture Notes in Educational Technology. Springer, Berlin, Heidelberg

Spector M.J. 2017. A Critical Look at MOOCs. In: Jemni M., Kinshuk, Khribi M. (eds) Open Education: from OERs to MOOCs. Lecture Notes in Educational Technology. Springer, Berlin, Heidelberg

Sergis S., D.G. Sampson, and L. Pelliccione. 2017. Educational Design for MOOCs: Design Considerations for Technology-Supported Learning at Large Scale. In: Jemni M., Kinshuk, Khribi M. (eds) Open Education: from OERs to MOOCs. Lecture Notes in Educational Technology. Springer, Berlin, Heidelberg.

Sarfo, F. K., and I. Yidana. 2016. "Unversity Lecturers Experience in the Design and Use of Moodle and Blended Learning Environments". *The Online Journal of New Horizons in Education* 6(2): 143-154.

Schepers, J., and M. Wetzels. 2007. "A meta-analysis of technology acceptance model: Investigating subjective norm and moderation effect". *Information & Management* 44 (7): 90-103.

Schumacker, R. E., and R.G. Lomax, R. G. 2010. A Beginner's Guide to Structural Equation Modeling (3rd Edition), New York: Taylor & Francis Group.

Seaman, J., I. Allen, and J. Seaman. 2018. "Grade increase: Tracking distance education in the United States. Babson Survey Research Group". Retrieved from Online Learning Consortium website: https://onlinelearningconsortium.org/gradeincrease.pdf.

Seok, S., 2008. "Teaching aspects of e-learning". *International journal on e-learning* 7(4): 725-741.

Stanislava, S., and Y. Lambri. 2016. "Educational Objectives in E-Learning". *International Journal of Humanities Social Sciences and Education* 3 (9): 8-11

Thomas, O.O., and O.O. Israel. (2014). "*Effectiveness of Animation and Multimedia Teaching on Students' Performance in Science Subjects"*. *British journal of education, society and behavioral Science* 4(2): 201-210

Titie P., S. Suthathip K. Youji, C. Pornpimol, and S. Thepchai. 2018. "*Effectiveness of e-learning design and affecting variables in thai public schools". Malaysian Journal of Learning and Instruction* 15 (1): 1-34.

Tulinayo, F.P., P. Ssentume, and N. Rovincer. 2018. "Digital technologies technologies in resources constrained higher institution of learning" *International journal of education education technology in higher education* 15 (36): 1-19

Tam, S., and D.E. Gray. 2016. "What Can We Learn from the Organizational Life Cycle Theory? A Conceptualization for the Practice of Workplace Learning". *Journal of Management Research* 8 (2): 1-13

Taylor, S., and P. Todd. 1995. "Decomposition and crossover effects in the theory of planned behavior: A study of consumer adoption intentions". *International journal of research in marketing* 12(2): 137-155.

Teo, T. (2009). "Examining the Relationship between Student Teachers' Self-efficacy Beliefs and Their Intended Uses of Technology for Teaching: A Structural Equation Modelling Approach". T*urkish Online Journal of Educational Technology* 8(4): 7-15.

Teo, T. 2010. "Examining the influence of subjective norm and facilitating conditions on the intention to use technology among pre-service teachers: a structural equation modeling of an extended technology acceptance model". *Asia Pacific Education Review* 11(2): 253-262

Teo, T., X. Fan, and J. Du. 2015. "Technology acceptance among pre-service teachers: Does gender matter?" *Australasian Journal of Educational Technology* 31(3): 235-251

Teo, T., C.B. Lee, C. S. Chai, and D. Choy. 2009. "Modelling pre-service teachers' perceived usefulness of an ICT-based student-centred learning (SCL) curriculum: A Singapore study". *Asia Pacific Education Review* 10(4): 535-545.

Teo, T., and S.L. Wong. 2013. "Modelling key drivers of e-learning satisfaction among student teachers". *Journal of Educational Computing Research* 48(1): 71-95

Titie, P., S. Suthathip, K. Youji, C. Pornpimol, and S. Thepchai. 2018. "Effectiveness of e-learning design and affecting variables in thai public schools". *Malaysian Journal of Learning and Instruction* 15(1): 1-34

Umar, M,. and A.Y. Abdullahi. 2017. *Ict and basic education for lifelong learning: a key to sustainable national development in nigeria*. 37th Annual International Conference organized by Federal College of Education, Pankshin Plateau State. From 16th – 20st October, Educational Media and Technology Association of Nigeria (EMTAN).

Urh, M., G. Vukovic, and E. Jereb. 2015. "The model for introduction of gamification into e-learning in higher education". *Procedia-Social and Behavioural Sciences*, 197 (5): 388-397.

Venkatesh, V., and H. Bala. 2008. "Technology acceptance model 3 and a research agenda on interventions". *Decision sciences* 39(2): 273-315.

Venkatesh, V., and F.D. Davis. 2000. "A theoretical extension of the technology acceptance model: four longitudinal field studies". *Management Science* 46 (2): 186–204.

Venkatesh, V., M.M. Davis, and F.D. Davis. 2003. "User acceptance of information technology: Toward a unified view". MIS Quarterly, 27(3): 425-478. doi.org/10.2307/30036540

Wang, D., L. Xu, and H.C. Chan. 2015. "Understanding the continuance use of social network sites: a computer self-efficacy perspective". *Behaviour & Information Technology* 34(2): 204-216.

Williams, D. E., M. Gavino, and D.W. Jacobson. 2017. "Latino Entrepreneurs and Technology Usage: Ethnic Identity, Resistance, Self-Efficacy". *Journal of Business Diversity* 17(1): 35-56

Wingo, N. P., N.V. Ivankova, and J. A. Moss. 2017. "Faculty Perceptions about Teaching Online: Exploring the Literature Using the Technology Acceptance Model as an Organizing Framework". *Online Learning,* 21(1): 15-35.

Xuan, M.L., and H.V. Kim. 2014. "*Factors Affecting Secondary-School English Teachers' Adoption of Technologies in Southwest Vietnam"*. *Language Education in Asia* 5(2): 198-215. DOI:10.5746/LEiA/14/V5/I2/A03/Le_Vo

Yang S.J., J.C. Huang, and A.Y. Huang. 2017. MOOCs in Taiwan: The Movement and Experiences. In: Jemni M., Kinshuk, Khribi M. (eds) Open Education: from OERs to MOOCs. Lecture Notes in Educational Technology. Springer, Berlin, Heidelberg.

Zabadi, A. M., and A.H. Al-Alawi. 2016. "University students' attitudes towards e-learning: University of Business & Technology (UBT)-Saudi Arabia-Jeddah: A case study". *International Journal of Business and Management*, 11(6): 286-295.

Zare, M., R. Sarikhani, M. Salari, and V. Mansouri. 2016. "The impact of e-learning on university students' academic achievement and creativity". *Journal of Technical Education and Training 8 (1): 2229-8932.*

International Academic Journal of Educational Research

Volume 5, Issue 3, PP 54-70, ISSN: 2384-6361, December, 2020
Double Blind Peer Reviewed International Research Journal
garcjournalssubmit@gmail.com
Journal Series: Global Academic Research Consortium (garc)

Appraisal of Factors Responsible for Delays in Passage of the Budget and its Impact on National Development in Nigeria

Dominic Shimawua
Department of Public Administration, Veritas University Abuja-Nigeria | Email: dshimawua@gmail.com | Phone: 08065968062

Abstract: *Developed countries of the world always utilize their national budget as viable tool for development. This is because of the potentials of effective budgets for the realization of better life for the citizenry of such countries. But, delay in Nigeria's budgeting process has become the new norm in recent years, and has often been caused by a number of factors which this paper sought to examine. The paper adopted analytical research design by which evidential documented materials from journals, books, official reports, newspaper and magazine publications and Internet materials were used as sources of data collection. Based on the analysis, the paper suspected the dismal failure in the performances of national budgets as a result of irreconcilable disagreement between the Executive and the Legislature leading to delays in budget passage as well as the cumbersome nature of the process leading to the approval of the budget and large corruption among other factors. The paper also envisaged a strong lacuna in the oversight function of the National Assemble as relates to monitoring and evaluation which caused delays in budget presentation by the Executive, which by extension, affects its passage. The paper recommended, very strongly, the strengthening of the budgetary processes and institutions as well as circumscribing a time frame within the legal framework for the executive and the legislature to present and approve the budget without delays.*

Key words: *Delays, Budget Passage, Impact, National Development*

Introduction

Budget is the most important economic policy instrument for public administration/management. It reflects a government's socio and economic policy priorities more than any other document. It translates policies, campaign promises, political commitment and goals into decisions where funds should be spent and how funds should be collected. It is an annual, financial and economic plan for resource mobilisation and allocation, and the vehicle for achieving government's public policy goals (Collaborative Africa Budget Reform Initiative, 2020; Ohanele, 2010). Nations of the world and other entities usually draw up budgets on annual basis in order to properly guide their finance for developmental purposes and is usually a useful tool for directing and driving the nation's economy if properly managed. The management of budgets in terms of their

formulation, implementation and monitoring therefore have a lot of implications for the realization of the objectives of budgets to make lives better for the citizenry of a country. The national budgets are even more important to developing countries of the world which are committed to speedy national development. Oyedele (2014) in his study observed the great potential of budgets to serve as instruments of national development cannot be realized if the budget is not executed with utmost commitment and sincerity of purpose. In many developed countries of the world, according to Oyedele (2014), the annual national budget had served as a viable approach to development engineering over the years. However, many developing nations have not really achieved the much needed development through budgets. This is as a result of many factors which are primarily human in nature particularly in the area of the formulation and execution of budgets. Governments in such countries have thus recorded dismal budget failure. This could be as a result of lack of budget implementation monitoring mechanisms of its ineffectiveness. With particular concern about Nigeria, Nafisatu, Nuhu & Shizar (2019) posited that:

> … poor and unrealistic policy implementation has long been the bane of socio-economic development in the developing countries and by implication, Nigeria. Budget implementation is not simply a matter of executing the approved budget. In almost every country, the implemented budget varies from the adopted one which is brought about by the country's fiscal conditions, stability and certainty in the country's finances, the role of the finance ministry, and the type of budget system. A highly itemized budget may experience more variance than one which gives managers spending discretion. The trend in contemporary public management is to give spending units more flexibility in implementing their budgets, even though this may not be appropriate in countries with inadequate management controls (p. 69).

Regarded as a comprehensive document that outlines what economic and non-economic activities a government wants to undertake with special focus on policies, objectives and strategies for accomplishment that are substantiated with revenue and expenditure projections (Samuel and Wilfred, 2009), Ogujiuba and Ehigiamusoe (2013) stated that the focus on the budget has assumed greater prominence in recent years with increasing democratization, civil society participation and the desire to respond to development challenge of poverty. The national budget is basically divided into more current and capital budget. It is necessitated by the limitedness or scarcity of revenue which have alternative uses. In business organization, their primary goals or objectives center well on liquidity, profitability and contribution on the economic and social improvement. In the same way non-business organizations such as federal, state and local governments have their specific objectives which are also economic and non-economic in nature.

The invaluable role of the state government with the attendant development nearer to the people has become a relevant discourse of our time. Development is a matter of inner emotion. It integrates the people into the plans and policies of government. A major and justifiable area of development discourse concerns the appropriate instrument of implementation. In Nigeria, state government has historically provided services of

importance to its citizens in rural and urban area which includes provision of basic services like water, roads, health facilities, education. Of late, the role of state government in providing these services has attracted public concern. Furthermore, it has generated national crisis as a result of increasing rate of poverty among the rural people. Some scholars view this development to poor budgeting and implementation while others associate it to the federal government interference. Whatever may be the reason, there is considerable emphasis, possibly on over-emphasis on budgeting in the federal government against the under emphasis on budgeting practices and procedures in public in Nigeria's public sector (Nafisatu, Nuhu & Shizar (2019). Olaoye (2014) agrees that the Nigeria Federal budget has been facing a myriad of challenges dispossessing it of the powers to achieve its expected goals.

This paper looks at the factors responsible for delays in passage of the budget which is a reoccurrence situation in Nigeria since the return of sustainable democracy in 1999 and its impact on national development in Nigeria.

Methodology

This research adopted analytical research design to examine the factors responsible for delays in passage of the budget which is a reoccurrence situation in Nigeria since the return of sustainable democracy in 1999 and its impact on national development in Nigeria. Evidential documented secondary materials relevant to this work were used as sources of data collection in this paper. Thematic, analytical and explanatory techniques were used in the analysis of the secondary data in the context that better addresses the concern of the paper.

Budget

Budget is ascribed a broader meaning and has been defined by various authors in different ways. Ayo (1995) defines a budget as a statement of the activities to be carried out by an entity within a specified period and expressed in qualitative terms. It is an estimate for a year ahead of revenues and expenditure chargeable to revenue and parts of its receipts and payments on the capital accounts. It is a means of ensuring effective and efficient resource mobilization, proper management of expenditure, policy adjustments and effective control and co-ordination of economic activities. Oyedele (2014) defined as a plan or programme set in financial terms. It is a financial or quantitative statement prepared and approved prior to a defined period in time of the policy to be pursued, during that period for the purpose of attaining given objectives. Simply put therefore, a budget is a plan which is stated in financial terms and meant to cover a time interval in an effort directed at achieving specified goals. In order to achieve a rational basis for financial management in a country, the best approach is to set out clearly, a financial plan indicating how the resources would be mobilized and how they would be utilized. Such a plan according to Oyedele should serve as a blue print for achieving the objectives of any nation. Without this, there is no guarantee that the objectives of a nation can be adequately realized. The financial plan of a country is normally presented in the form of a budget which then forms the basis of the financial operations of the nation. The Budget is a key instrument for

macroeconomic management in most economies and its efficacy determines the success of governments in meeting societal goals4. The budget is therefore the starting point and for that matter the core of any efficient financial management for national development.

Balmori (2004) described the budget of any government as the technical instrument by which commitment are translated into monetary terms. The budget is a key instrument for macroeconomic management in most economy and its efficacy determine the success of governments in meeting solid goals. Omolehinwa (2003) is of the opinion that budget is a plan of dominant individuals in an organisation expressed in monetary terms and subject to the constraints imposed by other participant and the environment indicating how the available resources may be utilised to achieve whatever the dominant individuals agree to be the organisation priorities. Houlton (1982) says that budgeting control is the establishment of budget relating the responsibility of executives to the requirements of a policy and the continuous comparing actual with budgeted result either to secure by individual action the objectives of that policy or provide a basis for its revision.

A budget is therefore an accounting document which serves as a control mechanism over a nation or agency as a guide for spending and collection of fund. It is a plan based on past, present and future experiences in addition to the control mechanism. It is a document consisting of both control and plan. Because it is an annual plan, budgeting can be perceived to be a process of taking deliberate measures aimed at moving the relevant economic system from its current state towards a specified desired state. In that case, the revenue and expenditure programmes as well as the fiscal, monetary, trade and other development policies enunciated in a budget are normally designed to move the socio-economic system from its present state towards a desired state (Ajakaiye, 1998).

The budget is also an instrument for measuring the performance of the economy. This is because it provides adequate control for monitoring expenditure for proper financial management. It is also used to measure the performance of the economy by indicating the performance of the economy in the previous year, making it possible to account for any wide gap between the expected and exact targets projected under the budget. Since a budget translates specific plan objectives into concrete projects and programmes, it makes for the management of on-going activities or projects. This is done by the effective supervision of resources allotted to the accomplishment of natural objective. It is also a mechanism through which specific tasks or projects are carried out effectively and efficiently. It usually considers necessary and mandatory cases to meet statutory requirements and to act as a guide in the running and administration of the various component parts of a nation for national development.

Development

Development as a concept is broad and therefore, does not subject itself to a single definition. It indeed covers a wide range of human endeavours. According to Asemah (2010), development is a process of change in attitude, social structure and general acceleration of economic growth, through reduction of poverty and inequality. Asemah (2011) notes that development in human society is a many sided process. At the level of

the individual, it implies increased skills and capacity, greater freedom, creativity, self-discipline, responsibility and material well being. The achievement of any of these aspects is very much tied in with the state of the society as a whole. Development involves the creation of opportunities for the realisation of human potentials. Human beings have certain basic requirements, which must be satisfied so that they can properly function in the society. Among these are enough food, employment and the elimination of the kinds of inequality, which lead to poverty. Asemah (2010) defined development as a gradual process of bringing about positive attitudinal change in the people. It is a continuous process of improving their living conditions, through positive change. The essence of development according to Asemah is the development of people with change in their attitude, leading to change of habit. This means that just changing things without concurrent change of habit or attitude is not a healthy development. Development is seen as a changing process of knowledge, attitude and practices. It is in this context that the writer looks at development. Keghku (2005) says that development generally implies change.

Importance of Government Budget

The public sector budget is about the most important instrument of economic management tool law and one of the most popular legislative duties in a modern democracy (Otire, 2010; Gbajabiamila, 2014).The seeming lack of in depth understanding of the role of budget on all facets of a nation life have contributed to the disappointing manner its being handled by the political class (Gbajabiamila, 2014). Some sacrosanct importance of a national budget is discussed below. Budget is the most important economic tool of government which provides a comprehensive statement of the priorities of the nation. It is a tool of stabilizing the economy, distributing income, allocating scarce resources to address competing needs as well as the focal point for the reconciliation of competing visions of the public good.

In addition, national budget is a medium of communicating government policy framework, tool to influence economic direction, financial control document and resources' allocation pact. Esu and Inyang (2009) as well as Metawie (2005) and (Gbajabiamila, 2014) assert that performance evaluation and performance indicators are the critical issues about government budget. As observed by Hemsen and Van de Stede (2004), the practical or operational purpose of government budget consists of operational planning, performance evaluation, communication of goals and strategy formation.

Furthermore, Omolehinwa (2011) posited that the specific purpose of public sector budgeting includes: provision of a basis for articulating and working towards the achievement of socio-economic vision of government; the instrument of pursuing the objective of macro-economic growth and development, economic stability and economic equity; basis of allocating resources of government to strategic areas of priorities; a tool to promote managerial efficacy in government and a mechanism for legislative control over the executive. Whilst Abdullahi, Angus (2012) describe government budget as the principal tool of financial planning and control. Carreras, Mujtaba, and Cavica *et al* (2011) argued that budget remains the principal tool in the hand of the executives to evaluate the performance of Ministries, Departments and Agencies (MDAs).

The Stages of the Budget Process

The budget process in Nigeria, according to CNB (2015) has to go through four critical processes which are: drafting, legislative approval, implementation and; monitoring and evaluation.

Drafting: At this stage, Mr. President is mandated by law to produce and submit projections of earnings and disbursements for the fiscal year to NASS. The Budget office of the Federation (BoF) then produces the Fiscal Strategy Paper (FSP) that summarizes government's complete budgetary policy. The FSP also includes the macroeconomic structure, major assumptions, earning estimates and disbursement projections. The Paper details the strategy objectives of Mr. President and is produced in conjunction with other MDAs, like the National Planning Commission and the CBN. The FMOF submits an outline of the budget to the President, who will then present same to FEC for their consideration and approval.

Legislative Approval: The President presents the Appropriation Bill to the Senate and the House of Representatives in a joint sitting. The appropriate committees in the Senate and House of Representatives will then examine and suggest revisions to the different sections of the budget. The process, which involves the legislature is usually long and requires compromise between the executive and legislature. The parameters used to draft the budget are considered throughout the stakeholder discussions during which, the Executive and the Legislature are engaged in extended debates. For example, issues such as appropriate oil price benchmark, oil and gas funding; gas Joint Venture Agreements and reimbursement for the fiscal year are discussed. Furthermore, the discussions also entail the review of the internal allocation of resources. During this stage, Civil Society groups have the chance to get involved and influence the budget process. The modifications are then merged and concluded to become the Appropriation Bill for the fiscal year after approval by the NASS. After this, the Bill is signed by Mr. President and then, it becomes the Appropriation Act.

Implementation Stage: This process involves various federal government MDAs, which receive funds for their capital projects every quarter. MDAs spend these funds based on the share of the budget from the Consolidated Revenue Fund of the Federation (CRF). The FMOF, in 2005, initiated a "Cash Management Committee", to make sure that funds are made accessible to allow for the easy funding of the budget and ensure that it reduces borrowing.

Monitoring and Evaluation Stage: This stage involves monitoring and evaluation of the budget. Starting from 2006, the FMOF prepares an annual Budget Implementation Report which reviews the level of execution of project implementation from various locations in the country, and the quality of each year's budget. MDAs involved in the monitoring process include: the FMOF, NPC, the National Economic Intelligence Agency (NEIA), the Presidential Budget Monitoring Committee (PBMC), the Office of Auditor General of the Federation (OAGF), the Office of the Accountant General of the Federation and the NASS.

The BOF and the NPC together with the spending ministries and agencies, conduct physical inspection of the completed and ongoing projects.

Delay in Passage of Budget

The recurring delay in passage of Nigeria budget according to the findings of CISLAC Admin (2007) are:

Submission Delays: Average time lag between start of fiscal year and submission of draft budget by the executive to the legislature is 1 month 7days. The International benchmark is minimum of 3 months with legal backing.

Consideration Lag: Average time lag between submission of draft budget to legislators by the executive and legislative approval of the budget is 4 months 2 days;

Signing Lag: Average time lag between legislative approval of the budget by the legislature and signing of the approved budget by the President is 19 days.

It is noted that businesses generally record poorer performance in Q1 and Q2 compared to Q3 and Q4. The 1st and 2nd quarters tallies with the period of the year during which the budget is mostly unapproved by the legislature or waiting for the president's assent.

> The Chilean constitution mandates that the executive provide the legislature its budget 60 days before the end of the fiscal year. While this time- frame is comparable with a number of countries, the consequences of Chilean legislative inaction are especially significant. If the legislature does not approve the budget within 60 days, it automatically becomes law in its entirety, thus under- cutting the leverage of the parliament. I have no doubt that the same can be replicated here in Nigeria (Afe News, 2017).

On the 7th of November 2017, President Buhari presented a N8.612 trillion budget proposal for the 2018 fiscal year to a joint session of the National Assembly with an expectation that the Budget would be passed by the end of December and signed into law very early in January. This was an improvement on the date of presentation of the 2017 budgetary proposals which was done in December 2016. It was reported that the Presidency desired a return to the budgetary circle of January to December as opposed to the current system whereby the budget is passed in the middle of the year. However as reported by a national daily, those hopes have been dashed as the National Assembly does not expect that it will be able to pass the budget until April 2018. The report states as follows:

> …Buhari had met with Senate President Bukola Saraki, Speaker of the House of Representatives Yakubu Dogara and other principal officers of both chambers to lobby them to push for the passage of the 2018 Appropriation Bill before the end of the year.

Based on the outcome of the meeting, both chambers on December 5 had suspended plenary to accelerate the budgetary process of meeting with the heads of ministries, departments and agencies (MDAs) of government for the defence of their respective budget estimates. Saraki had also directed the Joint Committee on Finance, Appropriation and National Planning to submit its report on the Appropriation Bill Tuesday. However, the lawmakers said Tuesday that the experience of the past two weeks, during the budget defence sessions with the heads of MDAs that made themselves available, had sounded the death knell on any plan to pass the 2018 budget this year. The debate was facilitated by a point of order raised by the Deputy Senate Leader, Senator Ibn Na'Allah, who harped on the need for the lawmakers to adequately inform Nigerians on why the 2018 budget could not be passed before the end of the year.

By today, we would have passed the budget. The template for doing the budget which we have inherited and which we have continued to put into use has always turned out to be problematic for us, the reason being that it was a template provided under the military regime. "That template cannot give this nation the kind of budget that the nation deserves," Na'Allah argued. Contributing, Senator Barnabas Gemade (Benue APC) said the expectation that the 2018 budget could be passed this year was unrealistic (Afe News, 2017).

Factors Responsible for Delays in Budget Passage and Implementation in Nigeria

The Nigerian budget process like any other country across the globe is characterized by some factors affecting it. The Central Bank of Nigeria (2015) highlighted some of the factors below:

One of the challenges with the budget process in Nigeria is the over bloated nature of the budget. This is due to the partial funding of projects across the country and the high risk of these projects being abandoned in their partial state. While some projects are ongoing and poorly funded, new projects are introduced, thereby increasing the risk of neglect. Some projects are poorly monitored through the various stages of completion; some projects are approved without detailed costing and engineering design.

Another challenge in the budget process is the weak reporting culture of the Ministries Departments and Agencies. Their reports do not adequately reflect projects that are ongoing as various stages of implementation are not stated. The MDAs do not adhere to proper monitoring and evaluation techniques on their projects and the large number of MDA projects makes it difficult to individually visit each project.

Lastly, another challenge with the Federal Government budget is the unplanned size of the recurrent expenditure. Particularly, increases in the wage bill and in allocation to certain MDAs have resulted in bloated budget. This has made the budget skewed towards the recurrent spending while capital expenditure remained inadequate.

Also, the nature of the budget process often poses a challenge. This is because the budget needs to be reviewed at different stages with the possibilities of delays, like the drafting stage, legislative approval stage, implementation stage, and monitoring and evaluation stage.

Empirical Justifications

Budget is the most crucial instrument for economic management because it is an annual, financial and economic plan for resource mobilisation and allocation, and the vehicle for achieving government's public policy goals. The stories of disparity between budget, its passage and implementation in Nigerian public sector are replete in newspapers, public discourses and academic journals. It is therefore important to review some of the empirical works earlier done by different scholars on different aspects of the budget to give us more insight into the direction of our paper.

Ekhator and Chima (2015) in their study on "Budget as an Instrument of Public Policy in Nigeria" found that the goals of most policies are not accomplished in Nigeria due to incessant budget failure at the stage of the formulation and implementation. Critical among the factors responsible for the failure as noted in the study were: delay in preparation, late submission and appropriation, cumbersome bureaucratic process of securing release of funds, short fall in revenue, poor implementation plan and above all corruption. The paper suggested effective monitoring, timely submission of the budget to legislature by the presidency, discouragement of unnecessary lobbying of National Assembly by MDAs and avoidance of temptations of allocating huge amount to new projects while the on-going projects are starved of funds as some of factors that can assist effective passage and implementation of the budget in Nigeria.

Nafisatu, Nuhu & Shizar (2019) focused their study on "*Constraints to Budget Implementation in Nigeria*" to examine the constraints to budget implementation. The result shows that the two ministries did not adequately monitor budget so as to achieve the expected goal. Collaborative Africa Budget Reform Initiative (CABRI) (2020), in its study on "The role of the legislature in the budget process: Country Case Study" found that the challenges facing effective implementation of the budget in Nigeria include: Lack of clear rules regulating the budget process; Delays in producing the Medium-Term Expenditure Framework/Fiscal Strategy Paper (MTEF/FSP); Poor level of executive–legislature engagement at the formulation stage; NABRO's lack of independence, capabilities and resources; Delays in submitting the Appropriations Bill; Lack of robust engagement between the executive and legislature during the budget approval stage; Delays in approving the Appropriations Bill; Lack of coordination between, and duplication of, reporting agencies; Delays in producing budget implementation reports and the lack of oversight thereof; Delays in receiving the Accountant General's Report; Delays in receiving the Auditor General's Report and the lack of review thereof; and Auditor General's lack of independence, capacity and resources. It recommended creating clear rules and designating clear responsibilities throughout the budget process, and establishing a budget calendar; Improving coordination and information-sharing between actors in the formulation and execution process; Increasing the independence, capabilities and resources of NABRO; and Increasing the independence, capacity and resources of the OAuGF as some of the ways to ensure effective implementation of the budget in Nigeria.

Effiom and Edet (2019) conducted a study on the "*Challenges to Capital Budget Implementation in Nigeria*" and found that delay in budget presentation by the presidency as well as delays in approval by the national assembly, leakages associated with corruption

and poor monitoring and evaluation of the budget were significant factors militating against effective capital budget implementation in Nigeria. The study recommended, among others, the strengthening of the budgetary processes and institutions as well as circumscribing a time frame within the legal framework for the executive and the legislature to present and approve the budget respectively.

Ehigiamusoe and Umar (2013) have studied on "Legislative Oversights and Budget Performance in Nigeria: Issues and Policy Options" to examines the role of legislative oversights in budget performance and found that the oversight activities have increased tremendously in Nigeria since 1999, but they have not been very effective in reducing corruption and accelerating budget performance of MDAs. The paper therefore recommended for policy options in the utilization of legislative oversight activities as instruments for promoting targeted budget outcomes.

Ifeanyichuku, Ezeamama, Joy & Mgbodile (2016) conducted a study on Nigerian budget implementation and control reforms: tools for macroeconomic growth. The aim of the study was to examine the impact of budget implementation on resource management, level of productivity, efficiency and personnel overhead costs in Nigeria. Using ex-post factor descriptive research design, questionnaires distributed to a sample of 308 were analyzed using simple percentage. The study found out that poor project conceptualization design and planning practices by ministries, department and agencies accounted for low resource management. The study recommended participatory monitoring and assessment of government project by host community members.

Olatunji, Oladipupo & Joshua (2017) investigated the impact of capital budget implementation on economic growth in Nigeria. The aim of the study was to assess the impact of the implementation of capital expenditure on administrative, economic services and socio-community services on the growth of Nigerian economy. The secondary data used for the study were obtained from Central Bank of Nigeria (CBN), Statistical Bulletin. Using Augmented Dicker-Fuller unit root test, co-integration test and Error Correlation Model (ECR) for analysis, it was found that capital expenditure implementation is germane in maintaining and sustaining economic growth in Nigeria. It was recommended that government should ensure adequate implementation of capital expenditure in the country.

Innocent and Christopher (2017) did a study on budget evaluation and government performance: a study of Nigerian economy. The aim of the study was to evaluate Nigeria's federal budget and its performance. Data for the study were obtained from financial and economic reports of Nigeria. The data were analyzed both descriptively and empirically. The parameter for assessing budget credibility is the international threshold and prescribed limit for budget deficit/GDP, a minimum of 50% score performance rating for regression economic performance. The findings thereof ranks Nigeria's fiscal performance as sub-optimal but fairly satisfactory. The study recommended that budget performance should be prepared by government at the end of each year as a means of educating the citizenry of government activities.

Nafisatu, Nuhu & Shizar (2019) in their review have identified Corruption; fluctuating revenue and over- dependence on oil revenue; unstable economic parameters such as price

level, unemployment; Poor conception of people toward budget; unstable government policies from one fiscal year to another; inadequate finance; lack of qualified manpower; paucity of data; lack of effective budget monitoring; and delay in approval of project proposal by the ministry and the legislature as some of the factors limiting effective passage and implementation of the budget in Nigeria.

Ekhator and Chima (2015) studied on "Budget as an Instrument of Public Policy in Nigeria" and revealed that the goals of most policies are not accomplished in Nigeria due to incessant budget failure at the stage of the formulation and implementation. Critical among the factors responsible for the failure are according their study include: delay in preparation, late submission and appropriation, cumbersome bureaucratic process of securing release of funds, short fall in revenue, poor implementation plan and above all corruption. It recommended effective monitoring, timely submission of the budget to legislature by the presidency, discouragement of unnecessary lobbying of National Assembly by MDAs and avoidance of temptations of allocating huge amount to new projects while the on-going projects are starved of funds as the ways out of the problem (Ekhator and Chima, 2015).

Olurankinse (2013) revealed that in Nigeria, factors such as poor planning, fraudulent manipulation, lack of adequate professional knowledge, delay in passage of budget, late release of fund are all responsible for poor budget performance in the state. The implication is that it discourages investors due to poor condition of the state infrastructures, it reduces the standard of living of the people of the state, and it slows down economic development through wasteful spending, extra budgetary spending and debt accumulation.

Similarly, the Central Bank of Nigeria (CBN, 2015) revealed that the nature of the budget process often poses a challenge. This is because the budget needs to be reviewed at different stages with the possibilities of delays, like the drafting stage, legislative approval stage, implementation stage, and monitoring and evaluation stage. This has coincided with the views of http://cislacnigeria.net/the-legislature-and-budget-process-in-nigeria/(2007) that budget preparation, submission, consideration, approval and signing delays are predominant in the Nigeria's to an extent that the budget is often not available for implementation in the 1st quarter and a better part of the 2nd quarter over the past one and half decades.

Budget delays lead to escalation of uncertainty in the system, it affect the delivery of infrastructural projects which has profound impact on productivity in the economy. It leads to delay in the payment of contractors for government projects and heightens the risk of breaching contractual agreements on various government projects. And accordingly, CISLAC Admin (2007) observed that delay slowdown in the economic recovery process by postponing the multiplier effect of government spending. If funds for critical projects are not disbursed on time, industrial activity will be reduced, dragging the economy into a state of inertia and economic decline. The late passage of the budget is therefore a threat to achieving the ERGP targets and to Nigeria's goal of becoming one of the top 20 economies by 2020.

Delays in Budget Passage and its Impact on Nigeria's National Development

This delay in the passage of the budget has gradually become an annual one. After it is passed by the National Assembly, the bill must be signed by the President before it becomes law. If the process of passing the 2017 is anything to go by, then it is to be expected that the Presidency will once again insist on a clause by clause examination and comparison of the bill passed by the legislature with the proposal submitted to the legislature by the executive before assenting to it. This will surely add more weeks to the delay. This delay, as highlighted last year is bound to have grave consequences for the economy. Writing on the subject, Chris Emotoh reported the views of the President of the Nigerian Economic Society, Prof Ben Aigbokhan as follows:

> …Prof. Aigbokhan explained that when there is a delay …it affects economic growth and many jobs would be lost, thereby saturating the labour market and endangering the economy. According to him, when budget is delayed, the implication is that government may not be able to spend or execute 40 percent of the capital expenditure…Another negative effect of delay budget is that it discourages foreign investors from coming in to invest and that could make them to divert their investment capital to other countries (Emotoh, 2018, p. 7).

Olaoye (2014) observed that the first democratic budget in the year 2000 was passed into law by May, what a bad start we had. The 2004 Federal Budget was passed by the NASS into law in May. The 2002 budget was passed into law in March, 2005 in April and 2014 budget in May. Since year 2000 to 2014 no Federal budget was ready for implementation at the appropriate legal time which is December, 31 (Ata, 2013; Olusola-Obasa, 2011 & Eme, 2010). In other nations of the world like the USA, the Federal budget would always be ready months before the commencement of fiscal year.

Secondly, the distortions and foreign projects being introduced at will by the NASS always lead to conflict between it and Executive arm. The President will always withheld assent to the document. No budget since 2000 in Nigeria has been signed by president one week after passage by the NASS. It would always take weeks, months at times to get it signed into law (Ata, 2013; Olusola-Obasa, 2011). The action of the NASS in distorting figures in the budget is more than mere re-allocation of fund it is a matter of policy distortion. It will go root down to affect budget impact on the economy.

A third serious implication is in the area larger than life altitude of the Legislature. Now, when an act of the NASS is illegal or not back-up by any law, they suppose to set a law in place to back it up. Since the commencement of the constitution project idea in 2004, the National Assembly has not deemed it fit to legalise it and subject it to the normal budget procedure like every other expenditure of government (Udefuma, Fadila & Adebayo, 2013; Ndume, 2013).

Fourth in the line of implications is the cat and mouse Executive/Legislature relation and the press war that usually herald the annual budget process in Nigeria. Every year there is

always this battle over the pulse. Though this may be normal in every democracy but only if it leads development in our National life. Fifteen years of budget debacle should be long enough for both arms of government to be matured and developed good pulse relationship. It is only the Law Court they have not resulted, they have used every other political weapon to fight each other and settle scores on budget matters (Gbajabiamila, 2014). The study finding by CISLAC Admin Rsearch (2007) revealed the following implications of the late passage of the Budget on the economy and businesses that:

i. Budget delays lead to escalation of uncertainty in the system, It affect the delivery of infrastructural projects which has profound impact on productivity in the economy. It leads to delay in the payment of contractors for government projects and heightens the risk of breaching contractual agreements on various government projects
ii. A slowdown in the economic recovery process by postponing the multiplier effect of government spending. If funds for critical projects are not disbursed on time, industrial activity will be reduced, dragging the economy into a state of inertia and economic decline. The late passage of the budget is therefore a threat to achieving the ERGP targets and to Nigeria's goal of becoming one of the top 20 economies by 2020.
iii. Delay in the release of funds for recurrent expenditure will cause a delay in the payment of salaries and allowances of federal workers. This feeds into the cycle of further slowing down economic recovery by reducing the purchasing power and consumption of citizens;
iv. Capital expenditure such as infrastructural development, construction work and payment of contractors will also be put on hold. This is especially bad when these funds are meant to be channeled towards sectors that improve the ease of doing business, such as transportation and electricity. Performance of these sectors is correlated with the success of Nigerian businesses, which are key players in the effort to combat the country's high unemployment rate. It also affects private sector operators that depend on the budget to plan their activities for each fiscal year. Delay in passing the budget therefore slows down their activities, with negative economic consequences;
v. In addition to adversely affecting the economy, slow provision of critical infrastructure needed to boost industrial activity negatively affects the country's ability to export locally made products, and therefore reduces its revenue and foreign exchange from non-oil exports; and,
vi. There is also the issue of inadequate absorptive capacity as the country may not be able to spend so much money in such little time. This can result in inflationary pressures and may also provide fertile ground for leakages, fraud and inefficiency.

Conclusion

The budgetary process in Nigeria is being improved in terms of transparency. But delay in Nigeria's budget process has become the new norm in recent years, and has often been caused by disagreements between the executive and legislative arms of government. It is

crucial that both arms work on improving the schedule of the country's budget process and the steps need to be taken to address the various factors identified for delays in budget so as to further improve the process and free up more funds to fund critical sectors. In order to address the issue of poorly funded and project abandonment, government would need to set up and fund a cost and quality control office in various MDAs. This would enable help to track and easily assess projects at various levels in order to make sure there are no leakages or poorly funded projects. This would improve the quality of the projects delivered and also reduce the amount of abandoned projects as well as improving the standard or well being of the citizens.

Recommendations

i. National budgeting should be based upon and truly reflect the changing views, needs and preferences of the Nigerian people. Nigerians should be allowed to have some say in the type of capital projects they want. This calls for Bottom-Top-Planning-Approach. This probably may enhance greater impact of public budget on the welfare of the people and fast-track development of the country.

ii. The paper also infer that public budget in Nigeria requires radical re-organization and re-orientation coupled with strong political will to make national budgets become powerful instrument for development engineering.

iii. Time limits would have to be set to address delays in the passage of the budget, due to the numerous exchanges during the various stages of the budget process. Each office, MDA and arm of government should be allocated a certain time limit to make their inputs and forward same to the next office for necessary action.

iv. There is need for the government to improve the monitoring and evaluation culture in the various MDAs. This would ensure that various stages of the MDA's project is clearly stated and presented, thereby reducing the bloated figures that are submitted to the BOF.

References

Abdullahi, A. M. and Angus O. U. (2012). Budget in Nigerian Public Sector: Need for Balance Score Card Perspective. *International Journal of Finance & Accounting,* 1 (2), 1-6.

Ajakaiye, O. (1988). Towards Effective Budgeting under a Democratic System. *NCEMA Policy Series Analysis*, 5(1), 145.

Asemah, E. S. (2010). *Public Relations and Democratic Governance in Nigeria*: *A ComponentialOverview*. Lagos: Atsco Press.

Asemah, E.S .(2011). *Mass Media in the Contemporary Society.* Jos: University Press.

Ata, U. (2013). Jonathan yet to sign 2013 Budget. National News online March.

Ayo, S.B. (1995). Implementing a Balanced Budget at the Local Government Level. A paper presented at the National Workshop organized for Local Government Officials, Lagos, Nigeria.

Balmori, J. (2004). Development in management accountancy. New York, U.K. Heinemann publishers Ltd.

Carreras, A., Mujtaba, B. G. and Cavica, F.J. (2011). "Don't Blame the Budget Process: An exploration of Efficiency, Effectiveness and Ethics" *Business and Management Review,* 1(3) pp 05-13.

Central Bank of Nigeria (2015). Understanding monetary policy series: The Nigerian budget process. Garki, Abuja.

Collaborative Africa Budget Reform Initiative (CABRI) (2020). The role of the legislature in the budget process: Country Case Study. Collaborative Africa Budget Reform Initiative.

Effiom, L. and Edet, E. S. (2019). Challenges to Capital Budget Implementation in Nigeria. *International Multi-Disciplinary Journal*, 13(3), 167-180. (Online) DOI: http://dx.doi.org/10.4314/afrrev.v13i3.15.

Ehigiamusoe, U. K. and Umar, A. (2013). Legislative Oversights and Budget Performance in Nigeria: Issues & Policy Options. *Journal of Economics and Finance* (IOSR-JEF), 1(5), 01-12. e-ISSN: 2321-5933, p-ISSN: 2321-5925, www.iosrjournals.org.

Ekhator, E. V. and Chima, P. (2015). Budget as an Instrument of Public Policy in Nigeria. Public Policy and Administration Research, 5(7), 8-13. Available at www.iiste.org ISSN 2224-5731(Paper) ISSN 2225-0972(Online).

Eme, O. I. (2010). "The Roles of the President and National Assembly in Government Budgeting in Nigeria" *Sound of Management and Corporate Governance* Volume 2, September.

Gbajabiamila, F. (2014). "Budget and Budgeting Process in National Assembly" A public Lecture, March, Abuja.

Hemsen, S.C. & Van de Stede. (2003). "Multiple facts of Budgeting: An Explanatory Analysis*" Management Accounting Research*. 5(3-4), 247-360.

Houlton, M.L. (1982). Cost and management Accounting an introduction. New York, U.K. Williams Heinemann Ltd.

http://cislacnigeria.net/the-legislature-and-budget-process-in-nigeria/. Accessed on 16/7/2019.

Ifeanyichuku, A. O., Ezeamama, N. C., Joy, N. U. & Mgbodile, C.C. (2016). Budget implementation and control reforms: tool for macroeconomic growth. *British Journal of Economics, Management and Trade,* 11(2), 1-13.

Innocent, N. and Christopher, E. (2017). Budget evaluation and government performance: a case of the Nigeria economy. *Journal of Economics, Management and Trade*, 20(1), 28-30.

Keghku, T. (2005). *Public Relations and the Nigerian Economy.* Makurdi: Aboki Publishers

Metawie, M. & Gilman, M. (2005). "Problems with the Implementation of Performance Measurement Systems in the Public Sector…." 3rd Conference on Performance Measurement and Management Control, September, 22-23. pp. 1-24.

Nafisatu, K., Nuhu, B. J. & Shizar, D. Y. (2019). Constraints to Budget Implementation in Nigeria. *World Journal of Innovative Research* (WJIR), 7(4), 74-80. Available at https://doi.org/10.31871/WJIR.7.4.31.

Ndume, A. (2013). "N900 billion on Constituency Projects" Nigeria Intel, Oct; 8

Nwankpa, L.O. (2017). Budgeting for change in the Nigeria public sector: A qualitative research. *African Research Review*, 1(14), 7-14.

Ohanele, C. (2010). Government Budgets in Nigeria: Who Benefits? Available at http://www.copmfdafrica.ning.com/profile/judechimi diohanele.

Olaoye, F.O. (2014). An exploratory evaluation of legislative lawlessness in the Nigerian budget process. *Singaporean Journal of Business and Management Studies*, 3(2), 1-8.

Olatunji, O. C., Oladipupo, O. F. & Joshua, A. A. (2017). Impact of capital budget implementation on economic growth in Nigeria. *Archives of Business Research*, 5(10), 89-102

Olurankinse, F. (2017). Poor budgetary performance: Causes and implications for development. *European Journal of Accounting, Auditing and Finance Research*, 1(2), 53-56.

Olusola-Obasa B. (2011). 2011 Budget: Delay inimical to vision 20:2020 target. NBF Topics online May, 14.

Omolehinwa, E. (2003). Government budgeting in Nigeria. Lagos: Pumark Ltd.

Omolehinwa, E. (2011). Government budgeting in Nigeria. Lagos: Purmark Ltd.

Omopariola, Ol. (1986). Budgeting for Government Programmes: UNIFESS course on Tax and Revenue Administration. Lagos: Nigeria.

Otire, I. (2010). CSO-Legislative Partnership and Participation Budgetary Process as Catalyst for Development. Public Lecture. October, Kano Pp 1-13.

Oyedele, S.O. (2014). The Nigerian national budget and development engineering under rule. *Journal of Public Administration and Governance*, 4(4), 149-158.

Udefuna, P.N., Fadila, J. & Adebayo, F. O. (2013). Legislative Constituency Project in Nigeria: Implication for National Development" *Mediterranean Journal of Social Sciences, 4(6)* 2039-2117.

International Academic Journal of Educational Research

Volume 5, Issue 3, PP 71-84, ISSN: 2384-6361, March, 2021
Double Blind Peer Reviewed International Research Journal
garcjournalssubmit@gmail.com
Journal Series: Global Academic Research Consortium (garc)

Effects of Client Centered Therapy on Bullying Behaviour among Senior Public Secondary School Students in Rivers State

Cookey, Patricia Uzoamaka[1], Margaret G. Kennedy (PhD)[2], Dr T. Adolphus[3] & Prof. Paulinus Chijioke Okwelle[4]

[1]Department of Educational Foundation, Faculty of Education, Rivers State University, Port Harcourt

[2]Rivers State University, International Secondary School, Nkpolu, Oroworukwo, Port Harcourt | Email: margaretkennedy240@gmail.com

[3]Department of Science Education, Faculty of Education, Rivers State, University, Port Harcourt, Nigeria

[4]Department of Vocational and Technology Education, Faculty of Education, Rivers State, University, Port Harcourt, Nigeria

Abstract: *The study investigated the effects of Client Centered Therapy (CCT) on bullying behaviour among senior secondary school students in Rivers State, using the pre-test, post-test control group quasi-experimental research design. Two research questions and two null hypotheses were postulated to guide the study. The population consist of 145,894 senior secondary school students in the State. A sample size of 320 SS1 students possessing bullying characteristics chosen from six schools in the three senatorial zones were used for the study. The subjects were distributed equally to two experimental conditions, one control and one experimental group for comparison. The experimental group received Client Centered Therapy (CCT) while the control group received no treatment. The Adapted Olweus Bullying Questionnaire (AOBQ) was used as the outcome measure. Its face and content validities were established by test experts and guidance and counselling experts while its reliability was established through the test-re-test method using the Pearson Product Moment Correlation test which yielded a co-efficient value of 'r' 0.786. The face to face method was used for the administration of the instrument before and after treatment. Data collected was analysed using the paired sample t-test for the first hypothesis and the one-way ANCOVA for the second hypothesis using Minitab 19 statistical analysis software. All the two hypotheses were rejected. Based on the findings it was recommended amongst others that students with bullying behaviour should be exposed to the counselling modalities of CCT.*

Key words: *Bullying Behaviour, Client Centred Therapy, Guidance and counselling, Senior Secondary, and Students.*

Introduction

Bullying is an anti- social behaviour exhibited by some students in public secondary schools. It is unpleasant and unacceptable by stake holders in the business of education. Bullying is the use of force, threat, or coercion to abuse, intimidate or aggressively dominate others. The behaviour is often propelled by the following; Differences of social class, race, religion, gender, sexual orientation, appearance, behaviour, body language, personality, reputation, lineage, strength size or ability (Ericson, 2001). Bullying ranges from one-to-one individual bullying through group bullying called mobbing, the bullying in this case may have lieutenants who may seem to be willing to assist the primary bully in his or her bullying activities. Bullying culture can develop in any context in which humans interact with each other be it workplace, school, family, neighborhood etc. (Doug, 2016). No matter where it occurs or the form it takes it is not acceptable because it can drain ones emotion, erode ones self-esteem and self-concept because the bullied always live in fear and uncertainties.

Bullying can be done individually or collectively. Individual bullying can be classified into four types namely; physical, verbal, relational or emotional bullying and cyber bullying. Individual bullying is usually carried out by a single person against a target or targets (Brank, Hoetger, Hazen, 2012). Let us examine them one-by-one.
Physical bullying is done to inflict pain on somebody's body or damages on individuals' properties, stealing, shoving, hitting, and fighting. In physical bullying the main weapon the bully uses is their body when attacking their target. Physical bullying most often escalates over time and can lead to tragic ending and therefore must be stopped to prevent future or further escalation.

Verbal bullying is carried out by speaking, calling names, spreading rumors, threatening somebody and making fun of others etc. verbal bullying is one of the commonest types of bullying in secondary schools. The main weapon the bully applies is the voice. Girls uses verbal bullying than boys. However, some boys resort to verbal bullying to avoid the troubles that can come with physical bullying.

Emotional or Relational bullying; this type of bullying is carried out with the intention to hurt someone's reputation or social standing which can also link in with the techniques included in physical and verbal bullying. Relational bullying can be used as a tool by bullies to both improve their social standing and control others. Unlike physical bullying which is overt, relational bullying is covert not overt and can continue for a long time without being noticed. It is mostly carried out upon girls.

Cyber bulling is the use of technology to harass, threaten, embarrass or target another person. This includes email, instant messaging, social networking sites (such as face book, what Sapp) text messages and cell phones (Whittaker, 2016).

Collective bullying or mobbing; collective bullying tactics are employed by more than one individual against a target or targets. When collective bullying or mobbing occurs as emotional abuse in the workplace for instance, such as ganging up by co-worker,

subordinates or superiors to force someone out of the workplace through rumor, innuendo, intimidation, humiliation, discrediting and isolation. It is also referred to as malicious non sexual, nonracial/ racial general harassment (Ball, 2008).

Generally, bullying is often seen as an aggressive behaviousr colloquially and within aggressive literature. Bullying behavior is both aggressive and negative. Venden Bos in Givens (2009) defines bullying as persistent, threatening and aggressive behaviour directed towards others especially those who are smaller or weaker. The bully enjoys the act of bullying while the bullied suffers the pain.

Bullying behaviour is a great concern to parents, teachers and other stakeholders, if not corrected at the secondary school stage bullies may act violently in adult life, become maladjusted and breed maladjusted individuals in the society. The researchers thinks that counselling strategies if well applied can remedy bullying behaviours in secondary schools. The techniques of Client Centered Therapy (CCT) was applied to help bullies realized self and resort from bullying behaviour to a positive one. The researchers as counsellors provided a positive environment, unconditional positive regard empathy and congruence as demanded by the therapy to aid clients who are bullies to realise self for a positive change in behaviour.

Statement of the Problem

Students' involvement in bullying has attracted several attentions from researchers and education stakeholders such as parents, school management, teachers, Government and others. It is an issue of great concern, bullying behaviour does not only affect the victims but the perpetrators, their families, schools, and society at large. Increase in bullying behaviour has led to drop in test scores, because those bullied are most often afraid of school attendance and may not be emotionally stable to learn effectively to pass test and exams due to low school attendance, frustration, depression and other unpleasant activities that does not promote teaching and learning in schools. The school climate is negatively affected by bullying behaviour of students because students who are directly involved in bullying problem will not find the school environment conducive for learning due to aggression and hostility in the school environment.

Students involved in bullying behaviour have been reprimanded, flogged and punished because it is not a pleasant behaviour but the behaviour keep persisting in the school system Okosun (2010). Bullying is a significant problem in the school system that cannot be ignored or allowed to persist because it disrupts learning and drains a significant proportion of mental health and family resources. Victims of bullying are unhappy, anxious, frustrated and may suffer physical injuries, low self-concept, and low-self-esteem and may find it difficult to concentrate on their studies because of the bullying they experience. They sometimes may stay away from school because of fear of the bullies. These situations may lead to health problems, poor academic performance, ultimately failure among victims (Mazur, Tabak, Zawadzka, 2017). On the other hand the bullies tend to experience depression, engage in suicidal tendencies and other unpleasant activities. If not corrected they are likely to act violently in their adult life and become maladjusted individuals who will further breed maladjusted individuals as parents. Bullying behaviour may attract dislike and rejection from peers which may turn a bully to a recluse. This situation may

make them suffer low academic achievement and risk-taking behaviour. Students who engage in bullying behaviour are at risk for criminal arrest, school dropout and physical violence.

Looking from the angle of the victim of bullying and the perpetrator no gains can be counted, both the bullied and the bully stand a risk of suffering school dropout, low test scores and other consequences. The problem is, can Client Centered Therapy be used successfully to curb bullying behaviour among secondary school students in Nigeria, having been used successfully in advanced countries like America and others? Consequent upon this problem the researchers decided to investigate the effects of Client Centered Therapy (CCT) on bullying behaviour among students in secondary schools in Rivers State, Nigeria. This is the problem of this study.

Purpose of the Study

The purpose of this study was to investigate the effects of Client Centered Therapy on bullying behaviour among Senior Public secondary school students in River State and specifically,

1. To determine the effects of Client Centered Therapy on bullying behaviour of senior public secondary school students in Rivers state as indicated by the pre-test and post-test mean scores of the experimental group.
2. To determine the effects of the treatment (CCT) on bullying behaviour of students when the pre-test and post-test mean scores of the experimental group are compared to that of the control group.

Research Questions

The following research questions were formulated to guide the study

(1) What is the effect of Client Centered Therapy on bullying behaviour of students as measured by the Pre-test and Post-test mean scores of the experimental group?

(2) What is the effect of Client Centered Therapy on bullying behaviour of students in Rivers State when the pretest and posttest mean scores of the experimental and control groups are compared?

Null Hypotheses

The following null hypotheses were formulated to give direction to the study.

H_{01}: There is no significant difference in the effects of Client Centered Therapy on bullying behaviour of student in Rivers State as indicated by the pretest and post-test mean scores of the experimental group.

H_{02}: There is no significant difference in the effects of Client Centeed Therapy on bullying behavior of students in Rivers State when the pre-test and post-test mean scores of the experimental group are compared to that of the Control Group.

Theoretical Review

This study is anchored on Client Centered Therapy, its other names are 'Self-Centered Approach', 'Rogerian Approach' 'Person Centered Approach or 'Non-Directive Counselling. The theory was propounded by Carl Rogers mainly to serve the American situation (Uwe, 2016). As the name suggests client centered theory is based on the client's ability to take initiative and solve his/her problems. Rogers disagreed with Freud's emphasis on the past, but believes that present situations are responsible for the client's problems.

Carl Rogers explains that three conditions are important in creating the therapeutic relationship. They are:
Empathy: This implies that the counsellor should perceive the client's problem as his/her own. The counsellor should be able to see the client's problem the way the client sees it. The counsellor should equally convey an understanding of client's situation by showing willingness to assist.
Congruence: The counsellor should be genuine, truthful, honest and unadulterated in his/her relationship with the client. Counsellor should be straight forward while relating with the client.

Unconditional Positive Regard: The counsellor should accept the client as he/she is and render the necessary therapy. Counsellor should accept the client unconditionally without passing judgment. The counsellor should not discriminate against any client based on race, wealth, educational level, gender etc.
The counsellor should therefore provide these conditions which will help the client to psychologically heal himself/herself. Counsellor should create the condition for the client to grow. Providing these conditions is like the gardener who does not make the seed to grow but provides the conditions for it to do so.
The Rogerian approach views man as good, rational, constructive, realistic, sociable and capable of becoming whatever he/she wants to be. Man can become good with adequate psychological climate. Rogers therefore views man as the determinant of his/her destiny. Man is good and can only become evil due to the society and the influence of the environment. If the proper environment is provided, man can actualize his/her potentials and solve his/her problems.
The client is expected to take responsibility for his/her own actions. Client is to lead the counselling session and take initiative at solving his/her problem. The client does not rely on any person to prescribe solution to his/her problem but takes active part in the counselling session in order to solve his/her problem.
The counsellor is to provide a conducive environment, which will enable the client to be active and solve his/her problem. The counselor, therefore, plays a dominant role in the counselling process.

Empirical Review

A quasi-experimental study conducted by Kennedy (2008) investigated the effects of individual counselling on the social adjustment of registered widows in Rivers State. The study utilized rational emotive behavior therapy and client-centered approach as counselling modalities for the study. The study utilized the purposive sampling technique to draw out 60 widows who composed the sample. They were placed in 4 experimental conditions with 15 members in each group. Group 1 benefited from Rational Emotive Behaviour Therapy, Client Centred Therapy, Group 2, Client-Centred Therapy, group 3, a combination of Rational Emotive Behaviour Therapy and Client Centred Therapy and group 4 was the control group. The outcome measure was the adapted social adjustment scale. Mean and standard deviation were used to answer the research questions while the independent t-test and Analysis of variance (ANOVA) were used to test the null hypotheses. Results indicated that the treatment factors Rational Emotive Behaviour Therapy, Client Centred Therapy and a combination of Rational Emotive Behaviour Therapy and Client

Centred Therapy produced significant mean difference between the experimental and the control group. This means Rational Emotive Behaviour Therapy, Client Centred Therapy and a combination of both were found effective in counselling.
Odoemelam (2000) conducted a quasi-experimental study among 28 physically handicapped secondary school students in Afikpo urban of Afikpo North Local Government Area of Ebonyi State. The study used Rational Emotive Behaviour Therapy and Client Centred Therapy to improve self-concept. The result shows that the experimental groups with individual and combined treatment factors had an improved self-concept over the control group which had no counselling. The study also revealed that Rational Emotive Behavior Therapy and Client Centred Therapy were effective none of them was significantly more effective than the other.

In a related development, Fung, Gersteein, Chain and Hutchison (2013) conducted a study on the effectiveness of cognitive behavior therapy on reducing aggressive bullying behavior among Hong Kong secondary school students taking into cognizance the potential importance including content targeting types of aggression through a screening procedure 63 high risk proactive bullies were selected for the study in a population of 5,025 students and were randomly assigned to treatment groups. A significant MANOVA was discovered with 46 participants, proactive, reactive, verbal and physical bullying scores were compared before treatment and at four follow up assessment after treatment. Proactive, reactive and physical bullying decreased from pretest to one year follow up suggestion that cognitive behavior therapy was effective in reducing aggressive bullying behaviors of students.

In yet another study carried out to examine the effect of some therapies in the prevention programme for bullying and physical violence, Gusmoes et al (2017) conducted a randomized controlled trial with 6637 7th- and 8th-grade students in 72 public schools in 6 Brazilian cities. Baseline data were collected from both intervention and control groups prior to programme implementation. Follow-up data collection was performed 9 and 21 months later. Generalized estimating equations were used to evaluate changes in the reporting of receiving or practising bullying and physical violence over time. The programme was found to reduce the likelihood of receiving bullying, particularly in the stratum of girls (and not boys) aged 13-15 years at the 9-month follow-up time point. The effect was not sustained at 21 months. There was no significant effect for practising bullying and for receiving or practising physical violence.

Methodology

Research Design

The study utilized the pretest, posttest control group quasi-experimental design. This design allows for results gotten from experimental and control groups to be genuinely compared using pretest and post-test as well as experimental and control groups; that were not constituted by random assignment of the subjects. The utmost condition that require the use of quasi-experimental research according to Kpolovie (2010) is when full randomization cannot be functional to control all known and unknown extraneous variables required for true experimentation.

The researchers are convinced that this present study was most appropriate with the use of quasi experimental research because students were not randomly assigned to experimental conditions but were treated in their intact schools.

The study was conducted in Rivers State of Nigeria one of the 36 states of the federation.

Population for the Study

The target population of this study consist of all the senior secondary school students in Rivers State of Nigeria for 2019/2020 academic session. As at the time of this study, the total number of senior public secondary students in Rivers State stands at 145,894 (one hundred and forty-five thousand eight hundred and ninety-four students (Source: Rivers State Senior Secondary Schools Board).

Sample and Sampling Techniques

The simple random sampling technique which ensures that every member is given an equal and undisrupted chance of been selected was used to select six schools from the three senatorial zones of the state for the study, two from each zone. The adapted Olweus Bullying Questionnaire was administered to all the SS1 students in the selected schools and 330 students who possess the characteristics of bullying behaviour were identified and used for the study. Students in three schools were assigned to the treatment group and three were assigned to the control group.

Instrument for Data Collection

The instrument employed to obtain data for the study was adapted from a standardized bullying questionnaire developed by Olweus to measure the degree of bullying behavior among students. It was adapted and renamed 'Adapted Olweus Bullying Questionnaire' (AOBQ) to make it suitable for local use with 18 self-report items in relation to bullying behaviour on a scale of 1-5 . The original instrument developed by Olweus was not used as it was in its original form, this therefore calls for validation and reliability processes.

Validity of the Instrument

Face and content validities were ensured to determine the validity of Adapted Olweus Bullying Questionnaire (AOBQ), the following method was adopted.

Face Validity of Adapted Olweus Bullying Questionnaire (AOBQ)

To establish the face validity of Adapted Olweus Bullying Questionnaire (AOBQ) three copies were given to three experts in the field of Educational psychology/guidance and counselling from the University of Port Harcourt and Rivers State University in Rivers State, to study the instrument and indicate what it appears to measure superficially. The experts confirmed that the instrument is a true measure of bullying behavior which means the instrument has good face validity and was accepted by the researchers as meeting its superficial value after effecting the corrections and suggestions made.

Content Validity of Adapted Olweus Bullying Questionnaire (AOBS)

Content validity of Adapted Olweus Bullying Questionnaire (AOBQ) was determined in two phases. In phase one three copies of the instrument was given to three other experts from the departments of Educational psychology/guidance and counselling in the three universities in Rivers state.

At the second phase, improved copies of the Adapted Olweus Bullying Questionnaire (AOBQ) which went through the first phase was also given to other experts in the same field in the three universities in Rivers state to indicate the degree of suitability or relevance of the items of the instrument to measure bullying behavior of students. This was

done to confirm the judgment of the earlier three all their corrections and criticism were taken into cognizance in the final draft

Reliability of the Instrument

Reliability of Adapted Olweus Bullying Questionnaire (AOBQ) was determined through the test- re-test method for a measure of stability. Twenty (25) students outside the sampled schools responded to the instrument, after one month's interval of the first administration a retest was given to the same students. The initial and re-test scores were correlated using Pearson Product Moment Correlation test and it yielded a value of' 'r' 0.746 thus the reliability of Adapted Olweus Bullying Questionnaire (AOBQ) was established.

Administration of Instrument

With the help of research assistants, a pre-test was given to all the students in SS1 in the selected six schools, totalling 1,107 students from the pre-test, 330 students were identified to show significant bullying behaviours. These students were put into 2 groups in each school. Groups I constituted the experimental group while group 2 was the control group in each school. Group I was given the Client Centered Therapy (CCT) while group 2 which was the control group had no treatment.

Table 1: Group Representation

SN	Group	Treatment	Pre-test	Post-test	Number
1.	I	CCT	X	X	167
2.	II	Control	X	X	163

Methods of Data Analysis

All the research questions were answered using mean and standard deviations. Hypotheses I was analysed using the paired sample t-test while hypothesis 2 was analysed with one-way ANCOVA at 0.05 level of significance. The analysis was carried out using Minitab 19 statistical analysis software.

Experimental Procedure

The experimental procedure was divided into three stages.

Stage 1 – Pre-test Administration

The researcher administered the Adapted Olweus Bullying Questionnaire (AOBQ) to every member of the population selected for the study in SS 1 in the six selected schools in their respective schools to determine those fit for the study.

Stage 2 – Scoring of the Pre-test

The researcher scored the responses of students on each item on Adapted Olweus Bullying Questionnaire (AOBQ) to determine students with bullying behaviour. Thirty-one out of 90 points on the Adapted Olweus Bullying Questionnaire (AOBQ) was the cut off for bullying behaviour thus students with 31 points and above were identified as students with bullying behaviour.

Stage 3 – Placement of Subjects into Experimental and Control Groups

The researcher separated students with bullying behaviour disorder that is those who scored 31 points and above from the other students who scored below 31 points. Those

who scored 31points and below were exempted from the study while those with bullying behaviour were placed into experimental and control group through ballot system thus, two (2) groups were formed in each school, one treatment group and one control group were formed for the experiment, students were treated in their respective schools.

Treatment Procedure will be divided into Three Phases as follows;

Phase 1 – Pre-treatment phase. At this stage base line data for judgement was collected from both experimental and control groups through the outcome measure.

Phase 2 – Treatment Phase. The researchers commenced treatment (counselling sessions) one hour once a week for six weeks in their respective schools while the control group received no treatment for purpose of comparison.

Phase 3 – Post Treatment Phase. After treatment the researchers waited for two weeks to elapse before administering the post-test to both the experimental and control group for comparison.

Results

Research Question 1: what are the effects of Client Centered Therapy on bullying behaviour of students in Rivers State as indicated by their pretest and post-test mean scores?

Table 2: Pretest and Posttest Mean Scores/Standard Deviation of Experimental Group (CCT)

Treatment Method	Group	N	Mean	Difference	Std. Dev
Client Centered Therapy	Pre Test	167	53.56	17.74	3.57
	Post Test	167	35.81		3.30

Table 2: shows the pretest and post test scores of experimental group (CCT), the table shows that the pretest mean score was 53.56 with a standard deviation of 3.57 while the posttest mean score was 35.81 with a standard deviation 3.30, leading to a mean difference of 17.74. This suggests that Client Centred Therapy (CCT) had an effect on bullying behavior of students there is an obvious decline in bullying behavior as indicated by the pretest and posttest mean scores.

Research Question 2: what are the effects of Client centered Therapy on bullying behaviour when the pre-test and post-test mean scores are compared to that of the control group?

Table 3: Pretest and Posttest Mean Score of Experimental group (CCT) and Control Group

Groups	N	Pre Test Mean	Std. Dev	Post Test Mean	Std. Dev	Mean Difference
Experimental Group (CCT)	167	53.56	3.57	35.81	3.30	17.74
Control Group	163	53.84	3.50	54.18	3.29	0.34

Table 3 shows the pretest and post test scores of experimental group (CCT) and the control group, the table shows that the pretest mean score for the experimental group was 53.56 with a standard deviation of 3.57 while the post-test mean score was 35.81 with a standard deviation of 3.30, leading to a mean difference of 17.74, while for the control group the pretest mean score was 53.84 with a standard deviation of 3.50 while the mean of the post test score was 54.18 with a standard deviation 3.29, leading to a mean difference of 0.34. This result shows that the Client Centered Therapy was effective in treating bullying behaviors of students when compared to the control group.

Hypothesis one: There is no significant difference in the effect of Client Centered Therapy on bullying behavior of student in Rivers State as indicated by their pretest and post-test mean scores.

Table 4: T-test table of Pre-test and Post Test Scores for Experimental Group (CCT)

Treatment Method	Groups	Df	T- value	P value
Client Centered Therapy	Pre-test Post-test	165	-47.19	0.00*

The mean difference is significant at 0.05*

Following table 4 a paired sample t-test was carried out to determine if there was a significant difference in the effect of Client Centered Therapy on bullying behaviours of students in Rivers State as indicated by their pretest and post-test mean scores, the hypothesis was tested at 0.05 level of significance. The result of table 5 was *t (165) = -47.19, p = 0.00*. This result is significant as the p value of 0.00 is less than the 0.05 level of significance. This suggests that there is a significant difference in the effects of Client Centered Therapy on bullying behaviors of students in Rivers State as indicated by their pretest and post-test mean scores. Hence the null hypothesis was rejected.

Hypothesis 2: There is no significant difference in the effects of Client Centered Therapy on bullying behaviors of students in Rivers State when their pre-test and post-test mean scores are compared to that of the control group.

Table 5: One way ANCOVA Results for Experimental Group and Control Group

Analysis of Covariance

Source	DF	Adj SS	Adj MS	F-Value	P-Value
Pre Test	1	3.3	3.3	0.31	0.580
Treatment Method	1	27814.6	27814.6	2557.48	0.000
Error	327	3556.4	10.9		
Lack-of-Fit	35	405.5	11.6	1.07	0.363
Pure Error	292	3150.9	10.8		
Total	329	31394.9			

a. R Squared = 0.887 (Adjusted R Squared= 0.886)

Following table 5, the observed difference was further subjected to an ANCOVA analysis to test for the significant effect of Client Centered Therapy on bullying behaviors of students in Rivers State as determined by the comparison with the control group. The result of the ANCOVA analysis showed in table 5 was *f (1, 327) = 2557.48, p = 0.00*. This result is significant as the p value of 0.00 is less than the 0.05 level of significance. This suggests that there was a significant effect of Client Centered Therapy on bullying behaviors of students in Rivers State as determined by the comparison with the control group. Hence the null hypothesis is rejected.

Discussion of Findings

The main objective of this study was to investigate the effects of Client Centred Therapy on bullying behaviour among senior secondary school students in River State. Several behavioural therapies have been found by various researchers to correct certain dysfunctional behaviours. Client Centered Therapy techniques are suggested for the treatment of bullying behaviour of senior public secondary school students in Rivers State. The discussion of the findings of this study is based on the results emanating from the research questions and test of hypotheses and its place in existing literature and previous studies. The first finding of the study indicated on tables 1 and 4 shows that there was a significant difference that existed in the pre- test and post-test mean scores of bullying behaviour among secondary school students in the treatment group. The calculated pre-test mean scores in bullying behaviours of the experimental group dropped significantly after the application of Client Centred Therapy (CCT).

Based on the outcome of the corresponding hypothesis a significant difference existed in the pretest and post-test mean scores on the effectiveness of Client Centered Therapy on bullying behavior of student in Rivers State as indicated by the result on table 4. It further highlights the effectiveness of the Client centered therapy in the reduction of bullying behavior. First, this result is a reflection of the theoretical opinion of Rogers (1961) who viewed man as being capable of resolving problems that hinder his personal growth and therefore regarded bullying behaviour as disturbances in awareness or undue restriction on existence. This result also confirms the observation found in Kennedy (2008) who affirmed the effectiveness and success of the Client Centred Therapy (CCT) in the reduction of bullying behavior. Odoemelam (2000) also gave credence to this result as he substantiated that the use of the Client-Centred Therapy was effective in reducing undesirable behaviour among in-school adolescents.

The second finding of the study indicated on table 3 answering research question 2 and table 5 showing tested hypothesis 2 shows that there was no significant difference in the pre-test scores of bullying behaviors of both the experimental and control group while the post- test mean scores of bullying behaviour as indicated by the results of both the experimental and control groups of students in Rivers State showed a significant difference .This implied that there was major disparity in bullying behavior patterns of both the control and experimental group. This difference shows the effectiveness of CCT treatment procedures administered on the experimental group. This finding corroborates that of Kennedy, (2008), Eremie et al (2020), Olta and Odoemelam in Kennedy (2008). They all

found CCT treatment modalities to be effective on different life issues over the control group when compared.

Conclusion

Based on the result of the study, it was concluded that Client Centered Therapy was very effective in reducing bullying behaviour among students in Rivers State. This was evident in the significant drop in the post-test mean scores of the experimental group after the treatment was administered. Again, the control group when compared to the experimental group showed consistent bullying behaviour at post-test while the treatment group showed significant reduction in bullying behaviour. This simply indicates the gains of the application of the treatments factor CCT on bullying behaviour.

Recommendations

The following recommendations are made based on the findings of the study:

1. Secondary school students with bullying behaviour should be exposed to the Counselling modalities of Client Centered Therapy. Based on this recommendation, all secondary schools in the state should have functional Counsellors to effectively carter for the needs of students.
2. Professional Counselling bodies like the Association of Professional Counsellors in Nigeria (APROCON), Counselling Association of Nigeria (CASSON) should continuously train and re-train their members with the practical techniques of Client Centered Therapy to enable them utilize it effectively for their job.

Limitation of the Study

This research was not without limitations; this study like any other research has suffered some grey areas despite the success it recorded. In course of carrying out this study, the researchers encountered the following limitations amongst others which may/ may not have affected the generalization of the study.

Firstly, the counselling process generally needs a serene environment and some schools employed for the study do not have counselling laboratories due to the absence of professional counsellors and as such counselling took place in classrooms, occasionally students come in to distract the counselling process.

Secondly, there was paucity of adequate empirical studies on client centred therapy and bullying behaviour, this affected the volume of literature review on empirical studies as past works were found to be limited in supporting the findings derived from the study.

Implication to Counselling

The implication here is that bullying behavior of students which can pose danger to the lives of students, deter their studies and inhibit their progress can be redirected from negative to positive or healthy outcome through the intervention of Client Centered Therapy as revealed by the study. The outcome of this study has significant implication for counsellors, students, teachers, stakeholders and school management. The study which revealed that Client Centered Therapy, proved effective on bullying behaviour of students implies that Client Centered Therapy enables students shift from problem-oriented behaviour to a positive oriented endeavour. It also implies that individuals are capable of

working effectively with counsellors to shift from a problem-oriented behaviour to a healthy and positive one for a meaningful living that can enhance a better future. Conclusively, it can be said that CCT intervention strategies are actually helpful in redirecting negative and unhealthy behaviour patterns to positive and desirable life style for a better living.

References

Akinade, E.A. (2012). *Introduction to modern guidance and counselling*. A basic text for tertiary institutions. Ibadan: Brightways publishers.

Alabi, Y. L., & Lami, M. M. (2015). Efficacy of Client-Centred and Rational-Emotive Behaviour Therapies in Reducing Bullying Behaviour among In-School Adolescents in Ilorin, Nigeria. *International Journal of Instruction*, *8*(1), 61-74.

Asodike, V. (2009). Effects of Counselling modalities on self-concept of undergraduate physically challenged students in Rivers State. Thesis submitted to the institute of Education, Faculty of Technical and Science Education Rivers State University.

Ball, H.A. (2008). Genetic and environmental influences on victims, bullies and bully-victims in childhood. *Journal of child psychology and psychiatry,* 49 (1), 104-120.

Brank, E.M., Hoerger, L.A. & Hazen, K.P. (2012). Bullying. *Annual review of law and social science,* 8 (1), 213-230.

Doug, M. (2016). The gentle neoliberalism of modern Anti-bullying texts: surveillance, intervention bystanders in contemporary bullying discourse. *Sexuality research and social policy*, 13 (4), 356-370.

Ekanem, A.W. (2016). *Theories of counselling psychology*. Calabar: University of Calabar press.

Eremie, M.D. (2005). *A Review of RET and REBT Guidance and counselling: A comprehensive approach*. Port Harcourt, Saehi publishers.

Ericson, N. (2001). *Addressing the problem of juvenile bulling* (PDF) OJJDP fact sheet NFs-200127.27 achieved (PDF) from the original on 2015-06-26, retrieved 2019-2-13.

Fung, A.L.C., Gerstein, L.H., Chan, Y. & Hutchison, A. (2013). Cognitive behaviour therapy group for Hong Kong students that engage in bullying. *Revista de ceretares interventie sociala,* 42, 68-84.

Givens, E.J. (2009). *Does theory of the mind mediate aggression and bullying in middle school male and female.* https://www.researchgate.net.

Gusmoes, J. D. S. P., Sanudo, A., Valente, J. Y., & Sanchez, Z. M.(2018). Violence in Brazilian schools: Analysis of the effect of the #Tamojunto prevention program for bullying and physical violence. *J. Adolesc*. 63, 107-117.

Juvonen, J. & Graham, S. (2014). Bullying in schools: The power of bullies and the plight of victims. *Annual Review of Psychology*, 65, 159-185.

Kennedy, G.M. (2008). Effects of individual counselling on social adjustment of registered widows in Rivers State: A dissertation submitted to the Institute of Education, Faculty of Technical and Science Education, *Rivers State university of Science and Technology*. Nkpolu, Port Harcourt.

Kpolovie, P.J. (2010). *Advance research methods.* New Owerri: Springfield publishers.

Mazur, J., Tabak, I & Zawadzka (2017). Determinants of bullying at school depending on the type of community: Ecological Analysis of secondary schools in poland: *https://link.springlecom/article.*

Nwosu, N.G. (2007). Efficiency of individualized counselling techniques in Remedying truancy among primary school pupil. *The Counsellor.* 23, 229-234.

Odoemelam, A.L. (2000). Rational Emotive Therapy and Client Centred Therapy Group counselling models in the improvement of self-concept among physically handicapped adolescents. *Counselling spectrum* 2(1), 55-60.

Okosun, J. (2010). Sports as instrument controlling deviant acts among students of secondary schools in Nigeria. *European journal of education studies,* 2 (1), 7-12.

Olwens, D. (2006). Olwens bullying questionnaire https://www.vashonsd.org/mcmurray/science.

Rigby, K. (2003). Addressing bullying in schools: Theory and practice. *Australian institute of criminology,* 259, 1-4.

Ugwu, C.J. & Olatunbosun, I. (2016). Effects of cognitive behaviour therapy on reducing bullying on secondary school students in Ikwerre Local Government Area, Rivers State, Nigeria. *The counsellor* 35(1&2), 174-183.

Whittaker, E. (2016). "Cyberbullying via social media". *Journal of school violence,* 8(4), 11-29.

International Academic Journal of Educational Research

Volume 5, Issue 3, PP 85-97, ISSN: 2384-6361, September, 2021
Double Blind Peer Reviewed International Research Journal
garcjournalssubmit@gmail.com
Journal Series: Global Academic Research Consortium (garc)

Employability Skills Possessed by Female Students in Tertiary Institutions Offering Technical and Vocational Education; Its Implication for Sustainable Development in North-East Nigeria

Babagana Alhaji Mustapha[1], Alhaji Bukar Abubakar[2] & Dr. Mustapha M Kano[3]
[1&3]Department of Technical Education, School of Vocational & Technical Education, Ramat Polytechnic Maiduguri Borno Sate Nigeria
[2]Department of Mechanical Engineering, Ramat Polytechnic Maiduguri, Borno State,Nigeria
Corresponding Email: babamg@yahoo.com or babamg41@gmail.com
Tel: +2347034904040, 08022193067or 08064981941

Abstract: *The study seeks to understand the issues of gender employability skills in pursuit of Technical and Vocational Education (TVE) for the needs of Sustainable Development. It has become one of the views and crucial manifestations by stakeholders, educationists which are laggings in workforces. Thus, formed a significant part of general discussion in Sub-Saharan Regions of the North East. The purpose of this research is to ascertain the level of employability skills possessed among the female students of tertiary institutions offering technical and vocational education. The total of 142 female student of NCE III final year from the chosen institutions as a sample representation of this research within the North-East States of the Nigeria. The respondents were drawn using Purposive sampling technique for the study. Five points scale items were designed to elicit information from the respondents. The data were collected and analyzed by using Mean and Standard Deviation to determine the responses of the respondents. The finding reveals; that there was a mean difference between in generic skills possessed by female student in COEs and polytechnics. And also there was highest difference with overall mean of personal attributes of the respondents. Findings also, illustrates the difference in employability skills possessed in COEs and Polytechnics genders which were moderately high. The recommendations were made based on the findings of the research; which would proffer the needs on provision to re-view of the TVE curriculum to incorporate employment element based on employability skills which are needed by the employers to encourage industries to create a joint-venture for students needs in order to produce higher quality workers irrespective of genders.*

Key words: *Employability Skills, Gender, Technical and Vocational Institutions*

1.1 Introduction

The fundamental requirement of all technical and vocational education programmes is the skills development and subsequent utilization of the acquired skills. Technical and

Vocational Education explained by the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2017) and International Labour Organization (ILO, 2018) as a means of preparing individuals for occupational fields for effective participation in the world of work; an aspect of lifelong learning and preparation for responsible citizenship; an instrument for promoting environmentally sound, sustainable development and a method of facilitating poverty alleviation.

In demonstration of the commitment by Nigerian Government towards ending the insurgency problem with in the North East Region, Technical and Vocational Education (TVE) in the Colleges of Education (COE) Science and Technology and Polytechnics, are one of the key factors for training strategies adopted in employability skills development to drive the nation economy towards achieving laudable strengthen of restructuring self-reliance vision. It's also has a significant role to play in the life of female gender (girls/women) as they make up more than half of the Nation's population in (NPC, 1991) and 2006 report respectively. The society is yet to appreciate fully the pivotal role of science and technology in socio-economic development of nation. Added to that; is myth of difficulty of vocational and technical subjects which still grips our students. The prevailing economic, social and political development in Nigeria demands proper utilization of our human resources. Human resources of any country – those who supply the economy with their skill and talents are important for meaningful development. For human resources to contribute effectively, it must receive the proper kind of education that prepare them well enough, and one which does not discriminate on the basis of gender. As Babangida ~~(I, (BB)~~ 1988) lamented: according to~~in~~ Mustapha and Gabasa, (2013) there is urgent need to correct the male/female imbalance. All women (females) should as a matter of right be given the opportunity to equip themselves to make useful contribution to the national development at the crucial time and in the decade to come. Female, should not only be allowed to read and write, but should also be technologically educated for the national development and be empowered to achieve the Sustainable Development Goals (SDGs). SDGs goals Looking into National Policy on Education (NPE, 2014) revised Edition, these efforts led to the introduction of many policies and programmes for the development and division of education into different aspects like Science Education, Technical Education, and Vocational Education. All these types of education were set up with defined objectives towards empowering the Nigerian populace (women inclusive).

Perhaps, for the aforementioned reasons; the Research attempts to identify and address the employability skills possessed by female (gender) in Tertiary Education Institutions offering Technical Vocational Education Courses towards to meet the needs of SDGs in North-East Institutions. As stipulated in the title of this research, emphasis is laid on Employability Skills Possessed by Female Students and its implications for sustainable development; generally with particular reference to Technical and Vocational Education Departments in COEs and the Polytechnics offering Technical and Vocational Education Courses, to gives a justified analysis on lagging factors of female students on pursuance of employability Skills. According to National Quality Council (NQC) 2005 in Mustapha and Gabasa, (2014)~~,~~ employability skills has become a key requirement for the modern worker. Employers see employability skills as important because jobs today require flexibility, initiative and the ability to undertake many different tasks. Jobs are not as narrowly prescribed and defined as in the past and generally they are more service oriented, making information and social skills increasingly important

1.2 Statement of the Problem

Great emphasis by the Government on the ways and means of providing effective Technical and Vocational Education (TVE) to meet the needs of female gender students employability skills, through knowledge and attitude for self-reliance. The rapid development of the current working world needs proficient workers mainly in fields which involved latest technologies. The number of workforce in North East Nigeria has low in terms of the proficient and non-proficient workforces produced by public and private training institutions.

National Bureau of Statistics 2015 report revealed, that 38.7 million Youth (female inclusive) are unemployed in Nigeria while 70% of this number are graduates. The tertiary education institutions entrepreneurship skills acquisition training manuals requires content review to deliver strategic solutions to the growing level of youth unemployment (Gender inclusive) (Kofarmata, 2019). Youth unemployment policy became a major macroeconomic policy target since, 2008 despite the declining employment opportunities since, 1983. Yet, in North-Eastern State, especially Borno State; only 38% of eligible students are enrolled in school. So it is not surprising that 51.2% of Borno are currently unemployed or underemployed. New thinking is needed to provide broader access to vocational training, on 'soft' employability skills, as well as improved access to formal education, particularly for girls (Mercy Corps, 2018). This is the concern of the research.

1.3 Purpose of the Research

The major purpose of this research is to determine the employability skills Possessed by Female students in Tertiary Institutions offering Technical and Vocational Education in North East Nigeria. The specific objectives of this research are as listed below:

1. To ascertain Generic Skills possessed by female students in Tertiary Institutions offering Technical and Vocational Education in aspect of Employability in North East Nigeria.
2. To determine the Personal attributes of female students in Tertiary Institutions offering Technical and Vocational Education on their Employability in North East Nigeria.
3. To find out if there is any differences in Employability Skills Possessed by the female Students in COE and Polytechnics offering TVE in North East Nigeria.

1.4 Operational Definition of Terms

1. The Tertiary Education Institutions offering Technical and Vocational education Programme are:
   - i. **Colleges of Education** are academic tertiary education institutions of learning where Technical and Vocational Education courses are been offered in North East State of Nigeria.
   - ii. **Polytechnic Institutions;** are tertiary institutions of teaching and learning where school of Technical and Vocational Education are found in offering Technical and Vocational Education Courses are Studies in North East Nigeria.

Employability skill; in this research is refers to the basic skill needed for one to get a job and enable him or her to carry out duties well. This skill is closely related with attitudes and actions. For instance, employees must cooperate with senior employees' apart from voicing out their opinions, suggestions and to come up with decisions. This include the following:-, critical thinking skills, communication skills, enthusiasm in learning skills,

planning and organization for self-management and decision-making, numerical skills, system and technology skills, as well as problem solving skills.

Employability Skills: According to Kennedy, (2011). tThe International Labour Congress (ILC) at its 88th session in year 2000 defined employability skills as the combination of knowledge, skills and competence a worker should possess in order to obtain and retain job. The employability skills considered by the congress for worker to be employable are basic and portable high-level skills, broad-based education and training, teamwork, problem solving, communication and language skills Information and communication technology (ICT),

Generic skill; in this research refers to: The ability to find solutions to problems using creativity skills, communication skills, enthusiasm in learning skill, problem solving skills, team work and past experiences are often very valuable. Generic skills are either imparted through training or experiences and interactions in teaching learning environment. .Kearns (2001) defines generic skills as key competencies that can be used across a large number of different occupations and they provide a platform for the development of employability skills needed by young people and adults. Key generic skills include communication and interpersonal skills, problem solving skills, using your initiative and being self-motivated, working under pressure and to deadlines, organizational skills, team working, ability to learn and adapt, using mathematical ideas and techniques, using technology, valuing diversity and difference and negotiation skills. These skills are independent of sector, underpin technical skills and draw on personal attributes. However, the extent by which these skills need to be possessed varies from one occupational grouping to another.

Personal attributes; refers to quality, property or characteristic of being identified as making an important contribution to employability skills. For example; like level of consistency of performance for a given work context, such as; loyalty and humor etc However, Personal attributes are identified as making an important contribution to employability skills.

1.5 Significance of the Study

The findings of this study would be of immense importance to the male and female students of technical and vocational institutions in North east Nigeria, as well the employers. The study reveals to the both male and female students of TVE and other engineering technologies the skills demanded by employers that they (the students) are supposed to possess as they prepare for the world of work. The study would also benefit the Nigerian Government at all levels, as it furnishes the North East Government with relevant data and information in their effort in to improve the delivery of certain generic skills lacking as pre requisite of the employability Skills in some sections of the workforce by female graduates (male inclusive). The employers of labour also stand to gain from the findings of the study as it would further reveal to them the areas of strength and weaknesses of prospective employees. It would further help them in designing training programmes to compensate for any perceived weakness in new and prospective employees for sustainable development in North-East, and Nigeria at large.

2.0 Literature Review

Literature Reviewed based on the followings;

2 Theoretical Framework

2.1 Conceptual Framework

2.1 Theoretical Framework

This study draws on the work of Bourdieu; Aluko;Yetunde, 2014) supplemented by aspects of feminist closure theories. Bourdieu considered gender as socially constructed, describing gender inequality as the most durable and insidious form of discrimination, limiting individuals' choice, partly by shaping preferences. He described symbolic violence (mental, emotional, social and psychological mechanisms which subjects assent to) as the means through which gender inequality is reproduced (Bourdieu and Wacquant; Aluko, Yetunde, 2014) theorized that gendered *habitus* (the shaping of individuals via the embedding of durable social norms and dispositions arising from occupied social fields) develops in response to the symbolic violence of gender norms across all fields. The symbolic violence of patriarchal practices imprint deeply into individuals' identities, embedding the naturalization of gender so that the potential for change is deeply problematic requiring radical transformation of social conditions across society – a "macro" or structural solution. He describes women as "condemned" to participate in the symbolic violence of gender (Bourdieu in Aluko, Yetunde, 2014).

Feminist closure theories Witz; in Aluko, Yetunde,(2014) view gender inequality from a different perspective, identifying occupational closure strategies, as the mechanisms through which "male power stakes claims to resources and opportunities" which result in employment opportunities being denied to women. Witz; suggests that women respond to occupational closure strategies by developing a range of alternative strategies such as 'inclusionary usurpation' which seeks to challenge male control and "replace gendered collectivist criteria of exclusion with non-gendered individualistic criteria of inclusion". This also brings us to matching theory which emphasizes the role of institutional and labor market rigidities in contributing to mismatches between job-seekers and employers, for example, the higher incidence of underutilization of skills among female graduates who combine part-time employment with care of young children (Green, McIntosh and Vignoles; Aluko, Yetunde, 2014).

2.1.1 Conceptual Framework of the Research

The research hinge on the conceptual framework to developed, establish the relationship between the human capital theory and the training of young generations towards the acquisition appropriate knowledge and skills for economic and national development. According to Schultz (1963), human capital is a theory which displayed the role of investment in education in order to boost economic and social achievements. Investment can be seen as a role to prepare facilities or as financial contribution to increase the quality of education. Education on the other hand is a process to create potential and talent. In other words, education is also intended to train, discipline and reveal one's ability. The theory make emphasis on how education transformed the efficiency and productivity of the workers in a positive direction as a result of investment accorded to human beings. The proponents of human capital theory have considered the productive

investment in human capital through formal education as equal or even worthwhile than the physical capital.

3.1 Research Methodology

The study was a Survey research. The research area was North East Tertiary Institutions offering Technical and Vocational Education Studies, one of the six (6) Geopolitical States in Nigeria with two Polytechnics offering Technical and Vocational Education Studies and four (4) Colleges of Education Technical and Vocational Education. The population of the study was 142 2020/2021 academic session final year NCE III female students of Technical and Vocational Education in the three (3) State, were drawn using Purposive sampling technique. Total of 154 copies of instrument; including 40 copies of Pilot study instrument making 194 were distributed. Only 131 instrument were completed and returned. The section A' of the instrument, sought general information regarding female student, with 11 items, while section 'B' sought information regarding the 7 components of *Generic skills* on aspect, employability skills; each of the 7 components had 10, 6, 6, 6, 5, 5, and 8 questions making; 46 items. While section 'C' sought information regarding to Personal attributes which was the component of personality had 15 items, a total of 72 items in all questionnaire instrument.

These instrument were divided into four (4) parts. The part one (1) addressed the issue of pilot study on reliability test. The reliability estimate of the instrument was carried out on the tools Cronbach's alpha using SPSS 21.0 version. The coefficient of reliability ranges from 0.98 on Critical Thinking item; 0.96 on Communication Skill. Item; 0.96 on Enthusiasm for learning skill item; 0.98, on Organizational Skill item; 0.97 on Numerical Skill item; 0.86 on System and Technology Skill item, 0.99 on Problem Solving Skill item and 0.99 on Personal attributes item. These instrument were administered by the researcher and two (2) other research assistants.

The Part two (2) of the instrument correspond to address with number of research questions formulated, on aspects of Generic skills possessed by female students of vocational and technical education while part three (3) elicited information on Personal attributes of female students of vocational and technical equation. And the part four (4) answered the research questions on employability skills possessed by female students. A five- points rating scale (*summated scale*) response mode was adopted in the questionnaire as medium to express the respondents; opinions to determine the Female (gender) skill possessed, on employability skill. According to Nworgu, 1991 in Mustapha, (2014) in this scale, an individual is expected to indicate his degree of responses, these response options are weighted (i.e assigned numerical values) and by summing up an individual's responses to all statement s, a total score is obtained which will help determine that person's standing on variable or attribute been measured. Hence, this scale is called *summated* rating scale. For this research scale type items, are constructed as follows: Where; HP= Highly Possessed; P = Possessed, MP= Moderately Possessed; SP= Slightly Possessed then NP = Not Possessed. Means and Standard Deviations were employed in data analysis. Means of 2.50 and above were interpreted as "skill possessed" while means below 2.50 were interpreted as "Not Possessed".

4.1 Analysis of Mean and Standard Deviations of Respondents'

This chapter presents the analysis of data in line with the research questions. The results of the analysis have been reported according to the order in which the research questions and were presented. The results analysis in table 2-15 illustrates further

particularly on the means and standard deviations for every items of: *Critical thinking skills, Communication skills, Enthusiasm for learning skills, Organizational skills, Numerical skills, System and technology skills and Problem solving skills.*

The analysis presented in Table 16; shows the overall means and standard deviations for all aspects of generic skills. As a whole, the interpretation of respondents' on generic skills at highly possessed with (Mean; 3.94 with SD of 1.98) Observation in every aspects of generic skill in table 17 also shows that most of the aspects are at the moderate level or moderately possessed" at overall mean of the respondents in polytechnics which had 3.65 with SD of 1.91. Only COEs respondents had highly possessed personal attributes quality. These are level with the "really have" overall mean of 4.09 with SD of 2.01 personal attributes in their possession of employability skill.

On other hands in table 19 the respondents in Polytechnics possessed an overall mean of 3.50 with SD of 1.74, where it is the moderate. Similarly, table 21 also revealed the employability skill of COEs respondents with overall mean of 3.94 with SD of 1.98, which should be given emphasis highly moderate level in their skill possession compared with moderately low of overall mean of 3.65 with SD of 1.91 in polytechnics respondents respectively. The table 16, 17, 20 and 21 interpretations were presented based on their research questions:

Research Question: One

What are the Generic Skills Possessed by Female Students in Tertiary Institutions offering Technical and Vocational Education in aspect of: *Critical Thinking Skills; Communication Skills; Enthusiasm for Learning Skills; Organizational Skills; Numerical Skills; System and Technology Skills; and their Problem Solving Skills* as aspect of Employability in North East Nigeria?

Table 16: Responses of COEs Respondents on the GENERIC Skill by the Female Students of Technical and Vocational Education Aspect of Employability Skills

S/N.	Items	Mean	SD	Remark
1.	Critical Thinking Skills	**3.81**	**1.95**	**Possessed**
2.	Communication Skills	**4.15**	**2.04**	**Possessed**
3.	Enthusiasm for learning Skills	**3.75**	**1.93**	**Possessed**
4.	Organizational Skills	**3.98**	**1.99**	**Possessed**
5.	Numerical Skills	**3.90**	**1.97**	**Possessed**
6.	System and Technology Skills	**3.96**	**1.99**	**Possessed**
7.	Problem Solving Skills	**4.05**	**2.01**	**Possessed**

(Source: Researcher, Survey 2021**).**

Table 17: Responses of Polytechnics Respondents on the GENERIC Skill by the Female Students of Technical and Vocational Education Aspect of Employability Skills

S/N.	Items	Mean	SD	Remark
1.	Critical Thinking Skills :	**3.66**	**1.91**	**Possessed**
2.	Communication Skills	**3.74**	**1.93**	**Possessed**
3.	Enthusiasm for learning Skills	**3.61**	**1.90**	**Possessed**
4.	Organizational Skills	**3.72**	**1.93**	**Possessed**
5.	Numerical Skills	**3.50**	**1.87**	**Possessed**

6. System and Technology Skills	**3.80**	**1.94**	**Possessed**
7. Problem Solving Skills	**3.51**	**\1.87**	**Possessed**

(Source: Researcher, Survey 2021**).**

Research Question Two:

What are the Personal attributes of Female Students in Tertiary Institutions offering Technical and Vocational Education on their Employability in North East Nigeria?

Table 20: Overall Mean and Standard Deviations on Aspect of Personal Attributes Possessed by Female Student in Tertiary Education Institutions Offering TVE

Personal Attributes in TVE	**Mean**	**SD**
1. Colleges of Education	**4.09**	**2.01**
2. Polytechnics	**3.50**	**1.74**

(Source: Researcher, Survey 2021**).**

Research Question Three:

What are the Employability Skills Possessed by female Students in COE offering Technical and Vocational Education and Female Students in Polytechnics offering Technical and Vocational Education in North East Nigeria?

Table 20 shows that, the Employability Skills Possessed by female Students in COE had an average mean score of 3.94 with SD of 1.98. Also Female Students in Polytechnics offering Technical and Vocational Education had an average mean score of 3.65 with SD of 1.91.

Table 21: Means Responses Differences on the Employability Skills Possessed by Female Student in Tertiary Education Institutions Offering TVE

Employability Skills in TVE	**Mean**	**SD**
1. Colleges of Education	**3.94**	**1.98**
2. Polytechnics	**3.65**	**1.91**

(Source: Researcher, Survey 2021**).**

4.2 Summary of the Results

1. Table 16 presented the overall mean rating scores of 3.94 with SD of 1.98 of generic skills possessed by two (2) COEs respondents. While, table 17; also presented the overall mean ratings scores of 3.65 with SD of 1.91 of two (2) polytechnics offering TVE respondents in North East
2. Table 20; presented the overall mean rating score of 4.09 with SD of 2.01.on Personal attributes of COEs respondents. Whereas, with overall mean rating score of 3.50 with SD of 1.74 of polytechnics personal attributes.
3. For differences of overall mean rating on gender (female) students employability skills possessed in COEs and Polytechnics offering TVE are shown in table 21 respectively. These; reveals the overall mean ratings of COEs with 3.94 with SD of 1.98 and 3.65 with 1.91 of polytechnics offering TVE. These are also determined based on difference revealed by the highest overall mean level of their highest points obtained based on their employable skill possessed.

5.1 Discussion of the Results

The findings of the results were presented in accordance with the way the results were presented in chapter four of this thesis. The research questions were answered based of mean rating scale and standard deviation. Data collected were answered based on the

research questions revealed that difference in the aspect of generic skill components. This implies that the, female students with average mean scores were found to be moderate high difference of their generic skill aspects. Table 16 presented the results of the analysis on mean scores of female students on both COEs offering TVE and the Polytechnics offering TVE in North East State Nigeria.

From the data, nevertheless, the female students who were possessed generic skills components of employability skills, in COEs had an overall mean rating score of 3.94 with SD of 1.98 and the polytechnics female students in table 17; also had mean score of 3.65 with SD of 1.91 respectively. The results from table 16 also revealed that the most aspect of employability skills are very important for TVE graduates. The industry considers that the most desirable graduate attributes are the generic skills, knowledge; especially, in the fields of technology; engineering' vocational and technology education: These are; critical thinking, communication skills, system and technology, information skills, management skill i.e (organizational skills), numerical skills creative and innovative, problem solving and few to mention. This indicates that TVE graduates, in addition to having educational qualifications in their respective fields, must also still have a social nature and interpersonal abilities. Whereas, their technical skills can continue to be deepened in the industry where they work. TVE graduates can be flexible and quickly adaptable in a new work environment. These findings had a huge impact to the graduates who have an implication that there are other factors sought by the industry in recruiting workers.

In other hands, data analysis on table 20; shows that the quality of Personal attributes disposition of Female Students in COEs Tertiary Institutions offering TVE on their Employability in North East Nigeria had an overall mean score **of** 4.09 with SD of 2.01 and those female student with Personal attributes in Polytechnics offering TVE also had mean average score of**.** 3.50 With SD of 1.74**.**

Meanwhile, the researches results also revealed that the personal attributes also plays an important role in a corporate environment (Ahmed Capretz, Bouktif, and Campbell, 2012). In a company Personal and social skills are closely related to skills related to fellow humans and the skills of managing tasks or work. According to Rodzalan & Saat, (2012), Personality has a relationship with one's motivation and culture. For example, the employee ethics are given a job desk by the boss if the worker has good response, then he/she will have a tendency to work with full motivation and awareness. That way, the employer becomes satisfied because the worker is because he has a good quality performance at work. So that it will automatically affect the progress of his/her career, even more broadly to maintain jobs in his field (Drange, Bernstrøm, & Mamelund, 2018).

The table 21; presented more specifically and relevantly from this research on employability skills acquired in the fields of academy. Female (gender) student in COEs had significantly better mean scores than the female students in polytechnic offering TVE on the aspects of employability possessed in terms of their critical thinking, communication skills, enthusiasm for learning skills, organizational skills, numerical skill, system and technology skill as well as problem solving skills. This significant difference in their overall mean rating scores between the female of the COEs and polytechnics may be attributable to the nature of their studies that exists between the two different learning environment leading to better mean average scores of facts among the other nature of academic discipline with motivational forces in their respective institutions. This may well be an

indications that the sequential mode of academic backgrounds right from home or their institutions. This signified that the COEs student generally are readily practiced possessed skills in their employability level. In some larger environment of work, workers who have critical thinking are needed to face the problem being faced by the organization. There are so many problems, conflicts that can occur therefore, critical thinking aspect is very helpful, thus contributing successfully to the strategic direction. By having problem-solving competencies and analytical thinking will later have an impact on making a quick and appropriate decision. Therefore, TVE graduates should ideally be able to adapt quickly to these skills because they have felt an internship at work first, so that it helps apply and practice knowledge effectively at work. More so, system and technology skills and use of technology have become a must for every worker. In line with that, every worker must be able to choose and use the technology that will be used so that it can help his work. However, in modern industries, it is a priority that companies recruit workers who have creative and innovative skills (Wickramasinghe & Perera, 2010). Workers are required to think creative and innovative so as to produce an idea, the idea and novelty can bring dynamic changes to the progress. Because workers who have good self-discipline will have an effect on work productivity (Orner, 2009: Hari, Nugraha,Vesitara, Reni and Kasda 2020). The quality of self-discipline is certainly a climax of the corporate climate that improves the quality of self-discipline. Implicitly, skills are seen as work capabilities that are considered important (Dinning, 2017).

5.1 Summary of Major Finding of the Study

The chapter presents the summary of the study to determine the employability skills Possessed by Female students in TVE in North East Nigeria.

Based on the research done regarding the employability skill of students, summary could be drawn as listed below:

1. As a whole, the level of employability skill among responses of the respondents are at the highly moderate level.
2. Six out of the seven aspects of generic skills stressed are at the medium level whereas only the aspect of personal quality is in the high level. The aspect that has the lowest score is one of the aspect of generic skill in polytechnics, while the aspect that has the highest score is the aspect of personal quality in personal attributes.
3. The findings of the research also stated that there are overall mean differences of employability skill. The analysis discovered that students in COEs have more generic skills in aspect of employability skill than female students in polytechnics.
4. Analysis of the differences in employability skill found that in COEs have highest employability skills than their female student's counterpart in polytechnics within the North East State. Besides that, the aspects of their employability skills showed that both female in COEs and female students in polytechnics have the moderately higher level of some items of generic, employability skill.

5.2 Conclusion

This literature review helps in recommending a list of employability skills needed by TVE students and graduates. The attributes are taken from several research results that have been verified by experts. The implications of this study will help academics in recommending a set of employability skills that are prioritized by industry. In the future, academics need to prioritize the contents of employability skills to highlight the gap

between the skills they have and the skills needed by the industry, so that they can be a solution to minimize the employability skills gap.

The importance of working skills needs to be possessed by academics student. The industries have set criteria for the desired standard. Many factors also affect employability skills such as in gender, work experience in self-motivation. From this review, it is necessary to have comprehensive and dynamic changes in order to form the contents of high employability skills. In the middle of extracurricular activities in TVE can be integrated with the training that forms characters such as self-management, leadership, social skills, and problem solving etc.

The good quality of employability skills greatly influences the sustainability of his/her career development in working. These employability skills directly provide a positive charge so that TVE graduates can adapt quickly and grow their work readiness. This can be explained between the needs of the workforce and the expected skills desired by the any organization. Based on the analysis, interpretations and discussion of the findings of the study, the study revealed that, difference between the overall mean ratings of female students possessed employability skills in COEs with their counterpart, in polytechnic offering TVE in North East State in aspects of their generic skills possessed by the female (gender) were clearly confirmed.

5.3 Implications of the Study

The implications of the findings of this study are outlined as follows:

1 There is need for the enlightenment on gender issues in the field of TVE enrollment.

2. The second implications of this study, is apart from the necessity to employ more TVE student for NCE Technical and Vocational Education in North East State, Government of Nigeria through Federal Ministry of Science and Innovation Technology in conjunction with NCCE should organize seminar/workshop through the NCE awarding institution to create awareness on TVE to emphasize the various attributes of Technical skills and Vocational Education Skills as one of the Core Component of Employability skills

3. Equal educational opportunity should also be given to both male and female to enrolls into TVE in NCE courses, especially much emphasis need to be given, female students should be encourage to develop interest in Jointing NCE Tech. & Vocational Education for acquiring skills for better self-reliance jobs.

5.4 Recommendations

Based on the findings of the study, on the discussions and conclusions, the following recommendations were made by the researcher**.** This research has identified a few weaknesses of employability skill among female students in Tertiary Institutions offering TVE in North East State, which most aspects of the skills are at the moderate level. Therefore, the weaknesses should be given attention to avoid them from leaving impacts on graduates who will be entering the world of work.

1. As a regard to the matter, on the industries, lecturers, in the institutions will have to work together to shape employability skill in students regardless of gender or male students' in field of their studies. This is because the skills learned through daily activities, civil realizations of one towards the environment as well as behaviors and positive mentality are encouraged for both male and female. Both of them deserve to learn the same skills when they are still studying.

2. Educational curriculum needs to be re- examined particularly, National Certificate in Education both Technical and Vocational Education in order to ensure that the education received by students is relevant and up to date. Industrial training received by TVE students need to be looked into and revised in term of its effectiveness to assured that students are clear with their job scopes later on skills development. Besides that, lecturers of COEs and the Polytechnic offering TVE should practice employability skill during teaching and learning session so that it could assist students to understand ways of applying the skills by themselves.
3. Guidance and inspirations motivation needs to be given to students regarding the ways to increase employability skill from time to time in order to be excellent workers. Apart NCE Technical and Vocational programs are suggested to be carried out so that students will be able to understand employability skill better. This program will also serve the purpose to make students realized that employability skill is as important as technical skills or the Core Technical skill.

5.5 Limitation and Challenges of the Study

A study of this kind cannot be void of limitation, some of the limitations of the study manifested during administering of the items instrument It was found that students' were not exposed to the use of survey research. Their individual differences in understanding the test items and responses proffered might have slightly affected the outcome in not returning some of the questionnaire items in times, almost about eleven were missed (not return). Equally, about twelve (12) items were return which was (not used).

References

Ahmed Capretz, Bouktif, and Campbell, 2012). Ahmed, F., Capretz, L. F., Bouktif, S., and Campbell, P. (2012). Soft skills requirements in software development jobs: A cross-cultural empirical study. *Journal of Systems and Information Technology*, 14(1), 58–81.*Studies 1(1) 57-61.*

Aluko, Yetunde (2014). A. Gender Influence on Potential Graduates Perceptions of the Importance of Employability Skills: An Exploratory Study. East African Journal of Educational Research and Policy: Vol-10-Dec.2014.

Babangida, I. B. (1988). Awaken ding the needs of the half. A welcome address presented at the National Workshop for the production of Blue Print on Women education in Nigeria. National Theatre lagos: Sept. 23rd P. 20.

Drange, I., Bernstrøm, V. H., and Mamelund, S. E. (2018). Are You Moving Up or Falling Short? An Inquiry of Skills-based Variation in Self-perceived Employability among Norwegian Employees. *Work, Employment and Society*, 32(2), 387–406.

Dinning, 2017). Dinning, T. (2017). Embedding employability and enterprise skills in sport degrees through a focused work - based project; a student and employer viewpoint. *Cogent Education*, 4(1), 1–14.

Federal Republic of Nigeria (2014). National Policy on Education. (Revised) Edition

Fafunwa, B.A. (1991). "Making technical Education a Reality in Nigeria." The Guardian. June 2.

Hari D., Nugraha, R. A. Vesitara K., Reni N. K., and Kasda (2020). Employability Skills in Technical Vocational Education and Training (TVET) http://ejournal .upi.edu/index .php/invotec *Universitas Pendidikan Indonesia, Bandung, Indonesia*

Hari D. N., Vesitara R. A. K.Reni N. K. and Kasda (2019). Employability Skills in Technical Vocational Education and Training (TVET): *Available online at http://ejournal upi. Edu/index.php/invotec XVI: 1 (2020) 1-10. Retrieved: 6/08/2020*

Harry, I.H. (2011). Attitudes of students towards science and science education in Nigeria. (A case study in selected secondary schools in Obio/Akpor local government area of rivers state). *Continental Journal of Education Research, 4*(2), 33-51.

International Labour Organisation (ILO) (2018). Technical and Vocational Training for the twenty first century, Retrieved on 2/6/2018 from http://www.unesco.org.html

Kearns, P. (2001). *Generic Skills for the New Economy.* Australia: National centre for vocational education and research.

Kennedy, O. O. (2011). Reappraising the Work Skill Requirements for Building Technology Education in Senior Secondary School for Optimum Performance in Nigeria. *European Journal of Applied Sciences,* 3(2), 46–52.

Kofarmata A.I. (2019). Skilled Training of Trainers for Staff of VTC in Borno State.2weeks Training workshop Facilitated by Talent & Skills Managers Ltd

Mercy Corps (2018). Through our eyes People's perspectives on building peace in northeast Nigeria, Policy Paper, April 2018)

Mercy Corps (2018). Borno STRESS: Full Report | November 2018.

Mustapha. BG. A. (2014). Effects of Teacher Constructed Electrical Models on Students' Academic Achievement and Content Retention in Basic Electricity in Technical Colleges of Borno State. *Un-Published M. Tech Thesis in Department of Technology Education Electrical/Electronic Technology in Modibbo Adama University of Technology, Yola, Adamawa state, Nigeria*

Mustapha. BG. A. and Gabasa, A.J. (2014). Perception: Challenges of Unemployment after Graduation on Employable Skills in Northern Nigeria's Voc. and Tech. Colleges *Proceedings of International Conference on Sciences and Sustainable Development. Vol.6 No. 1: Pg 99-103. A Paper presented from July 14 –17, 2014 at University of Auditorium, Lome, Togo Pan African Book Company.*

Mustapha. BG. A. and Gabasa, A.J. (2013). Compelling Reasons to promote female Empowerment in Technical and Vocational Education towards Appraisal of Millennium Development Goals (MDGs) in Borno State, Nigeria. *Proceedings of International Conference on Arts and Innovations and Social Sciences. Vol. 1, No.1: Pg 106-112. A Paper presented from April 23 – 26, 2013 at Miklin Hotel, East Legon, and Accra, Ghana.* Paper No: ACCRAON/2013/041.

McPherson Publishing Company.

Rodzalan, S. A., and Saat, M. M. (2012). The Effects of Industrial Training on Students' Generic Skills Development. *Procedia - Social and Behavioral Sciences*, 56(Ictlhe), 357–368.

Schultz, T.W., (1963). The Economic Value of Education. New York and London: Columbia University.

Suarta, M., Suwintana, K., Sudhana, F. P., & Hariyanti, K. D. (2017). Employability skills required by the 21st-century workplace: A literature review of labour market demand. *Advances in Social Science, Education and Humanities Research, 102*(2017), 337-342. doi.org/10.2991/ictvt-17.2017.58

UNESCO (2017). Technical and Vocational Training for the twenty first century, Retrieved on 2/6/2017 from http://www.unesco.org.html.

Wickramasinghe, V., and Perera, L. (2010). Graduates', university lecturers' and employers' perceptions towards employability skills. *Education and Training*, 52(3), 226–244

International Academic Journal of Educational Research

Volume 5, Issue 3, PP 98-105, ISSN: 2384-6361, December, 2021
Double Blind Peer Reviewed International Research Journal
garcjournalssubmit@gmail.com
Journal Series: Global Academic Research Consortium (garc)

Effects of Single Parenting on Academic Performance of Primary School Pupils in Aba North L.G.A., Abia State

Ihedioha L.N. PhD
Department of Teacher Education, National Institute for Nigerian Languages Aba, Abia State | e-mail: lovedioha@yahoo.com

Abstract: *The study was designed to examine the effects of single parenting on the academic performance of primary school pupils in Aba North L.G.A, Abia State. Four-research questions and null hypotheses were formulated to guide the study. The study was based on Bowlby's attachment theory and survey research design. A sample of 140 teachers were randomly selected from a population of 360 teachers from the sampled schools. The study used a self structured research instrument to collect data from the respondents. The responses were analyzed using the statistical package for social science version 22 (SPSS 22) and the paired t-test statistics. The research questions were answered using descriptive statistics by calculating mean and standard deviation for scales based on the sub-variables of single parenting. The findings revealed that children from single parenting faced emotional destabilization, negative social disposition and poor moral upbringing. The study concludes that life in a single parent family could be stressful for both the parent and the child as a result of so many challenges. The study also recommends that counselling services be provided in schools to enable children develop positive self-concept in life that will help them in their academic performance at school.*

Key words: *Single Parenting, Primary School Pupils, Academic Performance*

Introduction

The family is one of the vital aspects of organization in the society. The family is a primary source to whom children interact and mingle with early in their lives. The family's most significant and extraordinary duty is to arrange and lift the young ones within the standards and estimations of the society (Shuaila and Sarmad, 2019). Parents love their children unconditionally and facilitate their lives in every step they assume to take in life.

In single parent homes, this love and warm heartedness is seemed to decrease and directly have an effect on the child's overall health status and upbringing academically (Mabuza and Okeke, 2014; Falana and Ayodele, 2012).

Parenting promotes and supports the physical, emotional, social and intellectual development of a child from infancy to adulthood. Parenting refers to the intricacies of

raising a child and not exclusively for a biological relationship (Brooks, 2012). The most common caretaker in parenting is the father or mother or both that is, the child's biological parent(s) in question. A surrogate may be an older sibling, a step-mother, aunt, uncle, or other family members or a family friend (Bernstein, 2008).

In some cases, government and society may have a role in child-rearing. In many cases, orphaned or abandoned children receive parental care from non blood relations. Others may be adopted raised in foster care or placed in an orphanage. Parenting skill varies and a parent or surrogate with good parenting skill may refer to as a good parent (Bernstein, 2008).

In Nigeria the existence of single parent was formerly unknown and where they existed they were ignored as exceptional cases. Presently single parenting is the fast growing family system both inside and outside Nigeria (Nwachukwu, as cited in Chukwuka, 2018). The child therefore is morally upright and emotionally stab le when the caring responsibilities are carried out by both parents. The family is the first agent the child first come in contact with and so has a great influence on the child's physical, mental and moral development; the family lays the foundation of education before the child goes to school and the personality that the child takes to school is determined by the family. The child's emotional development is traced to his or her home environment. A child's emotional development is affected by two kinds of relationships-the parent child relationship and the child-parent relationships (Bolu, 2016). A single is one not living with a spouse. The single parent has most of day responsible for raising the child or children. The herculean task of child rearing cannot be done by an individual. Thus, single parenthood is the practice of raising children or building family without a spouse or a partner. As a form of building a family, single parenting is now permissible in our societies which formerly stigmatize such a system because it was not much acceptable.

The family is a big institution and parenting is supporting and an establishing pillar with Societal norms and values being accountable for developing psychological and emotional wellbeing of the child. Single mothers are stigmatized because of patriarchal system of family run in our society (Falana, Bada and Ayodele, 2012). Culturally, it is not acceptable to live with opposite gendered parents. A parent conjointly leaves remarkable impacts on children's behaviours, personality and health. For instance, a girl cannot share every little matter with her father as she can with her mother or vice versa (Falana, Bada and Ayodele, 2012).

Children do their initial interaction with their families, observe and learn the actions of their caregiver (Mooney, Oliver and Smith, as cited in Topor, Keane, Shelton and Calkins, 2010). In single parenting, there has only been one parent to look at and copy his or her actions. Children learn behaviours from their families and if parents are responsible in some manner the child will learn same (Bandura, 1965). If parents have not built trustworthy relationships with their children, there are higher probabilities that children will face difficulties in forming good relationships with their surroundings. However, a positive result could be accomplished only if parents demonstrate the kind of behaviour

which they want their children to learn (Conor and Scott, 2007; Chapman, Whitefield, Felitti, Dude and Edwards, 2004).

Attachment is a basic human need to secure relationship between children and caregiver. A child psychiatrist John Bowlby (1958) gave a theory of attachment which clearly explains how children and their parents relationship emerges and influence the emotional and social development of a child. Bowlby designed four stages of attachment from infancy as pre-attachment, attachment in making, clear cut attachment, and formation of reciprocal relationship. All these stages build up a bond and this bond binds parents and their children emotionally (Conor and Scott, 2007).

Bowlby's colleague built up another three stages he called detachment, protest and despair experiences children faced when they are separated from their caregivers/parents (Chapman, Whitefield, Felitti, Dube and Edwards, 2004). When parents are not able to build stronger relationship in their homes, then there are higher chances that children will face some problems such as psychological disorders, such as decrease intelligence, increase anger and violent behaviour (Conor and Scott, 2007; Chapman, Whitefield, Felitti, Bube and Edwards, 2004).

However the primary school children are nonetheless the most fragile because they are still in their formative years, meaning that any disruptions could have everlasting effect on them. Many studies in Nigeria actually have focused more on parental involvement in children's school activities, not much has been done in family structure such as single parenthood and its effects on the pupils' academic performance which is also lacking in the primary schools in Aba North Local Government Area, Abia State.

Purpose

The main purpose of the study is to investigate how single parenting affects academic performance of primary school pupils in Aba North L.G.A.

Research Questions

1. To what extent do you agree that single parent home influence primary school children's academic performance?
2. To what extent does intellectual stimulation at school process activities of single parent affects academic performance of primary school pupils?
3. To what extent do you agree that occupational status of single parenthood affects academic performance of primary school pupils in Aba North L.G.A?

Research Hypotheses

1. There is no significant influence between the scores of male and female respondents on the academic performance of primary school pupils
2. There is no significant effect between the scores of male and female responses and the academic performance of primary school pupils in Aba North.

Method

A descriptive survey was used for the study. This method involved participants or non participant's observation as well a well structured interview and a self structured

questionnaire. The study consist of six primary schools in Aba North Local Government, Abia State and are all located in the Metropolitan city which is prone to sexual abuses and teenage pregnancy and so single parenting nature are found in the urban cities. 140 male and female teachers were drawn from the population from different primary schools through stratified sampling technique. This helped to reduce one sidedness and the stratification factors used were the head teachers' status dichotomy in the school system.

A questionnaire was employed as an instrument in this study. It included two major parts: the first was about the demographic data of the research participants; their age, gender and school location; the second part includes all the independent variables. The dependent variables were the mean scores of the entire independent variables each.

Data was analyzed through using the statistical package of social sciences version 22(SPSS-22) and descriptive statistics by calculating the mean and the standard deviation for scales based on the sub-variables of single parenting. The mean score for each item was interpreted by calculating the boundaries of each response in the 5-point modified Licket scale by dividing the serial width (4) by the number of responses (5) and were found to be 0.8. The value 2.4 is the decision rule. A mean score value of above 2.4 indicates the presence of the issue under consideration from very great extent, great extent, very low extent and low extent; below 2.4 indicates the presence from a non-applicable to a great extent, while 2.4 is the midpoint of very low extent. The null hypotheses were tested with paired t-test at 0.05 alpha levels.

Results

Research Question 1

To what extent do you agree that single parenting influence academic performance of primary school pupils in Aba North Local Government Area?

Table 1: Mean score and standard deviation of single parenting on pupils academic performance

S/N	Item statements	n	$\bar{x}$	SD	Dec
1	Single parenting affects children's academic achievement	1.40	3.33	.82	VGE
2	Single parents do not have enough time to show commitment to their children's school process activities.	1.40	3.40	.80	VGE
3	Single parents do not show strong passion towards their children's school process activities	1.40	2.99	1.07	GE
4	Single parents do not show a strong goodwill towards their children's school process activities	1.40	3.41	.86	VGE
	Overall mean		3.28	.89	VGE

The result in table 1 revealed that the mean score and standard deviation for influence of single parenting on academic performance ranged from 2.99-3.41 and .80-1.07 respectively. The overall mean average was 3.28. Close observation of the result showed that the respondents greatly agreed that single parenting influence academic performance of primary school pupils in Aba North L.G.A.

Research Question 2

To what extent does intellectual stimulation at school process activities influence pupils' academic performance in Aba North L.G.A.?

Table two: Mean score and standard deviation of intellectual stimulation at school process activities on academic performance of primary school pupils in Aba North L.G.A.

S/N	Item statements	n	$\bar{x}$	SD	Dec
5	Home structure affects intellectual stimulation at school activities of children and academic performance of children in the primary school	1.40	2.46	1.22	VGE
6	Single parent homes present real danger to the emotional, and mental adjustment of the primary pupils and their academic performance	1.40	2.96	1.18	VGE
7	Single parent home endanger the pupils intellectual stimulation at school process activities	1.40	3.17	.92	GE
8	Pupils from single parent homes perform poorly in their academic achievement due to lack of having good relationship with other children in school.	1.40	3.26	1.03	VGE
9	Single parenthood lack time and therefore do not attend to their children's homework or assignment.	140	3.31	1.03	VGE
	Overall mean average		3.03	1.10	GE

Table two above showed the mean score and standard deviation of the influence of intellectual stimulation at school process activities and academic performance of primary school pupils in Aba North L.G.A which ranged from 2.46-3.31 and .92-1.22 respectively. The overall mean average was 3.03. The result implied that the respondents agreed that intellectual stimulation at school process activities influence the pupils' academic performance in Aba North L.G.A.

Research Question 3:

To what extent do you agree that occupational status of single parenthood affect academic performance of primary school pupils'?

S/N	Item statements	n	$\bar{x}$	SD	Dec
10	Single parents lack the financial strength in providing for their children's academic activities	1.40	2.46	1.22	GE
11	Incomes of parents have a strong impact on what methods of child rearing parents provide to their children.	1.40	3.17	1.92	GE
12	Working class children of single parents often grow up at a disadvantage with their schooling	1.40	3.17	1.92	GE
13	Lower working class single parents do not give their children the kind of social networking that intact families do.	1.40	3.26	1.15	VGE
14	Single parent homes lack money required to give their children proper attention for their academic activities.	140	3.31	1.03	VGE
	Overall mean average		3.03	1.10	GE

Table 3 showed that the mean score and the standard deviation of the influence of income status on academic performance of pupils ranged from 2.46-3.31 and .92-1.22 respectively. The overall mean average was 3.03. The result implied that the respondents agreed that

the income status of single parents influenced their pupils' academic performance of primary school pupils in Aba North L.G.A.

Null Hypothesis 1
There is no significant difference between the mean scores of male and female respondents on the academic performance of primary school pupils in Aba North L.G.A.

Table 4: Paired t-test analysis of differences on academic performance of primary school pupils (n=140).

Variables	x	SD	T-value	Df	Sig.
Single parenting	13.13	2.25			
Academic performance	30.25	6.75	31.50	139	.000

Table 4 indicated that the paired t-test (134) = 31.50 P = .000. The P-value was less than the alpha level of 0.05. Therefore, the null hypothesis that stated that there is no significant difference between the mean scores of male and female respondents on the academic performance of primary school pupils was rejected. This implies that single parenthood has effect on the academic performance of primary school pupils in Aba North L.G.A.

Hypothesis 2:
There is no significant effect on the intellectual stimulation at school process activities of single parents on the academic performance of the primary school pupils in Aba North L.G.A.

Table 5: Paired t-test analysis of effects of intellectual stimulation at school process activities of single parents on the academic performance of primary school pupils in Aba North L.G. (n=140).

Variables	X	SD	T-value	Df	Sig.
Single parenting	15.17	3.19			
Academic performance	30.25	6.75	27.79	139	.000

Table 3 indicated that the paired t-test (139) = 27.79, P = .000. The P-value was less than the alpha level of significance at 0.05. The null hypothesis that postulated that there is significant effect on the intellectual stimulation at school process activities of single parenthood on academic performance of the primary school pupils in Aba North has effect.

Discussion
In general, the respondents reported low extent on the effects of single parenting on the academic performance of primary school pupils. This means that children from single parenting face emotional destabilization, negative social disposition, laxity in assisting and

guidance and financial difficulty in providing for academic activities for their children. Single parent homes are faced with challenges of inadequate financial resources. This is supported by Schultz (2006) who asserted that if adolescents from unstable homes are not to be compared with those from two parent homes, it would be seen that the former have more social, academic and emotional problems. In such manner, Rochlkepartain as cited in Adebola (2013) supporting asserted that the family and its structure play a great role in children's academic performance. Levin (2001) agreed that parents are probably the actor with the clearest undimentional interest in a high level of their children's academic performance.

Chowa, Ansong and Osei-Akoto (2012) claimed that parental involvement in the school environment appears high because 37% reported attended parent teachers activity meetings, discuss expectations with their children, discuss school work and make sure their children do their work. This result showed that single parent bears the financial burden alone of taking care of their children thus leading to less academic productive among the children. The result is an indication that intact homes are more likely to involve in their children's education than single parents. Also Topor, Keane, Sheiton and Calkins (2010) claimed that parental involvement is positively associated with students' academic performance at school. In a related way, Dontor (2010) indicates that parents noted that poor performance of their children emanates from the lack of proper supervision of their wards homework and assignments.

Conclusion

Life in a single parent home can be stressful and challenging for both the parent and the child. The home is challenged with inadequate financial resources. It is clear from the study that most of the pupils from single parent homes experience low parental involvement in their academic activities. Evidence also suggest that single parenting has a negative effect on the academic performance of the primary school pupils in Aba north L.G.A.

Recommendations

Based on the results of the study, the following recommendations were made:

1. Single parents should be enlightened on the need to stay together as husband and wife to raise a good family. Parents should persevere and tolerate each other in marriage for the sake of the children raised.
2. There is need for counselling services that will encourage individual counselling processes in our schools starting early from the primary schools to the tertiary level to enable these young ones receive and develop positive self-concept that will assist their academic growth in schools.
3. There is great need for instituting guidance and counseling units for awareness in the primary schools to tackle this and other similar problems in the schools.

References

Adebola, K .(2013). Single parent family structure, psychological, social and social and socio-economic status and school education. Ainley, retrieved from 20/4/21. *International journal of innovative education* 6(2), 121-150.

Bandura, A. (1965). Social learning and personality development. In K. Oladele, K, ogunsola, A, Osuolade and O.O Akeritage. Parenthood and related fathers affecting students' academic achievement in Oyo State, Nigeria. *International Journal of social behavioural, educational, economics, business and industrial engineering.* Vol. 8(9) 3129-3136.

Bernstien, R. (2008). Majority of children live with two biological parents. Achieved from the original on 20th April. Retrieved 26th March, 2009.

Bolin, I. (2006). Growing up in a culture of respect: child rearing in highland Peru. Austin: University of Texas Press. Project MUSE. Web 13 May, 2014 *http://muse:jhu.edu/.*

Brooks, J.B. (2012). The process of parenting: Ninth edition. Mcgraw-Hill higher education. ISBN978-0-07-746918-4 for legal definition of parenting and parenthood. See: Itaim Abraham. A family is what you make it. Legal recognition and regulation of multiple parents 2017.

Bowlby, B.H. (1958). The nature of the child's tie to his mother. International Journal of Psychoanalysis. Retrieved from *https://www.simplypsychology.org/attachment.*

Chukwuemeka, E.H. (2018). The growth of single parenting in Nigeria. *Journal of research counselling psychology*, 48-87.

Chapman, P., Whitefield, L, Felitti., J, Dube, R. and Edwards, J. (2004). Adverse childhood experiences and the risk of disorders in adulthood. *J. affect discord*, 82(2):217-225.

Chowa, G, Asong, D. and Osei-Akoto, L. (2012). Parental involvement and academic performance in Ghana. Youth save research brief no-12-42. Retrieved from *International Journal of Innovative education resource* 6(1), 101-107.

Connor, T. and Scott, S. (2007). Parenting and outcomes for children. Joseph Rowntree Foundation, North York Shiver.

Dontor, A.K. (2010). Parental involvement in education in Ghana: The case of a private elementary school. *International Journal about parents in education*, 4(1), 23-38.

Falana, B, Bada, F. and Ayodele, C. (2012). Single parent family structure, psychological, social and cognitive development of children in Ekiti State. *Journal of educational and developmental psychology*, 2(2).

Levin, J (2001). For whom the redundant counts: A quartile regression analysis of family influence on scholastic achievement empirical economics, 26(1), 221-246.

Mabuza, N., Tawala, S.K., Okeke, C.I. (2014). Single parenting and its effects on the psychological development of children in Swaziland. *Mediterran Journal of social Sciences* 5(23).

Schultz, G. (2006). Broken family structure leads to educational difficulties for children. *Journal of education psychology*, 27, 70-80.

Shumaila, K.A and Sarmad, M.S. (2009). Single parenting: understanding reasons and consequences. Agakhan University School of Nursing and Midwifery, Pakistan, nursing and healthcare ISSB: 2575-8851.

Topor, D.R., Keane, S.P, Shelton, T.L and Calkins, S.D. (2010). Parental involvement and student academic performance: A multiple meditational analysis. *Journal of Prev. Inter-community*, 38(3), 183-192.

International Academic Journal of Educational Research

Volume 5, Issue 4, PP 106-120, ISSN: 2384-6361, March, 2022
Double Blind Peer Reviewed International Research Journal
garcjournalssubmit@gmail.com
Journal Series: Global Academic Research Consortium (garc)

Evaluation of Financial Accounting Teachers' Competencies in Assessing Students' Cognitive Achievement in Senior Secondary Schools in Rivers State

[1]IKPA, Augustine Ikechukwu (Ph.D.)
Department of Educational Psychology, Guidance and Counselling, Faculty of Education, Ignatius Ajuru, University of Education, Rumuolumeni, Port Harcourt | ikpaikechukwu@gmail.com
[2]Prof. UBULOM, William
Department of Business Education, Faculty of Education, Rivers State University, Nkpolu Oroworukwo, Port Harcourt | Will.ubulom@yahoo.com,
[3]OBILOR, Esezi Isaac (Ph.D.)
Department of Educational Foundations, Faculty of Education, Rivers State University, Nkpolu-Oroworukwo Port Harcourt, P.M.B 5080 | esezirukanimgboh@gmail.com

Abstract: *The study evaluated financial accounting teachers' competencies in assessing students' cognitive achievement in senior secondary schools in Rivers State. The study adopted evaluation research design. The particular model of evaluation used in this study was the CIPP model as developed by Daniel Stufflebeam in 1971. However, the study applied only the Process component of the model in the present evaluation of financial accounting teachers' competencies as it is related to the variable under investigation. The population of this study consisted of 66,164 senior secondary school students in Rivers State. A sample size of 398 students was fixed using the Tsaro-Yamen formula. Thereafter, the simple random sampling technique was adopted in selecting the sample size. In this study, a self-structured rating scale of 50-items was used for data collection titled: "Financial Accounting Teachers' Competencies in Assessing Students' Cognitive Achievement Rating Scale". The instrument was face and content validated by an Accounting Education Lecturer in Rivers State University and two other Measurement and Evaluation experts in Rivers State University and Ignatius Ajuru University of Education. To establish reliability, the instrument was trial tested using the test re-test method. A reliability coefficient index of 0.79 was obtained using Pearson's Product Moment Correlation which indicated that the instrument was reliable and as such acceptable. Descriptive statistics of mean and standard deviation were used to answer the research questions, while the hypotheses were tested at 0.05 alpha level using the inferential statistic of Analysis of Variance. The study found that there is no significant difference in the mean rating of students in the three senatorial districts on the extent to which financial accounting teachers' subject knowledge, use of test blue print, and knowledge of instrument validation as aspect of teachers' competencies influence the assessment of students' cognitive achievement in senior secondary schools in Rivers State. It was therefore, recommended among others that financial accounting teachers should design and use test blue print in the preparation and development of their test items in a bid to cover the various contents in their scheme of work and then ensure effective assessment of students' cognitive achievement.*

Key words: *Financial Accounting Teachers' Competencies, Students' Cognitive Achievement, Senior Secondary Schools, Rivers State*

Introduction

The school environment has a strong positive relationship with students' ratings of their overall school satisfaction, students' self-esteem, and academic performance (Lasley, Siedentop & Yinger, 2016). Teachers' competency enhances his ability to create an environment that is fair, that ensures understanding, and accepting of diverse students, ideas, experiences, and backgrounds. Teachers have been found to be the most important factor influencing students' cognitive achievement. A study of teachers' classroom practices as they relate to students' cognitive achievement is important for several reasons (Cochran-Smith, 2012; Kaplan & Owings, 2012). Competence according to Lewis (2015) is the ability of a teacher to do a job properly. It is a set of defined behaviours that provide a structured guide and enable the identification, evaluation and development of the behaviours in a student (Lewis, 2015; Anobi, 2016). Competency is sometimes thought of in terms of action in a situation and context that might be different the next time a person has to act. In emergencies, competent people may react to a situation following behaviours they have previously found to succeed.

A teacher's competency in 21st century according to United Nations Education, Scientific and Cultural Organization (2018) is that such teacher should have firm/sound knowledge of the curriculum of his/her subjects, and to use the available technological gadget to improve the curriculum. Olarewaju (2015) stated that formal system of education depends on three components that are curriculum, students and teacher, thus financial accounting teachers' role is to impart accounting knowledge to the students and ensure that it builds the society. Anobi (2016) opined that reliability of a work depends upon its competency, and competency depends on consistency of the work. The benchmark for financial accounting teachers' competencies entail; the acquisition of a degree in accounting (B.Sc., B.Ed. or its equivalent), membership of Teachers' Registration Council of Nigeria, membership of professional accounting bodies (House, 2010).

Financial accounting teachers are to hold a Bachelor or Honorary degree in Accountancy. They get into the teaching profession, not by design or circumstance but by choice (Olarewaju, 2015).

Owolabi (2013) described a financial accounting teacher as an instructor responsible to teach, direct control, interpret and instruct the learner for better attainment of financial accounting knowledge, concepts and conventions. In the view of Ikoh (2017), financial accounting teachers' competencies are a big factor in the cognitive achievement of the students. Included under teacher competencies are teaching effectiveness, professional recognition and awards, membership and participation in professional organizations, scholarly abilities and creative productiveness, and university and community service (Ikoh, 2017).

Financial accounting teachers are said to have an important influence on their students' cognitive achievements and they also play crucial role on students' educational attainment because the financial accounting teacher is ultimately responsible for translating policy into action and principles based on financial accounting practices during interaction with the student (Afe, 2011). Many studies have revealed that students' cognitive achievement is enhanced where teachers possesses adequate knowledge of the subject matter and a good command of pedagogical skills. These have a strong positive effect on students' cognitive achievement in regular classroom teaching (Olarewaju, 2015). Consequent upon the above, it has been discovered that most of the teachers who teach financial accounting in

secondary schools today, are never close to have studied financial accounting in the university, as such have no qualification in the field of concern (House, 2010). Some even teach the subject under duress either by job placement or due to the instruction of their superior at work and so on. These have constituted the reasons why there have been several setbacks among senior secondary school students in choosing Accounting as a course of study, which is what spurred the researcher in embarking on the study.

According to Eggen and Kauchak (2011) there are three dimensions under which a financial accounting teachers' knowledge of subject matter can be measured; namely content knowledge, pedagogical knowledge of content and general knowledge. The implications of these dimensions are that a teacher cannot teach what he or she does not know. Adediwura and Tayo (2017) further emphasized the existence of high correlation between financial accounting teachers' subject knowledge and what they teach students. In line with these finding, they further accentuated that the ability of a financial accounting teacher to teach effectively depends on the depth of knowledge the teacher possesses. Therefore, a financial accounting teacher whose understanding of the subject content is thorough, uses clearer expressions comparative to those whose backgrounds of subject mastery are weaker (Eggen & Kauchak, 2011). According to Ubulom, Uzoeshi, Amini and Vipene (2019), a test blue print is a guide in the preparation and development, of test items. A good, competent and effective financial accounting teacher is expected to have the knowledge of test blue print to enable him/her to properly cover the various levels of objectives. The use of test blue print has a strong positive relationship with students' rating of their overall school satisfaction, students' self-esteem, and attainment of educational objectives. Financial accounting teachers' competencies enhance a teacher's ability to develop a test blue print as to cover the various taxonomies of educational objectives when constructing and developing a test item (Ubulom, et al., 2019).

Validation of test instrument is the extent to which an instrument measures what it is supposed to measure and performs as it is designed to perform. It is rare, if nearly impossible, that an instrument be 100% valid, so validity is generally measured in degrees. As a process, validation involves collecting and analyzing data to assess the accuracy of an instrument. There are numerous statistical tests and measures to assess the validity of quantitative instruments, which generally involves pilot testing and others. This therefore implies that tests validation is fundamental in assessing the cognitive achievement of students (Asuru, 2015). Thus, financial accounting teachers must monitor the cognitive achievement of their students as every school of accountancy imposes a student-retention policy to maintain the accountancy programme. Usually the school prescribes a minimum grade a student has to reach in accounting subjects and even in taxation and business law. In addition, a student must hurdle a qualification examination that validates his level of mental fitness in financial accounting. (Ademola, 2017). Air-conditioned classrooms and well equipped library are come-ons to the accountancy students. But it was observed that students seldom go to the library and engage in further research in spite of generous spaces of time in their class schedules. They seem to confine themselves to classroom-instruction and the instructional materials in their profession without the initiative of enriching their academic experiences through library work.

Statement of Problem

Educators teaching financial accounting in Rivers State seem to have difficulties in meeting the requirements of the Revised National Curriculum Statement (RNCS), and that some of them experience problems with creation of positive learning environment in the class; knowledge of curriculum and learning programmes; lesson planning, preparations and presentations; assessment of learners as well as the recording of the assessment results. Through years of teaching, financial accounting teachers are expected to acquire expertise in the science and art of teaching accountancy as to ensure proper assessment of students' cognitive achievement in the area of knowledge, comprehension, application, analysis, synthesis and evaluation. Regrettably such expectation is fraught with the variability of accounting subjects taught and the level of proficiency with developments in the field of accounting mitigated (Anobi, 2016).

Lack of interest to learn or lack of the required mental ability to teach and learn the subject, lack of sufficient industrial training, lack of fund from the government to provide quality textbooks, instructional materials and others, have been fundamental problems confronting financial accounting teachers' competency in senior secondary schools in Rivers State, thereby creating a gap. It is on this premise that this evaluation study of financial accounting teachers' competencies in assessing students' cognitive achievement in senior secondary schools in Rivers State was carried out as to fill the gap.

Purpose of the Study

The purpose of this study was to evaluate financial accounting teachers' competencies in assessing students' cognitive achievement in senior secondary schools in Rivers State. Specifically, the study attempted to achieve the following:

1 Evaluate the extent to which financial accounting teachers' knowledge of subject matter influence the assessment of students' cognitive achievement in senior secondary schools in Rivers State.
2 Determine the extent to which financial accounting teachers' use of test blue print influence the assessment of students' cognitive achievement in senior secondary schools in Rivers State.
3 Ascertain the extent to which financial accounting teachers' knowledge of instrument validation influence the assessment of students' cognitive achievement in senior secondary schools in Rivers State.

Research Questions

The following research questions guided the study:

1 To what extent does financial accounting teachers' knowledge of subject matter influence the assessment of students' cognitive achievement in senior secondary schools in Rivers State?
2 To what extent does financial accounting teachers' use of test blue print influence the assessment of students' cognitive achievement in senior secondary schools in Rivers State?
3 To what extent does financial accounting teachers' knowledge of instrument validation influence the assessment of students' cognitive achievement in senior secondary schools in Rivers State?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 alpha level.

1. There is no significant difference in the mean ratings of students in the three senatorial districts on the extent to which financial accounting teachers' knowledge of subject matter influence the assessment of students' cognitive achievement in senior secondary schools in Rivers State.
2. There is no significant difference in the mean ratings of students in the three senatorial districts on the extent to which financial accounting teachers' use of test blue print influence the assessment of students' cognitive achievement in senior secondary schools in Rivers State.
3. There is no significant difference in the mean ratings of students in the three senatorial districts on the extent to which financial accounting teachers' knowledge of instrument validation influence the assessment of students' cognitive achievement in senior secondary schools in Rivers State.

Methodology

The study adopted evaluation research design. The particular model of evaluation used in this study was the CIPP model as developed by Daniel Stufflebeam in 1971. However, the study applied only the Process component of the model in the present evaluation of financial accounting teachers' competencies as it is related to the variable under investigation. The population of this study consisted of 66,164 senior secondary school students in Rivers State. A sample size of 398 students was fixed using the Tsaro-Yamen formula. Thereafter, the simple random sampling technique was adopted in selecting the sample size. In this study, a self-structured rating scale of 50-items was used for data collection titled: "Financial Accounting Teachers' Competencies in Assessing Students' Cognitive Achievement Rating Scale". The instrument was face and content validated by an Accounting Education Lecturer in Rivers State University and two other Measurement and Evaluation experts in Rivers State University and Ignatius Ajuru University of Education. To establish reliability, the instrument was trial tested using the test re-test method. A reliability coefficient index of 0.79 was obtained using Pearson's Product Moment Correlation which indicated that the instrument was reliable and as such acceptable. Descriptive statistics of mean and standard deviation were used to answer the research questions, while the hypotheses were tested at 0.05 alpha level using the inferential statistic of Analysis of Variance.

Results

Research Question 1: To what extent does financial accounting teachers' knowledge of subject matter influence the assessment of students' cognitive achievement in senior secondary schools in Rivers State?

Table 1: Descriptive statistic on the extent financial accounting teachers' knowledge of subject matter influences the assessment of students' cognitive achievement in senior secondary schools in Rivers State.

S/No.	Items	Rivers East [n_1 = 70]		Rivers South East [n_2 = 211]		Rivers West [n_3 = 114]			Rmk
		$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	
1	The knowledge of fundamental concepts of book-keeping help teachers in assessing students' cognitive achievement.	3.62	0.82	3.54	0.97	3.66	0.84	3.61	VHE
2	The knowledge of bank statement and cash book help teachers in assessing students' cognitive achievement.	3.15	0.64	3.17	0.68	3.28	0.57	3.20	HE
3	The knowledge of ledger account as instructional materials help teachers in assessing students' cognitive achievement.	3.19	0.85	3.31	0.59	3.28	0.70	3.26	HE
4	Teachers' knowledge of supplementary double entry system during teaching help them in assessing the cognitive of students.	3.21	0.51	3.18	0.86	3.25	0.63	3.21	HE
5	Teachers' knowledge of taxation procedures provides for proper assessment of students' cognitive achievement.	3.59	0.81	3.63	0.78	3.51	0.49	3.58	VHE
6	The knowledge of trial balance effectively help teachers in assessing cognitive achievement of students in the course.	3.53	1.02	3.59	0.87	3.56	1.24	3.56	VHE
7	The knowledge of published financial statement and balance sheet help teachers in assessing the level cognitive achievement by students.	2.95	1.08	3.01	1.17	3.04	0.94	3.00	HE
8	The knowledge of cost volume profit analysis help teachers improve the cognitive of students.	3.04	1.21	3.22	1.14	3.10	1.03	3.12	HE
9	The knowledge of depreciation is important in assessing proper cognitive achievement of students.	3.31	1.15	3.15	0.75	3.28	1.09	3.25	HE
10	The knowledge of application of overhead cost, material cost and job costing is fundamental for	3.60	0.99	3.72	1.26	3.63	1.04	3.65	VHE

	teachers in assessing cognitive achievement of students.								
	Grand Score/Remark	**3.32**	**0.91**	**3.35**	**0.91**	**3.36**	**0.86**	**3.34**	**HE**

Source: Survey Data, 2022.

The information in Table 1 above presents that students of Rivers East have a grand mean of 3.32 and standard deviation of 0.91, Rivers South-East have a grand mean of 3.35 and standard deviation of 0.91, and Rivers West have a grand mean of 3.36 and standard deviation of 0.86 on their rating of the extent financial accounting teachers' knowledge of subject matter influence the assessment of students' cognitive achievement in senior secondary schools in Rivers State. The students of the three Senatorial Districts of Rivers State have total mean that lies between 2.50 –3.80, implying that, subject knowledge has high extent influence on the assessment of students' cognitive achievement in senior secondary schools in Rivers State.

Research Question 2: To what extent does financial accounting teachers' use of test blue print influence the assessment of students' cognitive achievement in senior secondary schools in Rivers State?

Table 2: Descriptive statistic on the extent financial accounting teachers' use of test blue print influences the assessment of students' cognitive achievement in senior secondary schools in Rivers State.

S/No.	Items	Rivers East [n_1 = 70]		Rivers South East [n_2 = 211]		Rivers West [n_3 = 114]			Rmk
		$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	
11	The use of text blue print help teachers in assessing students' cognitive achievement.	3.09	0.77	3.14	1.27	2.96	1.04	3.06	HE
12	The use of text blue print enhances teachers' identification of students' measured achievement domains.	2.55	0.85	2.97	1.18	2.80	1.07	2.77	HE
13	The use of text blue print by teachers ensures a fair assessment of students' cognitive achievement.	3.10	1.20	2.71	1.23	2.60	0.69	2.80	HE
14	The use of text blue print allows accounting teachers to assess test scores students.	3.41	1.31	3.45	0.91	3.50	0.84	3.45	VHE
15	The use of text blue print gives accounting teachers the proof they need to ensure that students' cognitive achievement is basic.	3.53	1.27	3.60	1.15	3.62	1.03	3.58	VHE
16	Teachers' use of text blue print help in assessing effectiveness in a test as to improve cognitive achievement of students.	3.17	1.12	3.09	0.87	3.02	1.06	3.09	HE
17	Teachers' use of text blue print ensures that question type, and the level of the questions are all taken	2.75	1.23	2.81	1.07	2.64	1.29	2.73	HE

	into account when developing an assessment to modify students' cognitive achievement.								
18	The use of text blue print appropriately reflect key course goals and objectives about students' cognitive achievement.	3.00	1.01	2.92	1.05	2.80	1.05	2.91	HE
19	The use of text blue print defines the parameters of an assessment by teachers before creation process of students' cognitive domain.	3.22	1.04	3.05	0.93	3.13	1.07	3.13	HE
20	The use of text blue print help teachers align objectives, instruction and assessment of students' cognitive achievement.	3.66	0.98	3.43	1.04	3.40	1.09	3.50	VHE
	Grand Score/Remark	**3.15**	**1.08**	**3.12**	**1.07**	**3.05**	**1.02**	**3.11**	**HE**

Source: Survey Data, 2022.

The information in Table 2 above presents that students of Rivers East have a grand mean of 3.15 and standard deviation of 1.08, Rivers South-East have a grand mean of 3.12 and standard deviation of 1.07, and Rivers West have a grand mean of 3.05 and standard deviation of 1.02 on their rating of the extent use of test blue print influence the assessment of students' cognitive achievement in senior secondary schools in Rivers State. The students of the three Senatorial Districts of Rivers State have total mean that lie between 2.50 –3.80, implying that use of test blue print has high extent influence on the assessment of students' cognitive achievement in senior secondary schools in Rivers State.

Research Question 3: To what extent does financial accounting teachers' knowledge of instrument validation influence the assessment of students' cognitive achievement in senior secondary schools in Rivers State?

Table 4.3: Descriptive statistic on the extent financial accounting teachers' knowledge of instrument validation influences the assessment of students' cognitive achievement in senior secondary schools in Rivers State.

S/No.	Items	Rivers East [$n_1 = 70$]		Rivers South East [$n_2 = 211$]		Rivers West [$n_3 = 114$]		$\bar{x}$	
		$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD		Rmk
21	The knowledge of instrument validation enhances adequate and effective assessment of students' cognitive achievement.	2.68	0.76	2.86	0.99	3.11	0.81	2.88	HE
22	The knowledge proper validation of instrument before administration help in assessing students' cognitive achievement.	3.03	0.88	3.17	0.71	3.06	0.94	3.09	HE
23	The knowledge of instrument	3.49	1.05	3.55	0.96	3.40	1.03	3.48	VHE

	validation is fundamental in reporting validation as to assess the cognitive of students.								
24	The knowledge of instrument validation is made adequate in assessing cognitive achievement.	3.41	0.92	3.58	1.23	3.61	0.95	3.53	VHE
25	The knowledge of instrument validation establishes proper validation of test items which improves students' cognitive.	3.02	1.21	2.84	0.90	2.57	1.23	2.81	HE
26	The knowledge of instrument validation assist teachers to be proficient in their test construction as to assess students' cognitive achievement.	2.73	0.94	3.03	1.17	2.86	1.01	2.87	HE
27	The knowledge of instrument validation provides for instrument coverage and basic assessment of students' cognitive domain.	2.88	0.98	2.91	1.03	3.13	0.85	2.97	HE
28	The knowledge of instrument validation ensures accurate interpretation and effective assessment of cognitive achievement of students.	3.51	1.16	3.50	1.15	3.62	1.18	3.54	VHE
29	The knowledge of instrument validation help accounting teachers assess students' cognitive achievement.	2.64	0.95	2.55	0.93	2.78	1.05	2.66	HE
30	The knowledge of instrument validation help in measuring theoretical or psychological traits or constructs in assessing the cognitive of students.	2.77	1.10	2.80	1.16	2.81	1.20	2.79	VHE
	Grand Score/Remark	**3.02**	**1.00**	**3.08**	**1.02**	**3.10**	**1.03**	**3.07**	**HE**

Source: Survey Data, 2022.

The information in Table 3 above presents that students of Rivers East have a grand mean of 3.02 and standard deviation of 1.00, Rivers South-East have a grand mean of 3.08 and standard deviation of 1.02, and Rivers West have a grand mean of 3.10 and standard deviation of 1.03 on their rating of the extent financial accounting teachers' knowledge of instrument validation influence the assessment of students' cognitive achievement in senior secondary schools in Rivers State. The students of the three Senatorial Districts of Rivers State have total mean that lie between 2.50 –3.80, implying that knowledge of instrument validation has high extent influence on the assessment of students' cognitive achievement in senior secondary schools in Rivers State.

Test of Hypotheses

Hypothesis 1: There is no significant difference in the mean ratings of students in the three senatorial districts on the extent to which financial accounting teachers' knowledge of subject matter influence the assessment of students' cognitive achievement in senior secondary schools in Rivers State.

Table 4: Summary of One-way Analysis of Variance (ANOVA) on the influence of financial accounting teachers' knowledge of subject matter on the assessment of students' cognitive achievement in senior secondary schools in Rivers State

Sources of Variation	Sum of Squares	Df	Mean Square	F	Sig	Decision
Between Groups	1.391	2	.193	15.610	.015	H_o
Within Groups	49.107	393	.294			
Total	50.498	395				Accepted

N = 395; F(2, 0.193) = 15.610; p = 0.015 < 0.05

Table 4 above presents the sum of squares of 1.361, with 2 degrees of freedom, and a mean square of 0.193 for between groups. Within groups has the sum of squares of 49.107, degrees of freedom of 393, and a mean square of 0.294, while the total has 50.498 sum of squares and 395 degrees of freedom. The computed F is 15.610 which is statistically significant at .05. Thus the null hypothesis that "there is no significant difference among the mean rating of students in the three senatorial districts on the extent to which financial accounting teachers' knowledge of subject matter influence the assessment of students' cognitive achievement in senior secondary schools in Rivers State" is hereby accepted: F(2, 0.193) = 15.610, p < .05. In other words, students in the three senatorial districts consented that financial accounting teachers' knowledge of subject matter improves the assessment of students' cognitive achievement in senior secondary schools in Rivers State to a High Extent.

Test of Hypothesis 2: There is no significant difference in the mean ratings of students in the three senatorial districts on the extent to which financial accounting teachers' use of test blue print influence the assessment of students' cognitive achievement in senior secondary schools in Rivers State.

Table 5: Summary of One-way Analysis of Variance (ANOVA) on the influence of financial accounting teachers' use of test blue print on the assessment of students' cognitive achievement in senior secondary schools in Rivers State

Sources of Variation	Sum of Squares	Df	Mean Square	F	Sig	Decision
Between Groups	.952	2	.315	18.104	.016	H_0
Within Groups	37.678	393	.898			
Total	38.63	395				Accepted

N = 395; F(2, 0.315) = 18.104; p = 0.016 < 0.05

Table 5 presents the sum of squares of 0.952, with 2 degrees of freedom, and a mean square of 0.315 for between groups. Within groups has the sum of squares of 37.678, degrees of

freedom of 393, and a mean square of 0.898, while the total has 38.63 sum of squares and 395 degrees of freedom. The computed F is 18.104 which is statistically significant at .05. Thus the null hypothesis that "there is significant difference in the mean ratings of students in the three senatorial districts on the extent to which financial accounting teachers' use of test blue print influence the assessment of students' cognitive achievement in senior secondary schools in Rivers State." is accepted: $F(2, 0.315) = 18.104$, $p < .05$. In other words, students in the three senatorial districts asserted that financial accounting teachers' use of test blue print enhances the assessment of students' cognitive achievement in senior secondary schools in Rivers State to a High Extent.

Test of Hypothesis 3: There is no significant difference in the mean ratings of students in the three senatorial districts on the extent to which financial accounting teachers' knowledge of instrument validation influence the assessment of students' cognitive achievement in senior secondary schools in Rivers State.

Table 6: Summary of One-way Analysis of Variance (ANOVA) on the influence of financial accounting teachers' knowledge of instrument validation on the assessment of students' cognitive achievement in senior secondary schools in Rivers State

Sources of Variation	Sum of Squares	Df	Mean Square	F	Sig	Decision
Between Groups	1.483	2	.391	125.501	.013	H_o
Within Groups	27.488	393	.184			
Total	28.971	395				Accepted

N = 395; F(2, 0.391) = 125.501; p = 0.013 < 0.05

Table 6 presents the sum of squares of 1.483, with 2 degrees of freedom, and a mean square of 0.391 for between groups. Within groups has the sum of squares of 27.488, degrees of freedom of 393, and a mean square of 0.184, while the total has 28.971 sum of squares and 395 degrees of freedom. The computed F is 125.501 which is statistically significant at .05. Thus the null hypothesis that "there is no significant difference in the mean ratings of students in the three senatorial districts on the extent to which financial accounting teachers' knowledge of instrument validation influence the assessment of students' cognitive achievement in senior secondary schools in Rivers State" is accepted: $F(2, 0.391) = 125.501$, $p < .05$. In other words, students in the three senatorial districts opined that financial accounting teachers' teachers' knowledge of instrument validation enhances the assessment of students' cognitive achievement in senior secondary schools in Rivers State to a High Extent.

Discussion of Findings

The study evaluated financial accounting teachers' competencies in assessing students' cognitive achievement in senior secondary schools in Rivers State. The research question one (1), revealed the extent financial accounting teachers' knowledge of subject matter influence the assessment of students' cognitive achievement in senior secondary schools in Rivers State. It was found that students of Rivers East have a grand mean of 3.32 and standard deviation of 0.91, Rivers South-East have a grand mean of 3.35 and standard

deviation of 0.91, and Rivers West have a grand mean of 3.36 and standard deviation of 0.86 on their rating of the extent financial accounting teachers' knowledge of subject matter influence the assessment of students' cognitive achievement in senior secondary schools in Rivers State. The students of the three Senatorial Districts of Rivers State have total means that lies between 2.50 –3.80, implying that, knowledge of subject matter has high extent influence on the assessment of students' cognitive achievement in senior secondary schools in Rivers State. The test of hypothesis one (1), presented the sum of squares of 1.361, with 2 degrees of freedom, and a mean square of 0.193 for between groups. Within groups has the sum of squares of 49.107, degrees of freedom of 393, and a mean square of 0.294, while the total has 50.498 sum of squares and 395 degrees of freedom. The computed F is 15.610 which is statistically significant at .05. Thus the null hypothesis that "there is no significant difference in the mean ratings of students in the three senatorial districts on the extent to which financial accounting teachers' knowledge of subject matter influence the assessment of students' cognitive achievement in senior secondary schools in Rivers State" is hereby accepted: $F(2, 0.193) = 15.610$, $p < .05$. In other words, students in the three senatorial districts consented that financial accounting teachers' subject knowledge improves the assessment of students' cognitive achievement in senior secondary schools in Rivers State to a High Extent. In line with this findings, Eggen and Kauchak (2011) asserted that teachers show better knowledge of certain operations than the teachers themselves. All these call for drastic or even radical change to function effectively in the learning environment. Aside from being constantly in touch with new developments in the field, the financial accounting teacher has to adjust to new ideas and innovative teaching approaches to be able to discuss current discoveries taking place around the world of finance and others. According to Eggen and Kauchak (2011) there are three dimensions under which a financial accounting teachers' knowledge of subject matter can be measured; namely content knowledge, pedagogical knowledge of content and general knowledge. The implications of these dimensions are that a teacher cannot teach what he or she does not know. Adediwura and Tayo (2017) further emphasized the existence of high correlation between financial accounting teachers' subject knowledge and what they teach students. In line with these finding, he further accentuated that the ability of a financial accounting teacher to teach effectively depends on the depth of knowledge the teacher possesses. Therefore, a financial accounting teacher whose understanding of the subject content is thorough, uses clearer expressions comparative to those whose backgrounds of subject mastery are weaker.

The research question two (2) revealed the extent financial accounting teachers' use of test blue print influence the assessment of students' cognitive achievement in senior secondary schools in Rivers State. It was found that students of Rivers East have a grand mean of 3.15 and standard deviation of 1.08, Rivers South-East have a grand mean of 3.12 and standard deviation of 1.07, and Rivers West have a grand mean of 3.05 and standard deviation of 1.02 on their rating of the extent use of test blue print influence the assessment of students' cognitive achievement in senior secondary schools in Rivers State. The students of the three Senatorial Districts of Rivers State have total means that lie between 2.50 –3.80, implying that use of test blue print has high extent influence on the assessment of students' cognitive achievement in senior secondary schools in Rivers State. The test of hypothesis two (2), presented the sum of squares of 0.952, with 2 degrees of freedom, and a mean square of 0.315 for between groups. Within groups has the sum of squares of 37.678,

degrees of freedom of 393, and a mean square of 0.898, while the total has 38.63 sum of squares and 395 degrees of freedom. The computed F is 18.104 which is statistically significant at .05. Thus the null hypothesis that "there is significant difference in the mean ratings of students in the three senatorial districts on the extent to which financial accounting teachers' use of test blue print influence the assessment of students' cognitive achievement in senior secondary schools in Rivers State." is accepted: $F(2, 0.315) = 18.104$, $p < .05$. In other words, students in the three senatorial districts asserted that financial accounting teachers' use of test blue print enhances the assessment of students' cognitive achievement in senior secondary schools in Rivers State to a High Extent. This finding is supported by the view of Ubulom, Uzoeshi, Amini and Vipene (2019) that a test blue print is fundamental in the construction, preparation and development of test items. A good, competent and effective financial accounting teacher is expected to have the knowledge of test blue print to enable him/her to properly cover the various levels of objectives. The use of test blue prints has a strong positive relationship with students' ratings of their overall school satisfaction, students' self-esteem, and attainment of educational objectives. Financial accounting teachers' competencies enhance a teacher's ability to develop a test blue print as to cover the various taxonomies of educational objectives when constructing and developing a test item. Consequent upon the above, it has been discovered that most of the teachers who teach financial accounting in secondary schools today, are never close to have studied financial accounting in the university, as such have no qualification in the field of concern (House, 2010). Some even teach the subject under duress either by job placement or due to the instruction of their superior at work and so on. This have constituted the reasons why there have been several setbacks in the construct under investigation.

The research question three (3) established the extent financial accounting teachers' knowledge of instrument validation influence the assessment of students' cognitive achievement in senior secondary schools in Rivers State. The information in table 4.3 presented that students of Rivers East have a grand mean of 3.02 and standard deviation of 1.00, Rivers South-East have a grand mean of 3.08 and standard deviation of 1.02, and Rivers West have a grand mean of 3.10 and standard deviation of 1.03 on their rating of the extent financial accounting teachers' knowledge of instrument validation influence the assessment of students' cognitive achievement in senior secondary schools in Rivers State. The students of the three Senatorial Districts of Rivers State have total means that lie between 2.50 –3.80, implying that knowledge of instrument validation has high extent influence on the assessment of students' cognitive achievement in senior secondary schools in Rivers State. The test of hypothesis three, presented the sum of squares of 1.483, with 2 degrees of freedom, and a mean square of 0.391 for between groups. Within groups has the sum of squares of 27.488, degrees of freedom of 393, and a mean square of 0.184, while the total has 28.971 sum of squares and 395 degrees of freedom. The computed F is 125.501 which is statistically significant at .05. Thus the null hypothesis that "there is no significant difference in the mean ratings of students in the three senatorial districts on the extent to which financial accounting teachers' knowledge of instrument validation influence the assessment of students' cognitive achievement in senior secondary schools in Rivers State" is accepted: $F(2, 0.391) = 125.501$, $p < .05$. In other words, students in the three senatorial districts opined that financial accounting teachers' teachers' knowledge of instrument validation enhances the assessment of students' cognitive achievement in senior secondary

schools in Rivers State to a High Extent. In line with the above, Asuru (2015) established that validation of test instrument is the extent to which an instrument measures what it is supposed to measure and performs as it is designed to perform. It is rare, if nearly impossible, that an instrument be 100% valid, so validity is generally measured in degrees. As a process, validation involves collecting and analyzing data to assess the accuracy of an instrument. There are numerous statistical tests and measures to assess the validity of quantitative instruments, which generally involves pilot testing and others. This therefore implies that instrument validation is fundamental in assessing the cognitive achievement of students.

Conclusion

It was concluded that the methods of teaching financial accounting appears to be unattractive and not encouraging to learners. In such a situation, it appears as though financial accounting teachers' competencies could hardly meet the standards in assessing students' cognitive achievement. Thus, accounting teachers must monitor the cognitive achievement of their students as every school of accountancy imposes a student-retention policy to maintain the accountancy program. Usually the school prescribes a minimum grade a student has to reach in accounting subjects and even in taxation and business law. Conclusively, the result of this study indicated that, financial accounting teachers' knowledge of subject matter, use of test blue print and knowledge of instrument validation enhance the assessment of students' cognitive achievement in senior secondary schools in Rivers State.

Recommendations

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

1. Secondary schools offering financial accounting should ensure that their teachers have sound knowledge of financial accounting. This will assist the programme implementers to work efficiently towards achieving the objectives by producing graduates who will be able to acquire the necessary attitudes, knowledge, skills and competencies in financial accounting.
2. Financial accounting teachers should ensure the use of test blue print in the preparation and development of their test items to enable them cover the various contents in their scheme of work.
3. Financial accounting teachers should acquire the right skills, and knowledge of instrument validation to ensure their test items are properly valid before administration to the students.

References

Adediwura, A. A., & Tayo, B. (2017). Perception of teachers' knowledge attitude and teaching skills as predictor of academic performance in Nigerian secondary schools. *Educational Research and Review*, *2*(7), 165-171.

Ademola, B. (2017). *Problem solving in science and cognitive categorization styles.* Ibadan: Makun Press.

Afe, G. (2011). *An analysis of the relationship between class size and academic performance of students.* Ogun State: Ego Booster Books.

Anobi, E. (2016). *The effect of socio-economic background, gender and school type on the achieving of female students in introductory technology.* Kenya: Academy Science Publishers

Asuru, V.A. (2015). *Measurement and evaluation in education and psychology*. Port Harcourt: Minson Publishers Nigeria Limited.

Cochran-Smith, D. (2012). Professional development: Implications for Illinois career and technical education teachers. *Journal of Career and Technical Education*, *25*(4), 24-37.

Eggen, P., & Kauchak, D. (2011). *Strategies for teachers: Teaching content and thinking skills. 4th Ed.* Needham Heights: M.A. Allyn and Bacon.

House, B. (2010). Effectiveness indices: A value-added approach to measuring school effect. *Studies in Educational Evaluation, 20*(12), 113–145

Ikoh, M. (2017). The effects of a professional development programme on primary school teachers' perceptions of physical education. *Professional Development in Education, 37*(8), 291-305.

Kaplan, D.S., & Owings, H. (2012). Influence of parents' self-feelings and expectations on children's academic performance. *Journal of Educational Research*, *94*(6), 360-370.

Lasley, A., Siedentop, O., & Yinger, B. (2016). Influence of teachers' competence on students' academic performance in senior secondary school chemistry. *Educational Journal*, *8*(2), 61-69.

Lewis, G. (2015). Teaching styles and learners' achievement in Kiswahili language in secondary schools, *International Journal of Academic Research in Progressive Education and Development*, *1*(3),62-87.

Olarewaju, G. (2015). Accounting teachers' perceptions and their impact on students' cognitive progress: An institutional case study. *Journal of In-Service Education, 29*(3), 389-404.

Owolabi, O.T. (2013). Individual differences in cognitive styles and the guidance variables in instruction. *Journal of Experimental Education*, *45*(4), 590-614.

Ubulom, W.J., Uzoeshi, K.C., Amini, C.M., & Vipene, J.B. (2019). *Fundamentals of Measurement and Evaluation.* Port Harcorut: Celwill Nigerial Publishers.