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Correlation of Teacher Gender and Adoption of Information and Communication Technology for Instructional Delivery in South East, Nigeria

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Abstract: The integration of information and communication technology (ICT) in teaching across levels has become an issue of major concern. Despite efforts of education authority for increase use of ICT among teachers, slow pace of integration has been observed in Nigeria. One of the factors often put forward as the cause is gender. The present study investigated the relationship between teacher gender and ICT adoption for instructional delivery in secondary schools in South East, Nigeria. One research question and two hypotheses guided the study. The study adopted correlation survey design. The area for the study was South-East, Nigeria. The population was 25,556 teachers in 1251 public-owned secondary schools in South-East, Nigeria. The sample for the study was 400 teachers. The instrument for data collection was Teacher ICT Adoption Questionnaire (TIAQ). A total of 355 copies of TIAQ was collected back and used for analysis. Pearson Product Moment Correlation Co-efficient (r) was used to answer the research question and test hypotheses. The findings showed that that teachers' gender has negative low relationship with adoption of ICT for instructional delivery; and there is no significant difference in the strength of relationship between teacher gender and teachers' adoption of ICT for instructional delivery in secondary schools. The study recommended among others, that conferences, workshops, seminars, symposia should be organized by Ministry of Education to facilitate teachers' adoption of ICT for instructional delivery in secondary schools.

Keywords: Teacher gender, ICT, Instructional delivery

INTRODUCTION

Teachers have realized that the adoption of information and communication technology (ICT) for instructional delivery is no longer a matter of choice. It is either they key in or be dismissed as irrelevant in the 21st century pedagogy. Thus, Nigerian teachers, irrespective of their content knowledge and pedagogical competence, are increasingly under pressure to adopt this curriculum innovation and use ICT for effective teaching and other educational activities (Okoli, 2019). In response to this, Nigeria and Tanzania in collaboration with some international agencies adapted the UNESCO ICT framework which provides standards for what teachers should know and do with the ICT (Hooker, Mwiyeria &Verma, 2011).

It has been observed however that low level of ICT adoption characterizes Nigeria's education system at various levels (Aduwa-Ogiegbaen & Iyamu, 2005; Tella, Tella, Toyobo, Aduka & Adeyinka, 2008; Adomi & Kpangban, 2010). Hence, there has been concern to locate the cause and improve ICT integration in the school system. Certain teacher variables like gender have been considered as factors likely to impede teachers' ICT integration for instructional

delivery. Gender refers to the socially and historically constructed relations between men and women, as opposed to their biological differences (Pereira, 2006). It prescribes roles for the sexes and shapes attitudes and perceptions. In developing countries like Nigeria, gender exerts major influence on people's perception of reality and behavior. It is assumed therefore that teacher gender may constitute a barrier to ICT integration in the school system. The suggestion is that men are more receptive to ICT use than women which may mean that male teachers could be more receptive to ICT use than female teachers (Alampay, 2006). Thus, secondary education environment (as in Nigeria) in which female teachers dominate, ICT integration could be slow.

The question however, is whether the position on gender influence on ICT adoption is a mere opinion or backed by empirical evidence. Previous studies on gender differences in ICT usage have produced divergent results. Yusuf and Balogun (2011) and Obi (2015) found no significant difference in ICT use between male and female teachers. Suki and Suki (2011) moreover found that the two definite beliefs of perceived usefulness and perceived ease of use identified in the technology acceptance model to describe technology adoption, to a large extent have direct links to the attitudes that determine the use of technology irrespective of gender. Adebo, Adekunmi & Daramola (2013) however found significant gender difference in teachers' ICT adoption in secondary schools.

In view of the discrepancies in research findings and the need for accelerated integration of ICT in Nigeria's education system, there is the need to inquire further into the place of teacher gender in ICT adoption for instructional delivery. This study therefore is poised to determine the relationship between teacher gender and adoption of ICT for instructional delivery in secondary schools in South East, Nigeria.

Statement of the Problem

In the 21st century teaching and learning, the ICT remains central for improved learning. It is expected that teachers should adopt the ICT to complement different phases of teaching activities in line with global best practices. Unfortunately, there is a very slow pace of ICT integration in Nigeria's secondary education system. Teachers still hold tenaciously to their old practices and show little or no regard for the deployment of ICT for instructional delivery. Although this has been attributed to different factors, the influence of gender on teacher ICT adoption appears controversial. The problem therefore is: does teacher gender relate to the adoption of ICT for instructional delivery?

Research Question

- What is the relationship between teacher gender and adoption of ICT for instructional delivery?

Hypotheses

- There is no significant relationship between teacher gender and adoption of ICT for instructional delivery (P>0.05)
- There is no significant difference in the strength of relationship between teacher gender and adoption of ICT for instructional delivery

METHOD

The study adopted correlation survey design. A correlation survey seeks to establish a relation/association/correlation between two or more variables that do not readily lend

themselves to experimental manipulation (Smiley, 2011). The area for the study was South-East, Nigeria. The area is one of the six geopolitical zones of Nigeria and comprises five states, namely, Abia, Anambra, Ebonyi, Enugu and Imo. The population was 25,556 teachers in 1251 public-owned secondary schools in South-East, Nigeria (Abia, Anambra, Ebonyi, Enugu & Imo) (Universal Basic Education Commission, 2019). The sample for the study was 400 teachers. The sample size was determined using Taro-Yamane (1967) formula. The instrument for data collection was the Teacher ICT Adoption Questionnaire (TIAQ) adapted from Okoli (2019). The TIAQ was administered on teachers by researcher with assistance of principals in sampled schools. A total of 355 copies of TIAQ was collected back and used for analysis. Pearson Product Moment Correlation Co-efficient (r) was used to answer the research question and test hypotheses. The strength or direction of the relationship of the variables was interpreted using Creswell (2009) correlation coefficient scale.

Table 1: Creswell's correlation coefficient scale

Correlation Coefficient	Strength of Relationship
$\pm$.70-1.00	Strong/High
$\pm$.30-.69	Moderate/Medium
$\pm$.00-.29	None (.00) to Weak/Low

RESULTS

Table 2: Correlation matrix of the significance of relationship between teachers' gender and adoption of ICT for instructional delivery

Correlations		Gender	ICT Adoption
	Pearson Correlation	1	-.150
Gender	Sig. (2-tailed)		.347
	N	355	355
ICT Adoption	Pearson Correlation	-.150	1
	Sig. (2-tailed)	.347	
	N	355	355

*. Correlation is significant at the 0.05 level (2-tailed).

Table 2 indicates a correlation coefficient of -.15 which is negative and within .00 to .29 correlation coefficient scale of Creswell (2009). This indicates that teachers' gender has negative low relationship with adoption of ICT for instructional delivery in secondary schools. The table also shows a p-value of .35 which is greater than the alpha value of .05. This means that teachers' gender has no significant relationship with teachers' adoption of ICT for instructional delivery in secondary schools. Therefore, the hypothesis that teachers' gender has significant relationship with teachers' adoption of ICT for instructional delivery in secondary schools was accepted.

Table 3: Regression matrix of strength of relationship between teacher gender and adoption of ICT for instructional delivery

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2631.399	2	1315.699	7.376	.061[b]
Residual	62790.359	352	178.382		
Total	65421.758	354			

a. Dependent Variable: Teachers Adoption of ICT
b. Predictors: (Constant), Male, Female

Table 3 indicates a p-value of .61 which is higher than the alpha value of .05. This means that there is no significant difference in the strength of relationship between teacher gender and teachers' adoption of ICT in secondary schools. Therefore, the hypothesis that there is no significant difference in the strength of relationship between teacher gender and teachers' adoption of ICT for instructional delivery in secondary schools was accepted.

DISCUSSION

Teacher gender has non-significant negative low relationship with adoption of ICT for instructional delivery. In other words, gender does not moderate teachers' ICT adoption for instructional delivery. The finding agreed with Yusuf and Balogun (2011) and Obi (2015) who found no significant difference based on teacher gender. This also applies to Suki and Suki (2011) who found that the two definite beliefs of Perceived Usefulness and Perceived Ease of Use identified in technology acceptance model to a large extent have direct links to the attitudes that determine the use of technology. These beliefs apply to every individual irrespective of gender.

The low ICT penetration and integration in the secondary school system in Nigeria therefore is not as a result of female dominance of the teaching profession at that level. While gender may exert some influence on male and female perception of the world and subsequent responses to environmental stimuli, such cannot be said of the adoption of ICT for instructional delivery.

RECOMMENDATIONS

1. Conferences, workshops, seminars, symposia should be organized by Ministry of Education to facilitate teachers' adoption of ICT for instructional delivery in secondary schools.
2. Students should adjust their learning abilities to cope with the teachers' adoption of ICT for instructional delivery in secondary schools.
3. School authorities should provide motivational strategies to encourage teachers' adoption of ICT for instructional delivery in secondary schools.

4. The government through the Ministry of Education should provide relevant ICT facilities that could be adopted by teachers for effective instructional delivery in secondary schools.

Conclusion
The development of ICT competency framework for teachers across the world and in Nigeria particularly, has sent a strong signal that the adoption of ICT for instructional delivery is a matter of necessity for teachers at all levels of education in Nigeria, in line with global best practices. The study has shown that teachers' gender has no significant relationship with adoption of ICT for instructional delivery in secondary schools. As such, other factors likely to impede ICT integration in secondary schools should be explored.

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Meta-Analysis of Studies on Effects of Teaching Methods on Secondary School Students' Academic Achievements in Economics in Nigeria

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Abstract: *The study adopted survey research design using the ex-post facto procedure. The study examined all the previous research reports on studies on effects of teaching methods on students' achievement in Economics in Nigeria from 1980-2020 hence the exact population was not easy to be determined. A sample of 32 studies(cases)from 13 innovative teaching methods was examined using purposive sampling technique. The instrument for data collection was coding instrument which was developed by the researchers and validated by three experts; one from Economics education and two from measurement and evaluation, all from Michael Okpara University of Agriculture, Umudike Abia State. Inter-rater agreement was used to determine the reliability of the instrument which yielded a reliability coefficient of 0.81. Data was collected from previous research works from academic dissertations/thesis reports, published journals, unpublished articles, reports from Seminars and workshops that covered effects of innovative teaching methods on students' academic achievement in Economics. That was sought at libraries of Universities and colleges of Education as well as through internet publications. Three research assistants with the researchers visited public and institutional libraries as well as searched through internets for data collection. Effect size calculator was used to analyse data collected and to answer the research questions. The Cohen, Marion and Morrison (2007) effect size scale interpretation was used to interpret the effect sizes obtained. The results indicated that the use of innovative teaching methods in teaching Economics resulted to a large positive effect on students' academic achievement., while they have small mean effect size on male and female students' academic achievements in Economics. Based on the findings, it was recommended among others that Economics teachers should endeavour to use less of the conventional teaching method but more of innovative teaching methods to enhance students' achievements in Economics.*

Keywords: *Meta-analysis, teaching methods, Economics, Studies, Academic Achievement.*

INTRODUCTION

Economics is a social science that has recorded large number of students that offer it at the senior secondary school level of education in Nigeria. According to Awoke, Awoke and Odo (2011), almost 90% of the students that pass through secondary school level of education in Nigeria, choose the subject as their elective subject. The large enrolment of students into the subject according to Ede and Oleabhiele (2016) is because it is regarded as the basic requirement for students' admission into courses in the managements and social sciences in higher institutions of learning.

Despite the noticeable increase in the number of students that offer the subject, there is a decline in the achievement of same students in the subject both in the internal and external assessments (Ede, 2015). In other words, the achievement of students in the subject at secondary school is not in the same proportion with the enrolment level. According to Ene (2019) only less than 70% of candidates that register Economics in external examinations in the recent years scored between A_1 and C_5. This was against Ede and Oleabhiele (2016) who reported that the percentage of candidates that scored between A_1 and C6 in May/June West African School Certificate examination between the years 2010 and 2012 ranged between 56-96%.

The decline in the achievement of students in Economics at secondary school level has been blamed to some many factors. Adu in Ede (2019) complained that Economics Curriculum appeared so over-loaded with contents and difficult for teachers and students to cover before the students are exposed to external examinations such as Senior School Certificate Examination (SSCE) and University Tertiary Matriculation Examination (UTME). Ede (2016) outlined other factors that necessitate poor achievement in Economics to include Mathematical Phobia, the use of unqualified teachers in teaching Economics, poor motivation of teachers, inadequate facilities and materials for teaching and learning, distractions from internets and social media. Chukwu and Oleahbiele (2019) added that the persistent use of conventional method of teaching in Economics instructions bring about poor performances of students in the subject and therefore recommended the use of innovative teaching methods.

Innovative teaching methods are those improved method of teaching that guarantees more teacher and students interactions during teaching and learning. They are those methods of teaching that are more of students-centred and less of teacher-centred. They make students more involving and participatory in the teaching and learning exercises. Brandon in Bildfell (2015) defined innovative teaching as a constructivist, social-constructivist and students-centred process whereby students are active learners in supportive environment, engaging in authentic and relatable problem-solving activities to stimulate learning. Examples of innovative teaching methods used in teaching Economics include: Mastery learning strategy, project method, field trip, problem-solving, peer tutoring, concept-mapping among others.

Several studies have been carried out to determine the effectiveness of those innovative teaching method used by teachers in enhancing students' achievements, retention and interest in Economics. Studies have shown that innovative teaching methods have effects on students' academic achievements, retention and interest. For instance, Ede (2019), Oleabhiele and Chukwu (2019) carried out studies on the effects of mastery learning strategies and Mind mapping strategy respectively on students' achievement in Economics at different time and locations and found them to be very effective in students' achievement in Economics. Similarly Ede and Uchenna (2018), as well as Onuoha, Amedu, Amos, Sadiq, Abdullahi and Anyaehie (2018) carried out different studies of effects of Reciprocal teaching methods and Reflection teaching methods respectively on students' achievement in Economics at different time and locations and discovered that they were very effective in attaining students achievements in Economics. Innovative teaching methods have been proven to be very effective in enhancing students' achievements, interests and retention in school subjects specifically in Economics.

Results from many studies have shown that gender has no significant effect on students' academic achievement in Economics when taught using innovative teaching. However there has been divergent views and results on which of the gender (male or female) records higher mean achievement than the other. For instance, while Ede and Uchenna (2018) discovered that male had higher mean achievement over female when taught Economics using Reciprocal teaching

method, Nwaubani, Ezeocha, Machebe and Nwaubani (2018) found in their study on effect of concept mapping instructional strategy on students' achievement in Economics that female students recorded higher mean achievement than the female students.

Although many studies have shown divergent results on the effect of innovative teaching methods on students' achievement in Economics when compared with the conventional teaching method, the size of the effect on Economics is yet to be determined. This however called for the need to determine the size of such effects on academic achievement of students (if isolated from other factors that could influence achievement) using appropriate statistical tool such as the meta-analysis.

Metal-analysis according to Cresswell (2005) is a type of research report which aims at integrating the findings of many (primary source) research studies by evaluating the results of individual studies and deriving an overall numeric index of the magnitude results. It is an analysis of analyses. Frasen and Walberg in Ede (2015) described meta-analysis as a statistical technique that bring together a large group of numerical results from a variety of studies. It is a type of research study in which the researcher compiles and integrate numerous previously published studies on a particular research question and re-analyses the results to find out the general trends of results across the studies. This study as a meta-analytical research, aimed at gathering and integrating results of previous individual studies on effects of various innovative teaching methods on secondary school students' achievement in Economics in Nigeria. Specifically, the study raised and answered the following research questions.

1. What is the mean effect size of the studies on effects of teaching methods on students' academic achievements in Economics?
2. What is the mean effect size of studies on effects of teaching methods on male and female students' academic achievement in Economics?

METHODS

The study adopted survey research design using the ex-post facto procedure. Survey in the sense that there were many studies already carried out in Nigeria on effects of teaching methods and students' academic achievement in Economics from which the outcome of the present study would be used to generalize for other findings on the study. It is ex-post factor because the results were already in existence which the researchers used without manipulating them. Nigeria is the area of the study. They examined all the previous research reports on studies on effects of teaching method on students' achievement in Economics in Nigeria from 1980 and 2020 hence the exact population was not easy to be determined. A sample of 32 studies (cases) from 13 innovative teaching methods was examined using purposive sampling technique. The choice of purposive sampling was because the attention was only on those studies on effect of innovative teaching methods on students' academic achievements in Economics. The instrument for data collection was coding instrument which was developed by the researcher and validated by three experts; one from Economics education and two from measurement and evaluation, all from Michael Okpara University of Agriculture, Umudike Abia State. Their criticisms and suggestions were adequately used to produce the final instrument for the study. Inter-rater agreement was used to determine the reliability of the instrument which yielded a reliability coefficient of 0.81 which indicated that the instrument was highly reliable for data collection. Data was collected from previous research works from academic dissertations/thesis reports, published journals, unpublished articles, reports from Seminars and workshops that covered effects of innovative teaching methods on students' academic achievement in Economics. That was sought at libraries

of Universities and colleges of Education as well as through internet publications. Three research assistants with the researchers visited libraries for data collection. Effect size formula was used to analyse the data collected and to answer the research questions while Winner combined test was used to test the hypotheses at 0.05 level of significance. The interpretation of the results (effect sizes) obtained from the analysis were interpreted based on the Cohen, Marion and Morrison (2007) effect size scale as thus: 0.00-0.20 =Small effect, 0.21-0.50=Moderate effect, 0.51-1.00 =Large effect.

RESULTS

The results were presented according to research questions and hypotheses.

Research Question One

What is the mean effect size of the studies on effects of teaching methods on students' academic achievement in Economics?

Table 1: Mean Effect size of Studies on Effect of teaching methods on Students' Achievement in Economics

S/No	Teaching methods	Total cases	Total effect size	Mean effect size	Interpretation
1.	Reflection method	1	0.73	0.73	Large
2.	Reciprocal	2	1.38	0.69	Large
3.	Mind mapping	2	1.44	0.72	Large
4.	Future wheel	2	1.32	0.67	Large
5.	Jigsaw	3	1.91	0.64	Large
6.	Think pair share	2	1.22	0.61	Large
7.	Peer tutoring	2	1.03	0.52	Moderate
8.	Mastering learning	3	1.89	0.63	Large
9.	Concept mapping	5	2.86	0.57	Moderate
10.	Field trip	3	1.81	0.60	Large
11.	Expository	2	0.97	0.49	Small
12.	Advance organizer	3	1.82	0.47	Large
13.	Concept attainment	2	0.94	0.47	Small
	Total	**32**	**19.32**	**7.81**	**Large**

$$\bar{x}\ \text{effect size} = \frac{19.32}{32} = 0.60$$

Data in Table 1 indicated that the mean effect size for the 13 innovative teaching methods examined under 32 cases yielded a mean effect size of 0.60 which in Cohen *et al.* (2007) effect size interpretation represents a large effect size. This however, showed that the use of innovative teaching methods in teaching Economics resulted to a large positive effect on students' academic achievement.

Research Question Two

What is the mean effect size of studies on the effect of innovative teaching methods on male and female students' academic achievement in Economics?

Table 2: Mean effect size of studies on effect of teaching methods on male and female students' academic achievements in Economics

S/No	Teaching methods	Total cases	Total effect size	Mean effect size	Interpretation
1.	Reflection method	1	0.41	0.41	Small
2.	Reciprocal	2	1.00	0.40	Small
3.	Mind mapping	2	0.93	0.45	Small
4.	Future wheel	2	1.71	0.36	Small
5.	Jigsaw	2	0.75	0.38	Small
6.	Think pair share	1	0.43	0.43	Small
7.	Peer tutoring	2	0.96	0.48	Small
8.	Mastering learning	3	1.23	0.41	Small
9.	Concept mapping	4	1.35	0.34	Small
10.	Field trip	3	0.99	0.33	Small
11.	Expository	2	0.77	0.39	Small
12.	Advance organizer	2	0.83	0.42	Small
13.	Concept attainment	1	0.58	0.38	Small
	Total	**27**	**11.94**	**5.18**	

$$\bar{x} \text{ effect size} = \frac{11.94}{27} = 0.44$$

Data in table 2 revealed that the mean effect size for the 13 teaching methods examined under 27 cases on effects of teaching methods on male and female students' achievement in Economics yielded a mean effect size of 0.44. This according to Cohen *et al.* (2007) effect size interpretation represents a small effect size. This however implied that innovative teaching methods have small mean effect size on male and female students' academic achievements in Economics.

DISCUSSION OF FINDINGS
The results revealed that the use of innovative teaching methods in secondary school students' academic achievement produces large and positive effect size. This however, implied that apart from other factors that could enhance students' academic achievements in Economics, the use of innovative teaching methods contributes as large as 60% to their academic performance in Economics. The result collaborated with Brandon (2004) who stated that innovative teaching methods make learner active and participatory in the classroom which also encourage active learning. It also agreed with Nchikiri in Ede (2016) who opined that teachers who are conscious of attaining instructional effectiveness use less of traditional/conventional method of teaching but more of innovative teaching methods.

The results of the study further showed that the size of the effect of innovative teaching methods on male and female students' achievements in Economics was small and positive. This however showed that only 40% of their achievement was made based on their gender. This means that gender does not produce much effect on students' achievement in Economics when innovate teaching methods are used in teaching. The results agreed with Maduagwuna (2018) and Onuoha *et al.* (2018) who discovered in their different studies that gender has no significant influence on achievements of students in Economics when taught with Reflection and Future-wheel teaching methods respectively.

CONCLUSION

From the results of the study, it could be concluded that the use of innovative teaching methods in teaching Economics in secondary schools produced large and positive effects on students' academic achievements. In other words, in the midst of other factors that could influence and enhance students' academic achievements in Economics, the use of innovative teaching methods has large effects size on students' achievement. It could also be concluded that gender produces small effects on the achievements of students' in Economics using innovative teaching methods.

RECOMMENDATIONS

Based on the findings and conclusions, it could be recommended that:

1. Economics teachers should endeavour to use less of the conventional teaching method but more of innovative teaching methods to enhance students' achievements in Economics.
2. There should be regular seminars and workshops for Economics teachers on how to identify and use appropriate innovative teaching methods to enhance students' academic achievements in Economics.
3. Economics teachers should show less attentions on students' gender while teaching Economics at secondary school level.

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Instructional Games and Simulations: Suitable Techniques for the Propagation of Igbo Traditions

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Abstract: A tradition is a belief or behaviour passed down within a group or society with symbolic meaning or special significance with origins in the past. The traditions of Igbo are unique and interesting. The Igbo people have preserved their traditions through centuries. Now, many of them are Christians yet their traditionary beliefs are still deep and sincere. A number of factors can exacerbate the loss of tradition including industrialization, globalization and the assimilation or marginalization of specific cultural groups. In view of the above, this paper tries to examine the use of instructional games and simulations as suitable techniques for the propagation of Igbo traditions. However, this paper examines the following variables: theoretical framework, conceptualization of terms, the usefulness of instructional games and simulation in propagating Igbo traditions and a designed lesson topic on one of the Igbo traditions using instructional simulation technique. Finally, the paper concludes that instructional games and simulations are suitable techniques for the propagation of Igbo traditions and recommended among others that teachers should be allowed to gain practical experience through seminars, organized workshops and conferences.

Keywords: Instruction, Games, Simulations, Simulation games, Igbo traditions.

Introduction

Instruction is a set of events that affect learners in such a way that learning is facilitated. Instruction may include events that are generated by a page of print, by a picture, by a television program or by a combination of physical objects, among other things (Gage, Briggs & Wager, 1992, p.3). According to Imogie (1988, p. 45), instruction "is the process whereby the environment of an individual is deliberately managed to enable him to learn, to emit or engage in specified behaviours under specific conditions or as responses to specified situations". Objective guidance is the main purpose of instruction in education. Education is a process of socialization, enculturation and transmission of what is worthwhile to those who are committed to it, be they children or adults. It is also a process of developing knowledge ability in learner in such a way that they use this knowledge to improve themselves and their society (Federal Ministry of Education, 2007).

A tradition is a belief of behaviour passed down within a group or society with symbolic meaning or special significance with origin in the past (Bankole, 2020). The Igbo traditions are interesting. These people have preserved their traditions through centuries. Today, many of them

are Christians yet their traditionary beliefs are still deep and sincere. They possess the second rank among the tribes and ethnic groups in Nigeria by the population. They are not a single nation. They rather consist of many smaller groups of people who are united under the same language, culture and traditions. They have brought a lot of their cultural heritage through ages and also developed a lot in the modern times (Bankole, 2020).A number of factors can exacerbate the loss of tradition, including industrialization, globalization and the assimilation or marginalization of specific cultural groups. In response to this, concerted attempts are being made by Igbo people to preserve Igbo traditions from being neglected, endangered and near extinction. In the preservation of Igbo traditions, education plays a vital role. Education is a social enterprise and as such its aims and methods are socially determined or directed to achieve goals such as propagating its cultural and traditional values (Federal Ministry of Education, 2007).

One of the ways education can achieve the propagation of Igbo traditional values from one generation to the next is through the use of Instructional games and simulation in the teaching and learning of Igbo traditions both inside and outside the school systems. An instructional game is a form of a play designed as contest or competition with rules, procedures and played accordingly to teach or help learners acquire ideas, knowledge and skills (Onyejemezi, 1990). Similarly, Instructional Simulation is a representation or model of real – life situation (that is, a model of an object or of a process of a complex system) designed for a more serious educational purpose (Onyejemezi, 1990).Instructional simulation and games can individualize learning to match the pace, interests and capabilities of each particular student and contextualize learning in engaging virtual environments (National Academy of Sciences, 2020). Instructional simulation and game provide conditions for holistic learning. That is, through the modeling of reality and through the players' interactions as they strive to succeed, learners encounter a whole and dynamic view of the process being studied (Heinich, Molenda & Russell, 1993). The thrust of this work is the role of instructional games and simulation in the propagation of Igbo traditions from one generation to the next.

Theoretical Framework
The theoretical base of this work stein from social constructivist approach. Piaget and Vygotsky were frequently cited as foundational influences on the development of this perspective. Piaget's work was interpreted and extended by Smorgansbord (1997). Social constructivist theory postulates that learners construct their own reality or at least interpret it based upon their perceptions of experiences, so an individual's knowledge is a function of one's prior experiences, mental structures and beliefs that are used to interpret objects and events". What some one knows is grounded in perception of the physical and social experiences which are comprehended by the wind (Jonasson, 1991). The assumptions of this theory are as follows:
- Knowledge is constructed from experience,
- Learning is a personal interpretation of the world,
- Learning is an active process in which meaning is developed on the basis of experience,
- Conceptual growth comes from the negotiation of meaning, the sharing of multiple perspectives and the changing of our internal representations through collaborative learning,
- Learning should be situated in realistic settings,
- Testing should be integrated with the task and not a separate activity (Smorgansbord, 1997).

Constructivism projected a vision of holism. It hearkened back to the era in which Bruner called for a learner-centered approach to meaningful learning. Perhaps most importantly for those in educational technology, it coincided with the new capabilities of digital media (Molenda, 2009). Constructivism recommended instructional strategies that followed several broad principles:
-   Enable learning in complex, realistic and relevant environments,
-   Provide for social negotiation as an integral part of learning,
-   Support multiple perspectives and the use of multiple modes of representation,
-   Encourage ownership in learning,
-   Nurture self-awareness of the knowledge construction process (Driscoll, 2005).

At least the first three of these principles lend themselves better to technology-based delivery than face-to-face conventional instruction.First, complex, realistic environments (or micro-worlds) can be created using simulation software. Second, e-mail, chat rooms and threaded discussions can facilitate social negotiation. Third, the World Wide Web platform enables designers to link pictures and moving animation chips to verbal presentations, all of which can be navigated according to individual needs and interests.This theory is suitable to this study because the instructional games and simulations are techniques that fit well with the principles of student-centered and constructivist learning and teaching. These instructional techniques can allow the implementation of augmented reality in virtual environments and promote the dissemination of traditional heritage to a wider public. Also, the use of simulations and games in education provide conceptual growth which comes from the negotiation of meaning, the sharing of multiple perspectives and the internal representation through collaborative learning. This work is supported by the theory of social constructivism, a philosophy that perceives learning as a process of adjusting mental models to accommodate new experiences, constructing knowledge, developing thinking skills, building learners' ability to reflect and generating strategies for defining a problem and working out solutions.

Conceptualization of Terms
Instructional Games
A game is an activity in which participants follow prescribed rules that differ from those of reality as they strive to attain a challenging goal. The distinction between play and reality is what makes games entertaining (Heinich, Molenda& Russell, 1993). Attaining the goal usually entails competition. The competition may be individual against individual, as in chess: group against group, as in basketball: or individual against a standard, as in golf (with "par" as the standard) (Heinich *et al.,* 1993).Games apart from the simulations they may incorporate provide a motivating framework for repetitive practice by adding a playful environment, reinforcement for correct practice (in the forms of points) and the excitement of surprise and suspense (Heinich *et al.,* 1993).

An instructional or educational game is a form of play designed as contest or competition with rules and procedures and played accordingly to teach or help learners acquire ideas, knowledge and skills (Onyejemezi, 1990). Play as free and enjoyable activity is an easy way of learning or of gaining meaningful knowledge of things, situation or people without strain (Onyejemezi, 1990). In games, winners are decided by skill, strength and sometimes luck or chance.Games do not imitate real life situations. They use real things such as base boards, cards, dice, bottle tops, well shaped wooden or plastic pieces, instructions or directives, questions and answers compiled with enjoyment in testing and achieving lesson objectives. During such games,

learners are challenged to think hard, take decisions, plan strategies, expect consequences or results of their actions and to put up with the results of such actions (Onyejemezi, 1990).

According to Wikipedia (2020), Educational games are "games explicitly designed with educational purposes or which have incidentalor secondary educational value". All types of games may be used in an educational environment. However, educational games are games that are designed to help people learn about certain subjects, expand concepts, reinforce development, understand a historical event or culture or assist them in learning a skill as they play.Game types include board, card and video games (Wikipedia, 2020). Game – based learning (instructional game technique) ranges from simple paper and pencil games like word searches all the way up to complex, massively multiplayer online (MMO) and role – playing games (Wikipedia, 2013).As educators, governments and parents realize the psychological need benefits that gaming has on learning; this educational technique has become mainstream. Games are interactive plays that teach us goals, rules, adaptation, problem solving and interaction, all represented as a story (Wikipedia, 2020).

Paul (2020) sees instructional games as Game-based teaching. According to him, game-based teaching or learning is a type of game play that has designed learning outcomes. Game-based learning is designed to balance subject matter with game play and the ability of the player to retain and apply said subject matter to the real world. Therefore, it can be said that play and learning are synonymous, leading to cognitive and emotional development inside a social and cultural context.Barab, Scoh, Siyahhan, Goldstone, Ingram-Goble, Zuiker & Warren (2009) see conceptual play as "a state of engagement that involves:

- Projection into the role of character who,
- Engaged in a partly frictional problem content,
- Must apply conceptual understandings to make sense of, and
- Ultimately transform the context.

The success of a game can be attributed to such factors as feedback, progress markers, engaging content, fantasy, competition, challenge, uncertainty, curiosity, control and other factors that involve cognition, emotions, motivation and art (Gee, 2003).

Merits of Instructional Games

Many advantages are gained from instructional games:

- Students need to learn by doing and with gaming, students can learn by doing something as a part of a larger community of people who share common goals and ways of achieving those common goals, making a benefit for social reasons as well.
- Gaming has also changed the look of content-driven media, people learn by being told and reflecting on what they are told. In gaming, game designers create digital environments and game levels that shape, facilitate and even teach problem solving. Games also teach students that failure is inevitable but not irrevocable. In school, failure is a big deal. In games, players can just start over from the last save. A low cost failure ensures that players will take risks, explore and try new things (Barab *at el.,* 2009).
- When properly designed, educational games can combine support for various learning styles including: verbal information provided in the form of digital games both verbally and textually; intellectual skill such as the use of concepts and rules to solve problems which form the basis of strategy game; cognitive strategies which is important to complete game tasks; attitude which is important cardinal for role-playing games and most games require the

use of some kind of controller of keypad which helps develop fine motor skills (Shaffer, Squire, Halverson & Gee, 2005).
- Educational games satisfy our fundamental need to lean by providing enjoyment, passionate involvement, structure, motivation, ego gratification, adrenaline, creativity, social interaction and emotion in the game itself while the learning takes place (Wikipedia, 2020).
- Games often have a fantasy element that engages players in a learning activity through narrative or storylines. Educational video games can motivate children and allow them to develop an awareness of consequentiality. Children are allowed to express themselves as individuals while learning and engaging in social issues.
- Today's games are more social with most teens playing games with others at least some of the time and can incorporate many aspects of civic and political life (Lenhart, 2009).
- There appears to be a close association between play and learning. Computer games enhance learning through visualization, experimentation and creativity of play and often include problems that develop critical thinking. Problems that develop critical thinking is the analysis and evaluation of information in order to determine logical steps that lead to concrete conclusions (Betz, 1995). Visualization, a key cognitive strategy, plays an important role in discovery and problem solving (Rieber, 1995). Sekule & Blake (1994) state that our sense of vision represents our diverse source of information of the world around us. Visualization therefore, has tremendous value in computer games. Leutner (1993) argues that manipulation of objects stimulates learning and training while Neal (1990) proposes that goal formation and competition are inherently motivating components.
- The use of collaborative game-based role-play for learning provides an opportunity for learners to apply acquired knowledge and to experiment and get feedback in the form of consequences or rewards thus getting the experiences in the "safe virtual world" (Paul, 2020).
- The success of game-based-learning technique owes to active participation and interaction being at the centre of the experience and signals that current educational methods are not engaging students (Green & Bavelier, 2012).
- The power that games afford is in the ability not only to stimulate the imagination but to do so in an amazing complex, profound and vivid way. By tying that notion of vivid conceptual, blending and imagination to an understanding of enculturation and shared practice, it is believed that Multiplayers Online Games (MMOG) provide a valuable space to help both educators and students alike understand the implications and possibilities for extending the literary mind. The power of the play of imagination is in its ability to break traditional frames and dichotomies and allow us to explore a space where fantasy and play are no longer subordinated to reality and work and where we are able to find richer ways of identifying with the other. The ability to play imaginatively and see and experience from many different vantage, rather than just one, provides a new set of tools of imaginative and innovative thinking (Douglas & Brown, 2007).

Instructional Simulation
A simulation is an abstraction or simplification of some real-life situation or process. In simulation, participants usually play a role that involves them in interactions with other people or with elements of the simulated environment. According to Wikipedia (2019), a simulation is an approximate imitation of the operation of a process or system that represents its operation overtime.Simulation can be used to show the eventual real effects of alternative conditions and

courses of action. Simulation is also used when the real system cannot be engaged, because it may not be accessible or it may be dangerous or unacceptable to engage or it is being designed but not built or it may simply not exist. Key issues in simulation include the acquisition of valid source information about the relevant selection of key characteristics and behaviours, the use of simplifying approximations and assumptions within the simulations, fidelity and validity of the simulation outcomes (Wikipedia, 2019).

Simulation is that type of play which imitates or copies closely the appearance, conduct and other aspects of the real world in the safety of secure environment. It is a feigned version or invented model or representation of reality. Children freely simulate many aspects of the environment through role playing and gaming when they climb trees, fly aeroplanes, build houses, be rich or poor, old or young, male or female, a carpenter, a trader, a chief, a teacher or even play an animal. In so doing, they experiment and develop structures of knowledge that allow them get along in the world. The fact that children learn meaningfully through simulation resulted in the use of this technique at all levels of education and training and in any field of study it is found to be suitable (Onyejemezi, 1990).An instructional or educational simulation is therefore a representation or model of real-life situations designed for a more serious educational purpose. Such educational purposes include: helping learners to learn about life experiences and the world by active participation either in role-playing various kinds of possible events or in operating a model. Simulation emphasizes experiencing. In simulation, there is no winner as in games but merely a changed situation through which an educational objective is to be achieved by the participants through actual experiencing (Onyejemezi, 1990).

Following are examples of instructional simulations or simulated scenes found to be useful in the Nigerian Primary Schools:
1. The Family Unit
2. Good Neighbourliness
3. Chiefs, Obas, Serikis, Amanyanabos
4. Cooking and Meal Sewing
5. Local Tradition e.g. Marriage Ceremony (Onyejemezi, 1990).

According to Wikipedia (2019), "an instructional simulation also called an educational simulation, is a simulation of some type of reality (system or environment) but which also includes instructional elements that help a learner explore, navigate or obtain more information about that system or environment that can generally be acquired from mere experimentation". Wikipedia (2019) defines simulations as interactions between people such as role-playing. Aldrich (2003) & Gibbons (2001) suggest that experiential learning activities like those found in team training or ropes courses are also simulations because they replicate the human decision-making process, groups may display, albeit in a very different environment. These can be considered instructional simulations because the effective use of these simulation type include using instructional elements to help learners focus on key behaviours, concepts or principles.Similarly, Lateef (2009) states that simulation is a technique for practice and learning that can be applied to many different disciplines and trainees. It is a technique to replace and amplify real experiences with guided ones, often "Immersive" in nature of the real world in a fully interactive fashion. Simulation-based training techniques, tools and strategies can be applied in designing structured learning experiences, as well as be used as a measurement tool linked to targeted team work competencies and learning objectives.

However, Akilli (2007) states that simulations are instructional scenarios where the learner is placed in a "world" defined by the teacher. They represented a reality within which students interact. The teacher controls the parameters of the "world" and uses it to achieve the desired instructional results. Students experience the reality of scenario and gather meaning from it.A simulation is a form of experiential learning. It is a strategy that fits well with the principles of student centered and constructivist learning and teaching. Simulation takes a number of forms. They may contain elements of

- A game (Simulation game)
- A role – play or
- An activity that acts as a metaphor.

Simulations are characterized by their non-linear nature and by their controlled ambiguity within which students must make decisions. The inventiveness and commitment of the participants usually determines the success of a simulation (Akilli, 2007).

Merits of Instructional Simulations

The following advantages are inherent in instructional simulations:

- Simulations promote the use of critical and evaluative thinking. Because they are ambiguous or open-ended, they encourage students to contemplate the implications of a scenario. The situation feel real and thus leads to more engaging interaction by learners.
- Simulations promote concept attainment through experiential practice. They help students understand the nuances of a concept. Students often find them more deeply engaging than other activities as they experience the activity first-hand, rather than hearing about it or seeing it.
- Simulations help students appreciate more deeply the management of the environment, politics, community, culture and traditions. For example, participating in a resource distribution activity, students might gain an understanding of inequity in society.
- Simulations can reinforce other skills indirectly, such as debating, a method associated with some large-scale simulations and research skills (Akilli, 2007).
- Simulation technique helps in linking theory with practice of teaching.
- Simulation helps in developing social skills like social manners and etiquettes among the students.
- There is self-monitoring in simulated-training. It reinforces the students for the desired behaviour (Cruick, 2020).
- Simulation is learner friendly. One of the primary reasons behind organizations considering using learning simulations in the past few years has been its user-friendly interface. Simulations mimic the real world environment. It makes the learner feel at 'home'. He or she can practice without any fear of causing actual damage. If the learners fail, he can try any number of times until he succeeds. Learning from one's mistakes is one of the best ways to retain knowledge (Ohio, 2018).
- Instructional Simulations accelerate and compress time to offer a foresight of a hazy future. They are experimental, experiential and rigorous. They promote creativity among the participants who develop a shared view of their learning and behaviours. Above all, making decisions have no real-life cost implications (Dumlekar, 2004).

Instructional Simulation Games

A simulation game combines the attributes of a simulation (role playing, a model of reality) with

the attributes of a game (striving towards a goal, specific rules). Like a simulation, it may be relatively high or low in its modeling of reality, like a game, it may or may not entail competition (Heinich et al., 1993). According to Edutechwiki (2019), simulation game refers to a series of instructional designs that use elements from simulation and gaming. Simulation game can be done with board games, computer assisted board games or fully computerized environments.When some elements or characteristics of games and simulation are combined in an educational exercise, we have the third type of play namely Simulation Games or Exercise. A simulation game combines decision making, model of parts or elements of real life and includes clearly specified rules for interaction and the competition. This type of exercise is usually designed to develop specific skills or sub-skills which are required to perform in real life situations (Onyejemezi, 1990).

Similarly, because simulation games combine the characteristics of both simulations and games, they have advantages and applications in common with both formats. In this regard one of the major reasons for using simulation games methods is that they provide conditions for holistic learning (Heinich et al, 1993). That is, through the modeling of reality and through the players' interactions as they strive to succeed, learners encounter a whole dynamic view of the process being studied. In addition, our emotions come into play along with the thinking process. Participants commonly experience excitement, elation, disappointment even anger as they struggle to succeed.Dumblekar (2004) defines simulation game in its broadest meaning to encompass such area as simulation, computerized simulation, internet simulation, gaming, simulation/gaming, serious games, educational games, training games, e-games, internet games, video games, policy exercises, day-in-the-life simulations, planning exercises, debriefing, analytic discussion, post-experience analysis, modeling, virtual reality, game theory, role-play, role-playing, play, active learning, experiential learning, learning from experience, toys, augmented reality, playthings, structured exercise, alternative purpose games, digital game-based learning and immersive learning.

Merits of Simulation Games
The following are the merits of simulation games:
- Simulation game technique provides conditions for holistic learning. That is, through the modeling of reality and through the players' interactions as they strive to succeed, learners encounter a whole and dynamic view of the process being studied (Heinich et al., 1993).
- Educational simulation games have been found to be effective in motivating students to learn and engaging to students (Papastergiou, 2009).
- Some simulation games allow students to explore and create materials that they could not work directly with in real life. For example, chemsense provides an environment in which students can explore chemical processes and see the effects of changes. These open environments can also help students to correct errors and misconceptions in their thinking by allowing them to test out hypotheses. Simulation can enable students to develop familiarity with an activity before they engage in it (Ronen & Ehiahu, 2000).

Onyejemezi (1990, p.140) articulates the following merits:
- Both normal, gifted and handicapped children as well as adults learn from simulation games.
- Simulation games provide opportunities for learners to enjoy meaningful learning through active participation.

- Simulation approach emphasizes experiencing and experimenting as opposed to simply being taught. In this regard, simulation games provide learners with experiences and practice which are much closer to real-life situations they will encounter.
- They provide safe grounds for experimenting with dangerous or very expensive objects or situations.
- Children easily and quickly volunteer to take part in class games and simulations.
- Timid pupils easily open up and interact freely with others as the atmosphere is usually less tense and less fearful. Children act without reservations in class games and simulations.
- Children easily co-operate in simulation games and through the roles they play acquire or develop self-confidence as they learn to work as a team and to lead others.
- Children develop their imaginative and creative powers and apply previously acquired knowledge when they try to get out of difficult situations in simulated and games scenes.

In addition to the above, Cannon-Bowers and Bowers (2009) postulate that simulation and games offer a number of advantages as compared to more traditional forms of training because they:
- Can be used as practice environments for tasks that are too dangerous to be practices in the real world.
- Can provide increased opportunities for practice on task that occur infrequently (e.g., emergency procedures).
- Can contain embedded instructional features (e.g., feedback) that enhance the instructional experience and
- Can represent significant cost savings compared with training on operational equipment.

Considerable interest has been generated in electronic simulations and games for education as least in parts because of the obvious enthusiasm with which many children and adults currently play with them. Individuals interact with simulations and games in a variety of different contents, comprised of interrelated physical, social, cultural and technological dimensions. These contexts influence the extent of interaction with simulations and games and whether and to what extent, these interactions support learning. They can individualize learning to match the pace, interests and contextualize learning in engaging virtual environments (National Academy of Science, 2020).

Igbo Tradition
The English word tradition comes from a Latin word tradition meaning to transmit, to hand over and to give for safekeeping. It was originally used in Roman law to refer to the concept of legal transfers and inheritance (Shils, 2006). According to Hobsbawm (1992), tradition refers to "beliefs, objects or customs performed or believed in the past, originating in it, transmitted through time by being taught by one generation to the next and are performed or believed in the past".Tradition can also refer to beliefs or customs that are prehistoric, with lost or arcane origins, existing from time immemorial (Olin, 2020). Originally, traditions were passed orally, without the need for a written system. Tools to aid this process include poetic devices such as rhyme and alliteration. The stories thus preserved are also referred to as tradition or as part of oral tradition. Even such traditions, however are presumed to have originated at some point (Shils, 2006). Traditions are often presumed to be ancient, unalterable and deeply important, though they may sometimes be much less "natural" than is presumed (Hobsbawm, 1992).
Traditions may also be adapted to suit the needs of the day and the changes can become

accepted as a part of the ancient tradition (Shils, 2006). Many objects, beliefs and customs can be traditional. Rituals of social interaction can be traditional with phrases and gestures such as saying "thank you", sending birth announcements and greeting cards (Hobsbawm, 1992). Tradition can also refer to large concepts practices by groups (family traditions at Christmas), organizations (company's picnic) or societies, such as the practice of national and public holidays.Tradition can also include material objects, such as buildings, works of art or tools. Tradition is often used as an adjective, in contexts such as traditional music, traditional medicine, traditional values and so on. In such constructions, tradition refers to specific values and materials particular to the discussed context, passed through generation (Shils, 2006).

The traditions of Igbo are unique and interesting. The traditional beliefs of the Igbos are deep and sincere. The roots of the Igbo origin are traced by back to the ancient personalities like Gad, one of the sons of Jacob and Eri, one of the sons of Gad himself. Anyway, the relics and artifacts revealed by scientists show from the scientific point of view that the traditions and customs of Igbo is one of the most ancient in Africa (Bankole, 2020).Today, the Ibos possess the second rank among the tribes and ethnic groups in Nigeria by the population. Just like Yoruba, for example, they are not a single nation. They rather consist of many smaller groups of people who are united under the same language, culture and traditions. They have brought a lot of their traditional heritage through ages and also developed a lot in the modern times. They are skilled in music and dancing; they have bright characteristics attire and create many samples of diverse visual arts. They have different dialects but the same language, they are ready to share their inner world but it doesn't become smaller (Bankole, 2020).

There are certain ancient traditions in the Igbo land that are quite interesting to modern people and need to be preserved. Let us take a look at some of them and their genuine meaning:

The Igbo Traditional Marriage (Igba Nkwu)
The traditional marriage of the Ibos are deemed very festive, colourful and are divided into four main parts: Marriage inquiry known as 'iku aka' or 'Iju ese', seeking consent from the bride-to-be's extended family known traditionally as 'Umunna', Bride price negotiation and payment known as 'Ime ego', wine-carrying ceremony by the bride known as 'Igba Nkwu Nwayi' and 'Idu uno'. All these must be completed and the bride's people must be satisfied before the groom can take away his new wife home.

a. **Marriage inquiry known as 'Iku aka or 'Iju ese'**
   The first step of the Igbo traditional wedding rites is the groom visiting the bride's immediate family accompanied by his father or the eldest member of his family if his dad is deceased. Usually, they are meant to show up empty handed because 'Iku aka' or 'Iju ese' simply means 'coming to knock or inquire' but groom and his family are free to take some hot drinks and kola nut as goodwill. The groom's father does the taking; he introduces himself to the bride's parents or guardian and explains the purpose of his visit. He officially announces his son's interest in marrying their daughter. The bride-to-be is then called out by her parents and asked if she knows her suitor and would want to marry. Her response then determines if they would proceed to telling the extended family and the bride price negotiation.

b. **Seeking consent from the bride-to-be's extended family known traditionally as 'Umunna'**
   After the first visit, the bride's family begins investigation on the groom's family, check their

background and history. This investigation also determines the progress of the next meeting between both families as the bride's people will then decide if the groom-to-be is good enough to take care of their daughter and their future children. It is assumed that groom's family must have carried out similar investigation prior to the first visit. The next meeting will be between the groom's family and the bride's extended family popularly known as Umunna. This meeting is important because the groom's people have to restate their interest in marrying from their family, they first have to give the groom their consent and the bride gives the final consent, dates for the traditional wedding will be set and bride price list will be sent out. In Igboland, tradition states that the groom take a few gifts along (such as kola nuts, palm wine, beer, soft drinks, tobacco, snuff and a goat). These will be shared between the groom and bride's families.

c. **Bride price negotiation and payment known as 'Ime ego'**
   After the second visit and consent has been given by the bride's extended family, the groom's family can now proceed with the bride price negotiation and payment known traditionally as 'Ime ego', the groom's family ask for the engagement gifts list, this differs slightly from place to place in Igboland. The money paid for the bride price is significantly small and it is not an indication of the bride's worth. The extra gifts to be brought make up the larger part of the bride price. The groom's family then presents all they have brought to the bride's family on an agreed date or on the day of the wine-carrying ceremony. 'Ime ego' can be a hectic process between both families with a lot of begging from the groom's side and a lot of bragging from the bride's side. The bride's family starts to list their daughter's accomplishments and what the groom-to-be will gain by marrying her. There are going to be lots of back and forth between both families till a set amount is reached.

d. **Wine-carrying ceremony by the bride known as 'Igba Nkwu Nwayi'**
   This is the last and final rite done by the groom's family. After the date for the official wine carrying has been set, the ceremony is done at the bride's home. Her family prepares a large feast (depending on their pockets) for the groom's family coming and invited guests. They also hire a live band and maybe traditional dancers to make the ceremony interesting. Usually, the bride-to-be is dressed in the traditional Igbo wedding attire which include a blouse, a double wrapper, a red coral bead necklace and a big head tie known as 'Ichafu' or a bead round her head. The groom is expected to be accompanied by a larger party this time and bring alone with him the bride price list. He must present the list along with the required gifts to the Umunna before the ceremony begins. The highlight of Igba Nkwu Nwayi is when the bride in public points out the man she wants to marry. During the ceremony, the bride will be asked to give palm wine to her husband, which she will do while kneeling down. The parents and elders in the family of both the bride and groom will pray for the newlyweds and for the success of their marriage. After words, the bride and groom will dance along with their family members. When the ceremony is over, the bride will go home with the family of the groom signifying that the two are now husband and wife.
   In some communities in Igboland, "Idu Uno" is practiced. Idu Uno is when the family of the bride officially goes and visits the home where their daughter will be living. The bride's family buys cooking utensils, bed-sheets, boxes, sewing machine, bed, pillow cases, plates, clothes and so on. Also, the bride's family along with their extended families sets a date to visit the couple with all the goods they bought. On "Idu Uno" day, the wife's family will give

the newly married couple all the things they bought for them. Marriage ceremonies in Igboland can be a long and expensive undertaking, but they are usually worth every kobo (Okonkwo, 2019 & Efagene, 2015).

Oji (Kola-nut) ceremony

The Oji (Kola-nut) ceremony is among the things which the Ibos deem very important. This nut, though not pleasant to the taste, is very much in evidence on social occasions. It is shared among friends as a token of goodwill and is offered to a visitor as a sign of appreciation for his coming. When the Kola-nut is brought, the ceremony is performed by the oldest person present and he carries out what is called 'igo ofo'. This may consist in blessing the Kola as well as the person who provided it in giving thanks to their ancestor and in wishing those present good fortunes. After this, the person performing the igo ofo splits the nut and it is shared among all those present. Kola plays an important part in marriages and sacrifices. Old men believe that it helps them to bear the pangs of hunger when food is not available. In a wider sense of the word, oji is a present from one person to another, particular as an acknowledgement of favours received (Oraifite, 2020).

Omu Nkwu (Palm tree shoot) – Igbo tradition

Omu nkwu is used as a receptacle for things offered as a sacrifice. It is suppose to be able to purify a town from any crime committed or any sacrilegious act. It may be kept as an indication that a certain object must not be tampered with. It is used to show that which is sacred or very dangerous. A victor in battle or any performer of an outstanding feat of strength has "Omu nkwu" tied round his neck during an important celebration to show his bravery. If there are two rival tribes or if the inhabitants of two towns are so opposed to one another that fighting must ensure when a group of one meets a group belonging to the other: it becomes necessary that a representative of another Igbo community, passing through the rival towns, should hold the young "omu" as a token of goodwill and innocence. During funeral ceremonies, omu is tied round the drum and musical instruments as well as on the corpse, as a token of sanctity. It is also used in fastening mats to the roof of a house (Oraifite, 2020).

Igbo people are also famous for their architecture, wood carving skills and their talent for drawing traditional ornaments called Uri or Uli. The latter is more often done by women who practice it on their own bodies before some festive events in their settlements. Such decorative paintings are usually created under some momentary inspiration though there are certain traditional elements that depict plants, diverse objects. Sometimes, similar patterns appear on the walls of Igbo houses too.

Before the colonization, the only clothes that could be seen on both men and women were wrappers decorated with beads. Men also used loin clothes that could be worn alone or under a wrapper. Women never covered their chests and only wore necklaces and beads. Today, when they are into getting dressed in a traditional style, men usually wear Isiagu, a top with embroidery on the chest, paired with pants. They also cover their heads with traditional hats called "Okpu Agu". Women have their own attire, a blouse with voluminous sleeves and two wrappers (Bankole, 2020). Well, now you have an idea of how much there is of the ancient traditions of Igbo in everyday life. They still conduct ancient rites, still cherish the heritage of their ancestors. Even seeing the modern world around them, even having experienced the power of colonization, they have remained themselves.

The role of Instructional games and simulations in the propagation of the Igbo traditions

Instructional games and simulations have great potential to improve Igbo traditional learning in our elementary, secondary and tertiary classrooms. Igbo tradition as a body of ideas and knowledge can only be assimilated through learning. Instructional games and simulations whether formal or informal provide opportunities for individuals to learn the tradition of the Ibos.There appear to be a close association between play and learning. Playing games is an important part of our social and mental development. Rieber (1996) argues that play, especially during early childhood, performs important role in psychological, social and intellectual developmentand isa voluntary activity that is intrinsically motivating: involves some level of activity and often possess make-believe qualities. Learning that is fun appears to be more effective (Lepper & Cordova, 1992).

Simulation games enhance learning, visualization, experimentation and creativity of play and often include problems that develop critical thinking which was defined as the analysis and evaluation of information in order to determine logical steps that lead to concrete conclusions (Betz, 1995). Simulation games provides conditions for holistic learning that is, through the modeling of reality and through the players' interactions as they strive to succeed, learners encounter a whole and dynamic view of the process being studied.The success of simulation game-based-learning technique owes to active participation and interaction being at the centre of the experience and signals that current educational methods are not engaging students (Green & Bavelier, 2012). Instructional simulations and games in the classroom for the teaching and learning of Igbo traditions such as: traditional marriage (How it is done in Igbo land), Oji ceremony (How it is done in Igbo land), masks, masquerades and so on will lead to lessons objectives being fully achieved because of students active participations in the plays. Interactions with each other provide an opportunity of acquiring skills and knowledge which could be translated into meaningful disposition in the physical world. Also, through role-playing students acquire or develop self confidence as they learn to work as a team and to lead others.

Using instructional simulations and games in the classroom for the teaching and learning Igbo traditions will make students become more refined and enlightened in their tradition than their parents or forefathers. Simulation game promotes concept attainment through experiential practice. They help students understand the nuances of a concept. Students often find them more deeply engaging than other activities as they experience the activity first-hand, rather than hearing about it or seeing it. This leads to greater retention. One of the primary reasons behind considering using instructional simulations and games in learning Igbo traditions has been their user-friendly interface. Simulations mimic the real world environment. It makes the learner feel at 'home'. He or she can practice without any fear of causing actual damage. If the learners fail, he can try any number of times until he succeeds. Learning from one's mistakes is one of the best ways to retain knowledge.

Simulations and games when properly designed for teaching and learning of Igbo traditions can allow the learner some control over the pacing and content of the learning. This and other features provide the possibility of individualizing learning to match each learner's unique needs, strengths and weaknesses (National Academy of Sciences, 2020). Both normal, gifted and handicapped children as well as adults learn from them. Similarly, for instructional purposes, competition of the individual or team against a given standard is often the safest approach. It allows individualization because different standards can be set for different players. In fact, one of the most effective standards can be the students own past performance, the goal

being to raise the level of aspiration continually (Heinich *et al.,* 1993).

Basic skills such as sequence, sense of direction, visual perception, number concepts and following rules can be developed by means of games & simulations by the Igbo children in the school. For example, the Igbo new yam festival (Iwaji) can be simulated in the classroom by teacher and the students. Also Igbo traditional crops and their traditional significance can be taught in the class with Card Games. Games and simulations can similarly engage learners, whether at home, in school or in after-school programmes thereby increasing their motivational and retentive levels. Once skills, ideas and knowledge acquired are retained, they can easily be transmitted. This helps to guarantee continuity.

An example of instructional simulation in teachingand learning ofIgbo traditions using Instructional Games and Simulations effectively

To be effective, instructional games, simulations or simulation games must be appropriate for the topics being studied; properly utilized and lead to the achievement of instructional objectives. The following steps are found to be helpful as means of ensuring the effective use of instructional games and simulations in teaching and learning:

i. The finished simulation exercise or game should be played as part of an overall lesson dealing with the subject matter contained in the simulation or game. The teacher should have a lesson introducing the area of study – a lesson that leads into the game: a day before or same day.

ii. Before the game or simulation is actually played, a brief introduction to it is given. Expectations of participants are explained.

iii. The game/simulation could be properly explained to a group in the class say a group of about 6 who infact will help in playing the game for the large group (the class).

iv. While the play is going on, the teacher acts as a guide and resource person: answering questions and providing any necessary suggestions.

v. Finally, the game or simulation is discussed in terms of the objectives it was designed to teach.

The teacher gets the participants to intellectualize or verbalize exactly what they have learnt from the activity. Verbalization will reinforce what has been learnt.

An example of instructional simulation in Igbo lesson.

i. Subject: Igbo
ii. Study Unit: Igbo traditions
iii. Lesson Topic: Igbo traditional marriage
iv. Class: SS1
v. Age: 15 – 16 years
vi. Time: Double period (2 hours)

Instructional Technique: Simulation

Instructional Objectives: By the end of the lesson, the students should be able to:

i. mention five processes involve in Igbo traditional marriage.
ii. state some of the articles use in the five stages of Igbo traditional marriage.
iii. state two importance of marriage inquiry known as 'Iku aka' or 'Iju ese'.

    iv. describe five processes involve in Igbo traditional marriage.

    v. differentiate between Igba Nkwu Nwanyi (wine-carrying ceremony) and idu uno.

Rationale:

This simulated Igbo traditional marriage is designed to give students the opportunity to experience activities involve in Igbo traditional marriage.

Entering Behaviour:

Most students have a least verbal understanding of the term "Igbo traditional marriage". All the students have attended a wine-carrying ceremony of couples before.

Group Size: The whole class should participate. The class should split up into two groups. The groups can form 'families' for acting the roles.

Roles to be acted:

a. The bride-to-be,

b. The groom,

c. The groom's parents,

d. The bride-to-be parents,

e. The bride's extended family (Umunna),

f. The groom's extended family,

g. The invited guest.

The role of the guide will be played by the teacher.

Instructional Materials Needed:

i. Two corners for the two 'families' or sets of actors.

ii. The commodities. These should comprise of :

    a. Articles for marriage inquiry (Iku aka or Iju ese): hot drinks, palm wine and Kola nut (Oji).

    b. Articles for seeking consent from bride-to-be's extended family (Umunna): Kola nuts, Palm wine, beer, soft drinks, tobacco, snuff.

    c. Articles for Bride price negotiation and payment (Ime ego): Palm wine and Kola nut.

    d. Articles for Wine-carrying ceremony (Igba Nkwu Nwanyi): Cash gift, palm wine, Kola nuts, packets of cigarette, bags of rice (on a chart), tubers of yam, create of soft drinks, stockfish, bundles of Georges/Hollandis wrappers (all of these in a flip chart), shoes and jewellery and a goat (on a chart).

    e. Articles for Idu Uno: cooking utensils, bed sheets, boxes, sewing machine, bed, pillow, pillow cases, plates and clothes (all of these in a flip chart).

Learning activity:

- Marriage inquiry

- Seeking consent from bride-to-be's extended family (Umunna)

- Bride price negotiation and payment (Ime ego)

- Wine-carrying ceremony (Igba Nkwu Nwanyi)

- Idu Uno

Instructional Procedure:

Step 1: Introduction of the simulation and explanation of the expectation of participants by the teacher. The teacher should make sure that the real world terminologies be used whenever possible.

Step 2: The teacher with the help of the students should organize two corners for the two families or groups. The teacher also should identify the actors: the bride-to-be parents, the bride's extended family (Umunna), the groom's extended family and the invited guest.

Step 3: the teacher acting as a guide leads the groom and the father through the process of marriage inquiry known as 'Iku aka or Iju ese'. Articles involve are: Kola nut, palm wine.

Step 4: the teacher leads the groom's family to the process of seeking consent from the bride-to-be's family. Before this visit, both families must have concluded their investigations. This meeting is important because the groom's people have to restate their interest in marrying from the bride's family and the bride also gives her final consent. In this meeting they collected price list and date for carrying wine ceremony (Igba Nkwa Nwanyi). Articles involve are: Palm wine, hot drinks and Kola nut (Oji).

Step 5: theteacher acting as a guide leads the groom's family to the bride's extended family for the process of Bride price negotiation and payment (ime ego). 'Ime ego' can be a hectic process between both families with a lot of begging from the groom's side. This biding will continue until equilibrium price is reached (A small amount indeed). The groom's family may decide to pay that day or during wine-carrying ceremony.

Step 6: The teacher leads the groom's family and the invited guest to the bride's family through the process of wine-carrying ceremony (Igba Nkwa Nwanyi). This is the last thing that will be done and the groom takes his wife home. The groom is expected to be accompanied by a larger party this time and bring alone with him the articles in the price list and bride's price. After presenting the required gifts and bride's price to the Umunna the 'Igba Nkwa Nwayi' starts. The highlight of 'Igba Nkwa Nwayi' is when the bride in public points out the man she wants to marry.

Step 7: The teacher acting as a guide leads the bride's (wife) family to the groom's family though the process of 'Idu Uno'. The process involves the bride's family visiting their daughter's place for the first time to know their place. They go along with their relations and the things that their in-law and his wife will use to start life.

Evaluation and Revision:

Step 1: At the end of the activity, the teacher should call time out and gather the students together.

  - First, to get the participants intellectualized or verbalized exactly what they have learned from the activity, the teacher asks the following questions:
  - What conclusions can you draw from your experience of the play?
  - What elements of reality were missing from or downplayed in the simulation play?
  - Did the simulation play change any of your previous opinions about Igbo traditional marriage?

After the student's responses, the teacher should jog their memories by citing some specific incidents or statements that he observed during the play.

Step 2: Next, the teacher focuses on the main objectives of the exercise, asking:

1. Mention five stages involve in Igbo traditional marriage.
2. State some of the articles used in the various five stages of Igbo traditional marriage.
3. State two importance of marriage inquiry known as 'Iku aka' or 'Iju ese'.
4. Describe five stages involve in Igbo traditional marriage.
5. Differentiate between Igba Nkwu Nwanyi (Wine-carrying ceremony) and Idu Uno.

Step 3: the teacher during the discussion takes note of those students who still do not seem to have a firm grasp of the objectives. During the next day's follow-up projects he has them play the simulation again along with a few of the average and superior performers as a remedial exercise.

Conclusion

Tradition refers to beliefs, objects or customs performed or believed in the past, originating in it, transmitted through time by being taught by one generation to the next and are performed or believed in the present. The Igbo people have preserved their tradition through centuries. Today, many of them are Christians yet their traditionary beliefs are still deep and sincere. A number of factors can exacerbate the loss of tradition, including industrialization, globalization and the assimilation or marginalization of specific cultural groups. In response to this, concerted attempts are being made by Igbo people to preserve Igbo traditions from being neglected, endangered and near extinction. In the preservation of Igbo traditions, education places a vital role.

One of the ways education can achieve the propagation of Igbo traditions from one generation to the next is through the use of instructional games and simulations in the teaching and learning of Igbo traditions both inside and outside the school system. Simulation and games have great potential to individualize learning to match the pace, interests and capabilities of each particular student and contextualize learning in engaging virtual environments.

Recommendations

The following recommendations were made:

1. The teachers should be allowed to gain practical experience through seminars, organized workshops and conferences. Some simulations and games activities depend heavily on postgame discussion for their full instructional effect. This debriefing must be skillfully planned and conducted. If the instructor lacks discussion leading skills, the whole learning experience is diminished.
2. Government should increase finding for the procurement of relevant instructional materials in our schools. The use of simulations and games materials usually demands a lot of money. Obtaining all the needed materials can be expensive and time consuming. Sometimes, cost can be kept down by making local modifications, for example, altering the procedures so that consumable materials are not consumed.
3. More time should be allocated to games and simulations lessons in the school timetable. Discovery learning is more time-consuming than straightforward lectures or reading assignments. A principle that can be stated in a single sentence might require an hour of play plus discussion to be conveyed experimentally.
4. Schools should host clubs and other organizations that provide opportunities for learning informally with simulations or games.
5. The government should as a matter of necessity integrate instructional games and simulations into Igbo traditional instruction by using the following design principles:

- Providing learners with systematic guidance to develop more complex ideas including scaffolds (tools to help children do something they could not do without assistance) for both content and inquiry reasoning.
- Allowing learners to systematically revisit and deeping their understandings.
- Engage learners in data gathering, modeling and sharing.
- Supporting social construction of knowledge among learning.
- Engage learners in role playing.

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Integrating Entrepreneurship Education into the Nigeria School Curriculum

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Abstract: The aim of this paper is to present a curriculum framework developed for entrepreneurship education in Nigeria. This proposed curriculum is based on the premise that entrepreneurship education is not just the acquisition of skills but an orientation towards becoming a self employed business owner having the right attitude and capacity to function and sustain an enterprise in a society with a down-turned economy. To ensure the effective implementation of entrepreneurial education curriculum, this paper recommends among other things that students should be made to own pseudo enterprises while in school even if it is just in prints; schools should have scheduled times in a session when school trade fares and open days are organized for students to start from school to show case entrepreneurial competencies.

Introduction

After going through the process of formal or non formal education the learner is expected to be able to contribute effectively to life activities in the society. This effective contribution includes the leaner's ability to be gainfully employed in one job or the other. At the introduction of Western Education in Nigeria, emphasis was on the acquisition of the 3RS (reading, writing and arithmetic) with the overarching aim of preparing the leaner for white collar job or for employment by the missionaries or colonial government. The national Curriculum Conference of 1969 resulted among other things in increase in the number of subjects studied in schools with the aim of making education more relevant to the Nigerian society and also for unifying the educational services in the different regions.

This conference gave rise to the National Policy on Education (NPE) in 1977 which has since been reviewed up to 2014. Despite all these reviews of the NPE and the fact that more Nigerians are acquiring formal education, the problem of unemployment is still facing the country. The fact is that before and after successfully completing formal education even to university level, the recipient or graduate is not sure of getting a job. Several factors ranging from urbanization to global economic crisis have lent credence to unemployment. Uddin and Uddin (2013) identified rural-urban migration, rapid population growth, low standard of education, corruption, rapid expansion of the education system and lack of sustainable power supply as causes of unemployment.

While lamenting on the incessant increase of unemployment in the country, the Minister of Labour and Employment in Nigeria Sen. Chris Ngige, predicted that unemployment rate in the country will reach 33.5 per cent by the year 2020 (Nigeria's unemployment rate, 2020). According to him, the high unemployment rate of 23.1 per cent, and underemployment of 16.6 per cent documented by the

National Bureau Statistics (NBS) of 2019 report was alarming. Suffice it to say that this high rate of unemployment must have contributed to a large extent to the high rate of crime which has graduated in this country from social disturbances, armed robbery attacks, to kidnapping. It appears that these unemployed youths are taking it back on a society that has failed to give them a proper sense of direction through sound education. It is no exaggeration to say that if the trend is not urgently reversed, the consequences may be better imagined than experienced.

The discussion in this paper shall be done under the following sub headings:

1. Entrepreneurship education
2. Entrepreneurship Education Curriculum
3. The Goals and Objectives of Entrepreneurship Education
4. Organization of Content and Learning Experiences
5. Fitting Entrepreneurial Education into School Programmes at all Levels
6. Recommendations

Entrepreneurship Education

Entrepreneurship education is not synonymous with vocational education nor does it mean the same thing as business education. Over the years people have erroneously linked entrepreneurship education with these two areas of study. Entrepreneurship education is in fact the fundamental aim of education. It is the acquisition of knowledge, skills and attitude to enable the learner apprehend life challenges in whatever form and take decisive steps to realize new trends and opportunities for meeting those challenges in all aspects of human life. Entrepreneurship education is indeed a critical resource for whole life education.

What distinguishes entrepreneurship education from other forms of education is its emphasis on realization of opportunity. These opportunities can be realized through starting a business, introducing new products or ideas or through doing something in a different way with the aim of achieving goals. It is in this regard that the 2007 European Commission presents entrepreneurship as an individual's ability to turn ideas into action. Gana (2001), defined entrepreneurship as willingness and ability of an individual to seek out investment opportunities in an environment and be able to establish and run an enterprise successfully based on identified opportunities. Entrepreneurship is a process of creating wealth by activating innate potentials and ideas, transforming them to the overall benefit of humanity. Umsobomvu (2002) affirmed that apart from using the word entrepreneurship to refer to innovative business that the term is also associated with individuals who create or seize business opportunities and pursue them without regard to resources under their control. They build something from practically nothing and usually reinvest earnings to expand their enterprise or to create new enterprises. Ojeifo (2010), sees an entrepreneur as the owner or the manager of business enterprise who through risks and initiative, attempts to make a profit.

Sound education equips students to challenge the status quo and proffer better alternatives out of the present economic quagmire (Aladekomo, 2009). Following this, the government of Nigeria decided to redress the situation by the reformation of the education sector. However, mere reformation of the education sector cannot result in job creation. Obanya (2009) opined that the solution is not increased vocational education, as is wrongly being canvassed, but a return to the basics. That is, returning to real goal of education, which is the cultivation of human talent and creative/imaginative potential through an all round development. This means making school graduates owners of small/big enterprises that actually use their vocational and technical skills to boost the economy of the nation in this regard. He insisted that

for Nigeria to respond to the changing needs of the world of work (not necessarily the world of direct paid employment), formal and non formal education in the country should be geared towards inculcating in learners the generic skills of knowledge, communication, adaptability, creativity, team spirit, literacy, information and communication technology (ICT) fluency and lifelong learning. These generic skills are necessary for effective life in the present ICT-dominated world. Their acquisition calls for the type of general education found in entrepreneurship. That is, the type of education that equips the learner not only with knowledge and skills but an orientation to desire, seek, recognize and utilize available opportunity to do something new to create wealth for self and others and consequently contribute effectively to the society in this era of global economic crisis.

Due to the much cry on unemployment in the country, so much is being said today on entrepreneurship education in tertiary institutions in Nigeria (Gana, 2001; Akeredolu-Ale, 1975). It has been observed over the years that the Nigeria educational system turns out graduates that are not trained to be self reliant. They come out from school looking for white collar jobs that are scarcely found at the end they roam the streets unemployed and take to anti-social vices in the society. This is because apart from the theories that they learnt, they have no requisite skills to make them self dependent. This is a big problem for a country with over 200 million people (Worldometers, 2020). The curriculum has a place for vocational and technical education with a sprinkling of entrepreneurship but indeed without any functionality. This paper is advocating the integration of entrepreneurship education into the Nigeria school curriculum at all levels not by the letters but by putting in place efficient tools and manpower that are functional and capacity loaded to produce graduate entrepreneurs from our institutions of learning.

Entrepreneurship education builds up desired attitudes and competences required to function in a competitive environment. Karmelic (2009) identifies these entrepreneurial attitudes as self-awareness and self-confidence, personal responsibilities, flexibility and adaptability, orientation to opportunity, pro-activity and persistence. Entrepreneurs are often found to be innovative, self motivated, confident, creative, dynamic, resourceful, ingenious, endurance, risk daring. They have pressure management ability and willingness to accept both positive and negative results of life ventures. Other entrepreneurial attitudes and skills are verbal and non verbal expression skills, problem solving skills, team skills, as well as listening and empathy skills. Akudolu, (2000) adds dedication to duty and willingness to accept positive as well as negative results of business ventures to the list. The question is, what type of curriculum should be developed and implemented in this regard?

Entrepreneurship Education Curriculum (EEC)
Curriculum is concerned with the why, what and how instruction. In other words, it is concerned with the goals and objectives of instruction, the content, organization and evaluation. These curriculum elements form the mould for the development and implementation of entrepreneurship curriculum. This should constitute a core curriculum for every learner at all levels of education in Nigeria. The Consortium for Entrepreneurship Education (2004) maintained that it is a lifelong process starting from elementary level to other levels of education and spanning to adult education. Brown (2000) among other educationist shared this view and opined that the principles of entrepreneurship are increasingly considered valuable for students at all levels. In this regard, all students at all levels of education in member States of the European Union such as United Kingdom, Cyprus, Ireland, Slovenia etc are exposed to entrepreneurial education (European Commission, 2007). There is no doubt that the effective implementation of entrepreneurial education curriculum will help learners in Nigeria to develop entrepreneurial

capacities and the ability to be self-reliant and self-employed.

Below is a proposed Entrepreneurship Education Curriculum that could be adjusted and broken down to the level of students at all school Levels.

Proposed Entrepreneurship Education Curriculum for all School Levels

s/n	Content	Aim	Suggested Teaching methods/ Materials
1	Meaning	To differentiate between vocational education and owning a business.	Role play, simulation/ Pictures, videos, films
2	Examples/ models of successful entrepreneurs	To motivate students by showing them real life models.	Case study, simulation/ Pictures, videos, films, resource persons
3	Entrepreneurial mindset	To teach Entrepreneurial attitudes.	Case study, brain storming, simulation/ Pictures, videos, films
4	Personality traits, attitudes and entrepreneurial competencies	To teach acceptable entrepreneurial attitudes.	Guided discovery, enquiry/ Pictures, videos, films
5	Entrepreneurial integrity	To teach character and integrity as the hallmark for business sustainability.	Case study, drama, simulation/ Pictures, videos, films
6	Identifying personal entrepreneurial potentials	To enable students identify their potentials for economic survival.	Guided discovery, games and simulation, case study/ Pictures, videos, films
7	Optimism in entrepreneurship	To teach faith and self confidence.	Drama, group discussion, brain storming/ Pictures, videos, films
8	The world of work	To give room for practical experience (for adult students) or sightseeing (for lower basic education pupils).	Visit to real work places, exchange visits/Attachment to workplace for practical experience
9	Identifying entrepreneurial opportunities	To teach students how to identify opportunities for self employment.	Field trips, group discussion, brain storming/ Pictures, videos, films
10	Creating entrepreneurial opportunities	To teach students how to create opportunities for self employment.	Group discussion, brain storming/ Pictures, videos, films
11	Coaching & Mentorship	To teach the need for human tutelage and oversight.	Mentorship, Group discussion/ role play,
12	Setting a goal for business	To teach practical goal setting for functionality	brain storming/case study/ Pictures, videos, films
13	Starting a business/company	To teach the basics of starting a business.	brain storming/case study/ Pictures, videos, films
14	Drawing a business plan	To make the students have their own business plans.	Guided discovery, project work, enquiry, case study

15	Small beginning/Raising capital	To teach how to start with little or nothing.	Mentorship, resource person, circle the sage, others/ Pictures, videos, films
16	Creating entrepreneurial ventures	To put into practice skills taught in vocational and technical education.	Drill and practice/workshops
17	Marketing/publicity	To teach how to show case skills and competencies	Field visits, Drill and practice/ Pictures, videos, films
18	ICT and entrepreneurship	To expose students to jobs and skills available via ICT	brain storming, case study/ Pictures, videos, films
19	Collaboration	To teach how to partner with other entrepreneurs for progress	Mentorship, drill and practice/workshops/resource person
20	Subletting	To teach principles of subletting multi-skilled jobs.	Drama, games and simulation/ Pictures, videos, films
21	Growth and expansion	To teach how to grow a business and how to manage growth.	Mentorship, resource person/ Pictures, videos, films
22	Practicum/exhibition	To give room for practice in a pseudo world	Excursion and Mini trade fare

Fig 1. Source: Authors.

It worth reiterating that teachers will have to break down the above curriculum content to suit the learning needs and levels of their students. This should be done in terms of learning experiences, number of periods, teaching methods, instructional materials and any other relevant inclusions.

The Goals and Objectives of Entrepreneurship Education
The major goal of entrepreneurship education is to promote creativity, innovation and self-employment among the citizens through the inculcation of entrepreneurial knowledge, competences and attitudes in the learners. Akudolu (2001) affirmed that the goal of entrepreneurship education is for learners to acquire entrepreneurial capacities and skills that will make them to be self-reliant and self-employed. Entrepreneurial capacities include the undaunted commitment to achieve set goals, cope with change and generally act with entrepreneurial mindset.

The objectives of entrepreneurship education according to Paul (2005) are to:
1. Offer functional education to the youths to enable them to be self-employed and self-reliant.
2. Provide young graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities.
3. Serve as a catalyst for economic growth and development.
4. Offer tertiary institution graduates with adequate training in risk management, to make certain bearing feasible.
5. Reduce high rule of poverty.
6. Create employment generation.

7. Reduce rural – urban migration.

8. Provide the young graduates with enough training and support that will enable them to establish a career in small and medium sized businesses.

9. To inculcate the spirit of perseverance in the youths and adults which will enable them to persist in any business venture they embark on.

10. Create smooth transition from traditional to a modern industrial economy.

To achieve the major goal of entrepreneurship education there is need to ensure that instructional activities are directed towards the achievement of the following specific objectives.

Specific Objectives

According to Obanya (2008), the specific objectives of entrepreneurial education should be to:

  i.   Demonstrate a good grasp of society – its functions, its economic demands etc.
  ii.   Recognize socio-economic opportunities in environment
  iii.   Acquire and deploy the skills necessary for turning opportunities into viable ventures. This includes developing enterprise plans, mobilizing and managing resources etc. (p. 1).

In addition to the specific objectives stated above, students who have gone through the curriculum should be able to:

  i.   Demonstrate awareness about entrepreneurship
  ii.   Create entrepreneurial ventures
  iii.   Demonstrate ability to act entrepreneurially in different aspects of life.
  iv.   Manifest positive attitude towards changes in life endeavors
  v.   Demonstrate self-reliance irrespective of daunting challenges.
  vi.   Analyze their strengths and weakness and be able to take advantage of their strengths while making effort to overcome the identified weakness.
  vii.   Recognize their entrepreneurial interests and capability.
  viii. Demonstrate self-management and take responsibility for themselves and their activities.
  ix.   Engage in lifelong learning so as to manage and enjoy innovations.
  x.   Identify and exploit business opportunities.

These objectives can be achieved at different levels of education. Lesko (2010) shares this view and maintains that for pupils below age 14, awareness should be based on the benefits of basic entrepreneurship education to pupils and then to society at large.

Content

Entrepreneurship education is based on personality traits. It is a way of behaviour and in this regard belongs to the effective domain of learning. Consequently, the content is not text book or document – based. Rather the issues in the content of entrepreneurship education are found in the following three dimension of human behavior:

1. Attitudes and values
2. Knowledge
3. Skills

Attitudes and values dimension

Finland Ministry of Education (2009) stated the Commission of the European Communities as stating that an entrepreneurial attitude is characterized by initiative, pro-activity, independence and innovation in personal and social life, as much as at work. It also includes motivation and determination to meet objectives, whether personal goals or aims held in common with others, and/or at work. Following this, the attitude and values dimension of entrepreneurship education covers the demonstration of: a) Interest and enthusiasm   b) Hard work and perseverance c) Orientation to change d) Intra-personal skills (knowledge of self)   e) Positive disposition of lifelong learning f) Initiative and   g) Creative thinking

Knowledge Dimension

The knowledge dimension includes:

a. Understanding of concepts and manifestation of appropriate processes in entrepreneurship.
b. Understanding and manifestation of appropriate personal traits/behaviours for successful entrepreneurial performance
c. Understanding and application of concepts and strategies for effective communication
d. Understanding and application of basic economics, management and accounting knowledge.

Skills Dimension

The Consortium for Entrepreneurship Education (CEE-2004) categorized the learning content of entrepreneurial education into Entrepreneurial skills and Ready skills. The ready skills comprise the themes of business foundations, communication and interpersonal skills, digital skills, economics, financial literacy, professional development, financial management, information management, marketing management, operations management, risk management, and strategic management. In fact, the skills dimension is concerned with specialized skill in any area of human endeavor. Consequently, Anyakoha (1997) classified entrepreneurial skills into personality skills and management related skills. Entrepreneurship education should equip learners with skills not only for understanding their capabilities but also for coping with different situations in life.

Organization of Content and Learning Experiences

For the achievement of goals and objectives of entrepreneurial education, the strategies for organizing content and learning experiences should be learner-centered. In this regard effort should be made to help the learner understand the entrepreneurial dimension of the learning content. While making a case for the adoption of special methodology for entrepreneurial education, Anowor (2001) argues that since the underlying ingredient is to be located in the effective domain of the human mind, only learning experiences which touch that attitudinal abode will produce the desired outcome.

Among the commonly adopted instructional strategies for entrepreneurship education are group work, role play, projects, games, and simulations, field visits, traineeship, case studies, mentoring, brainstorming, exchange visits and other forms of practical and learner-driven methodology. Effort should be made to introduce creativity, risk taking and other entrepreneurial trait into any entrepreneurship curriculum as proposed in this paper involves virtually no lectures. Instruction is almost total project-oriented (learning by doing). Effort should be made to

encourage self-directed learning. Creativity should be built into every student activity so as to challenge learners to think out of the box. Emphasis should be on experiential learning, interactive learning and cooperative learning. It is in this regard that the Finland Ministry of Education (2009) observed that: the learning environment in entrepreneurship education gives responsibility to learners, encourages them to do things themselves, guides them towards recognizing opportunities and seizing them, bolsters insightful and inventive learning, reinforces learners' confidence in their capabilities, gives scope for risk-taking and guides towards goal-oriented collaboration with others. Items in the attitude and values dimension should also be integrated into teaching-learning activities at the different levels of entrepreneurship education.

Industrial training while in school as a school/world of work collaboration is another important entrepreneurship education instructional strategy. With this learning strategy, students are given the opportunity to have a practical experience of what happens in the society or in the world of work. Consequently learners are exposed to entrepreneurship-in-practice through the use of life case studies and real life testimonies of successful entrepreneurs as well as actively working with entrepreneurs at the given periods. These periods are interspersed with school-based learning and each student is assigned to an entrepreneur for about three months (depending on institutional arrangement) at the end of which the student submits a report to his/her supervisor.

The teacher's role in the implementation of entrepreneurship education as proposed in this paper changes from that of disseminator of knowledge to that of an organizer, planner, motivator, counselor or coach. The teacher spends time listening to and observing the learner. He/she engages the learner in a constructive feedback.

Fitting Entrepreneurial Education into School Programmes at all Levels
As already stated, entrepreneurship education should be a school-wide programme covering basic education through tertiary education. It can fit into any of the various school programmes as follows:

Basic Education: Basic Education is a nine (9) year educational programme, designed by the Federal government for Nigerian children. It covers six (6) years Primary Education, and three (3) years of Junior Secondary Education. These levels are designated Lower Basic (Primary 1-3), Middle Basic (Primary 4-6) and Upper Basic (Junior Secondary 1-3). It is a programme of instruction that is intended to provide students with the opportunity to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives. The goals of Basic Education as enshrined in the National policy on Education (Federal Republic of Nigeria [FRN], 2013) are to: (a) provide the child with diverse knowledge and skills for entrepreneurship, wealth generation and educational advancement; (b) develop patriotic young people equipped to contribute to social development and in the performance of their civic responsibilities; (c) inculcate values and moral upright individuals capable of independent thinking and who appreciate the dignity of labour; (d) inspire national consciousness and harmonious co-existence, irrespective of differences in endowment, religion, colour, ethnic and socio-economic background; and (e) provide opportunities for the child to develop manipulative skills that will enable the child function in the society within the limits of the child's capability. These goals are expected to be attained after a nine year UBE programme of instruction and they lend credence to the objectives of entrepreneurship education.
Entrepreneurship education should be in-built into all basic school activities. Emphasis

should be laid on the attitudes and values dimension as well as on basic lifelong learning skills. All basic education teachers are expected to use entrepreneurship-driven methodology as already presented in this paper in teaching all school subjects. They should use every opportunity to create entrepreneurship awareness and develop in the pupils' positive attitude towards entrepreneurship.

Senior Secondary Education: Secondary education is a post-basic education given to graduates of the nine-year basic education after a successful attempt of the Basic Education Certificate Examination. The objectives of this level of education is embedded in Post-basic Education and Career Development Programme an umbrella name covering (i) Senior Secondary Education (ii) Higher School and (iii) Continuing Education given in Vocational Enterprise Institutions (FRN, 2013).

The curriculum for senior secondary education is divided into four (4) broad fields, namely: (1). Science and Mathematics (2). Technology (3). Humanities and (4). Business Studies. From these broad fields there are four compulsory subjects, namely: (i) English Language (ii) General Mathematics (iii) Trade/ Entrepreneurship Subject and (iv) Civic Education. The list of subjects for entrepreneurship education are: (i) auto body repair and spray painting (ii) Auto electrical work (iii) Auto Mechanical work (iv) Auto parts merchandising (v) Air conditioning and refrigeration (vi) Welding and fabrication engineering craft practice (vii) Electrical insta,,ation and maintenance work (viii) Radio, TV and Electronic servicing (ix) Block laying, brick laying and concrete work   (x) Painting and decoration   (xi) Plumbing and pipe fitting   (xii) Machine woodworking (xiii) Carpentry and joinery (xiv) Furniture making (xv) Upholstery (xvi) Catering craft practice (xvii) Garment making (xviii) Clothing and textile (xix) Dyeing and bleaching (xx) Printing craft practice (xxi) Cosmotology (xxii) Photography   (xxiii) Mining (xxiv) Tourism   (xxv) Leather goods manufacturing and repair (xxvi) Stenography (xxvii) Data processing (xxviii) Store keeping (xxix) Book keeping (xxx) GSM maintenance and repairs (xxxi) Animal husbandry (xxxii) Fishery (xxxiii) Marketing (xxiv) Sales manshp (FRN, 2013).

This list shows various skills the students are expected to be equipped with for job employment but entrepreneurship education is that education that will create intrinsic willingness and confidence coupled with assurance to work out investment opportunities in any environment with a mindset to run and establish a personal business enterprise. This is lacking and this is the fulcrum of the discussion in this paper which is highlighted in Fig 1.

Entrepreneurship education at this level should not be a formal lecture but a systematic use of entrepreneurship-driven methodology. Students should be motivated to doing something on their own order than seeking for employment. Fundamentals issues in attitude and values dimension are integrated not only into all subjects and learning activities but also into guidance and counseling activities presented to students. Emphasis should be on creating entrepreneurship environment.

Tertiary Education: At this level of education, all entrepreneurship education instructional activities should take place in a strategically planned entrepreneurship environment. This should be a compulsory course for all the students and taught in creative/non-conventional ways. The course titles should show the goal of this type of course, Figure I shows the entrepreneurship education curriculum which should be adapted to ensure that graduates actually come out of school entrepreneurs and not as job seekers.

Conclusion

Effective implementation of entrepreneurship curriculum in Nigeria requires a transformation of Nigerian's education ideology. The integration of entrepreneurship education in to the Nigeria School Curriculum will go a long way to reducing unemployment and in providing the necessary impetus for economic growth and development. It will be crucial in boasting productivity, increasing competition and innovation, creating employment and proprietorship for the revitalization of our economy. It will create an entrepreneurial learning environment in the country and consequently in the development of confident, empowered, innovative entrepreneurs and employers of labour.

Suggestions

The following suggestions are made based on the study:

1. Entrepreneurship education as general education across all levels of education should be made a policy issue.
2. Entrepreneurship education should be a general course in every educational institution in Nigeria.
3. Students should be made to own pseudo enterprises while in school even if it is just in prints.
4. Schools should have scheduled times in a session when school trade fares and open days are organized for students to start from school to show case entrepreneurial competencies.
5. Dimensions of entrepreneurship should be a component of teacher preparation curricular.
6. Federal and State Ministries of Education should build resource centers and networks for exchange of good practice.
7. School administrators should establish linkages with entrepreneurs and connect their students to them.

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Influence of Ethics on the Counselling Practices in Rivers State

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Abstract: The study investigates the influence of counselling ethics on the counselling practices in Rivers State. The objectives of the study were to determine the influence of counselling values, ethical principles and personal qualities of the counsellor on counselling practices in Rivers state. The population of the study was all registered counsellor in counselling association of Nigeria (CASSON) and Association of Professional Counsellors of Nigeria (APROCON). Simple random sampling techniques was used to select 50 (19 males and 31 females) counsellors from five local government area Rivers State. The instrument for the study was self-designed questionnaire which consisted 22 items. Instrument was validated by experts in guidance and counselling department of University of Port-Harcourt. The reliability of the instrument was done using Cronbach Alpha formula which gave reliability index of 0.87. Mean and standard deviation was used to answer the research questions and z-test statistic was also employed to test hypotheses at 0.05 level of significance. The study found that counselling values, ethical principles of counselling and personal qualities of the counsellor are of a great influence to the practice of counselling in Rivers state. The study recommended that Professional counselling services should be made available in all significant social organizations to enhance the practice of counselling within the state

Keywords: Influence, ethics, counselling, practices, values, principles, qualities

INTRODUCTION

The practice of professional counseling, like that of psychology and social work has its roots in the early humanistic, behavioral, and cognitive theoretical traditions (Sexton, 1999). "Counselling is a learning process in which a counsellor helps an individual or individuals learn, understand themselves and their environment and be in a position to choose the right type of behaviors that will help them develop, grow, progress, ascend, mature and step up, educationally, vocationally and socio personally" (Ebizie, Enajedu, & Nkechi 2016). Counselling is encompasses all spheres of human life. It is an instrument for providing guidance and direction for any individual who are left with the option of making decision. Counselling is a transformative process of helping people to learn all that are to be learnt both in and outside the school (Orewere, Ogenyi & Dogun 2020).

Counselling practice is an essential aspect of the society that whose significance and contribution to human race cannot be overemphasized. Studies by Hayes and Morgan (2011) has it that, there was consensus that people come to guidance counsellors with a wide range of issues of varying severity which include family concerns, such as marital break-up or parental pressure, peer issues such as bullying and relationship problems, academic areas such as concerns about exams, teachers and future career; issues to do with the self, such as suicidal ideation, aggression, self-harm, pregnancy, concerns about sexuality, abuse, depression, anxiety and eating disorders.

Counseling is a process in which clients learn how to make decisions and formulate new ways of behaving, feeling, and thinking. America Counselling Association (2011) asserted that counselors focus on the goals their clients wish to achieve. Clients explore their present levels of functioning and the changes that must be made to achieve personal objectives. Thus, counseling involves both choice and change, evolving through distinct stages such as exploration, goal setting, and action. ACA (2014) further stated that counselling could be seen as a professional advice given by a counselor to an individual to help him in overcoming from personal or psychological problem. Counselling practice is essentially saddled with responsibility to facilitate the growth and development of their clients in ways that foster their interest, welfare and promote formation of healthy relationships.

Counselling practice has long being recognized as the one of the essential support in helping individuals to achieve their potentials. The practice of counselling is widely carried out in all ramification of the society such as school, hospitals, religious places, homes, business, and so on. Its importance necessitated that Hayes and Morgan (2011) proposition, who says counselling should be available when necessary, on an individual and/or group basis, to assist people in their personal and social, educational and career development. In this regard, Syed, (2011) posited that counseling deals with personal, social, vocational, empowerment, and educational concerns. Counselors work only in areas in which they have expertise. These areas may include intra- and interpersonal concerns related to school or college adjustment, psychological health, aging, marriage/ family issues, employment, and rehabilitation. Furedi as cited in Jenkins (2017) argued that counselling seeks to exaggerate normal problems of transition and manageable anxiety in order to create a role for itself in apparently providing 'solutions' to these problems'.

All counsellors face a variety of decisions as they strive to practice ethically in their work with clients, yet the issues related to ethical dilemmas and decision making are compounded for counsellors working in small communities and rural areas. Prevailing standards in training, ethical codes and regulations, which are usually developed in urban areas, are not so easily applied in rural and small-community practice (Shank, 1998).

ACA (2014) when counselors are faced with ethical dilemmas that are difficult to resolve, they are expected to engage in a carefully considered ethical decision-making process, consulting available resources as needed. Counselors acknowledge that resolving ethical issues is a process; ethical reasoning includes consideration of professional values, professional ethical principles, and ethical standards.

Ethics are a set of moral principles or rules of conduct for an individual or group. Akinade as cited by Syed (2017) saw ethics as normative in nature and focus on principles and standard that governs relationships between individuals, such as counselors and clients. Amakiri and Eremie (2017) stated that many people think ethics has to do with a set of social conventions or a religious decree. In professional philosophy ethics is the study of what is good and bad. In

counselling, ethics underpin the nature and course of actions taken by the counsellor. Counsellors and others in helping professions are expected to behave in an ethical manner (Australian Institute of Professional Counsellors, 2016). Ethics including ethical codes and principles aim to balance the power and ensure that the counsellor operates for the good of the client and not for self. The concept of ethics relates to moral consideration. Moral entails values, principles and standard guiding an individual's practice. Ethical codes offer counsellors an outline of what are considered acceptable and unacceptable behaviours. In a region (such as Rivers State) where counselling is not regulated through licensing, ethical codes provide a valuable tool for developing and maintaining ethical conduct. In line with this Syed (2017) posited that counselling ethics helps to fosters dependence in clients. Ethics in counselling helps the counsellors to develop the ability to build healthy counseling environment, self-reflecting on their own strengths and weakness in helping the clients, self-regulating their own moods when conducting the session, and self-motivate to develop peak performance (Amakiri & Eremie, 2017).

Professional bodies of counseling have developed ethical standards which they have made available to the practitioners. Professional organizations for practicing counseling and psychotherapy are

- American Psychological Association (APA)
- British Association for Counseling and Psychotherapy (BACP)
- American Counseling Association (ACA)

The development of ethical codes for counsellors by these professional bodies is due to the following reasons as enlisted by Syed (2017)

- Help professionalize and protect an association by government and promote stability within the profession.
- Help control internal disagreement.
- Protect practitioners from the public.
- Protect clients from incompetent counselors especially in malpractice issues.
- Clients can also use codes to evaluate questionable treatment from the counselor.

British Association of Counselling and Psychotherapy (2011) categorized ethics of counselling into three, which are values, principles and personal moral qualities. These ethics were developed to enable the counsellors be able to respond to differences in clients' abilities, needs and culture. According to Ajagbawa (2014) posited that counselling values are cognitive processes because the individual is enabled to make choices amongst an array of alternative actions when confronted with a dilemma/situation and at the same time emotional because those cognitive decisions are influenced by the intrinsic attractiveness or aversion which the brain associates with the current pattern of action. American Counselling Association (2014) has it that the fundamental values of counselling profession involves; enhancing human development throughout the life span; honoring diversity and embracing a multicultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts; promoting social justice; safeguarding the integrity of the counselor–client relationship; and practicing in a competent and ethical manner. In alignment with American Psychological Association, British Association for Counselling and Psychotherapy (2011) posited that counselling values include a commitment to:

1. Respecting human rights and dignity
2. Protecting the safety of clients
3. Ensuring the integrity of practitioner-client relationships
4. Enhancing the quality of professional knowledge and its application
5. Alleviating personal distress and suffering
6. Fostering a sense of self that is meaningful to the person(s) concerned
7. Increasing personal effectiveness
8. Enhancing the quality of relationships between people
9. Appreciating the variety of human experience and culture
10. Striving for the fair and adequate provision of counselling and psychotherapy service

The ethical values inspires and provides a conceptual basis for ethical principles of counselling. One of the most essential assumption that bring about the questions counsellors ask clients are ethical values of counselling. It defines the expected answers and triggers the line of communication between the counsellor and the client (Joann Harris-Bowlsbey, 2008). It is in this view that Ajagbawa (2014) stated that the core values of counselling, help to strengthen the relationship and setting for the counselling work, and they are represented by the Counsellor's commitment to. He further posited that generally, when practitioners apply these core values to guide their work, their intervention will foster a more qualitative counsellor-client relationship.

Ethical principles' means the rules which people are committed to because they see them as embodying their values and justifying their moral judgments (Barnes & Murdin, 2001). In the counselling practice, the adoption of the ethical principles of counselling helps to direct attention to ethical and professional conduct (Ajagbawa, 2014). Following the principles guiding counselling practice enables the counsellors to know his limits and issues to leave unquestioned. Ethical principles provide a more solid framework for decision making than do ethical code of standards. With a vivid recall and serving as a reference point, these principles can guide the counsellor in making decisions when confronted with ethical dilemma or moral confusion (Ajagbawa, 2014). It is abiding in the ethical principles of counselling that counsellors reserves no moral right to judge the client and treat him in a bias manner (Gibson, 2004). American Counselling Association (2014), Barnes and Murdin (2001) succinctly enunciated the ethical principles of counselling as follows;

1. Autonomy, or fostering the right to control the direction of one's life;
2. Non-maleficence, or avoiding actions that cause harm;
3. Beneficence, or working for the good of the individual and society by promoting mental health and well-being;
4. justice, or treating individuals equitably and fostering fairness and equality;
5. fidelity, or honoring commitments and keeping promises, including fulfilling one's responsibilities of trust in professional relationships; and
6. veracity or dealing truthfully with individuals with whom counselors come into professional contact. (ACA, 2014)

BACP (2018) posited that personal moral qualities are internalized values that shape how we relate to others and our environment. They represent a moral energy or drive that may operate unconsciously and unexamined. This moral energy or drive is ethically more beneficial when consciously examined from time to time and used to motivate our

ethical development or shape how we work towards a good society. High levels of compatibility between personal and professional moral qualities will usually enhance the integrity and resilience of any relationship.

Counsellor's personal qualities is one of the major determinants of successful counselling profession. Although individual qualities different, but it is essential that counsellors possess certain personal characteristics that are helpful in dispensing counselling practice professionally. Personal qualities of the counsellors are meant to be aspirational and a reference point to what standard is expected in the counselling profession (Agbajawa 2014). BACP (2018) identified the key personal qualities to which members and registrants are strongly encouraged to aspire which include:

- **Candour:** openness with clients about anything that places them at risk of harm or causes actual harm.
- **Care:** benevolent, responsible and competent attentiveness to someone's needs, wellbeing and personal agency.
- **Courage:** the capacity to act in spite of known fears, risks and uncertainty
- **Diligence:** the conscientious deployment of the skills and knowledge needed to achieve a beneficial outcome
- **Empathy:** the ability to communicate understanding of another person's experience from that person's perspective
- **Fairness:** impartial and principled in decisions and actions concerning others in ways that promote equality of opportunity and maximise the capability of the people concerned
- **Humility:** the ability to assess accurately and acknowledge one's own strengths and weaknesses
- **Identity:** sense of self in relationship to others that forms the basis of responsibility, resilience and motivation
- **Integrity:** commitment to being moral in dealings with others, including personal straightforwardness, honesty and coherence
- **Resilience:** the capacity to work with the client's concerns without being personally diminished
- **Respect:** showing appropriate esteem for people and their understanding of themselves
- **Sincerity:** a personal commitment to consistency between what is professed and what is done
- **Wisdom:** possession of sound judgment that informs practice

Ethics in counselling is a major part of the counselling profession that enables professional discharge of practice according to standard. Most counselling association design their ethical codes so as to guide and inspire counselors toward the very highest ethical ideals of the profession.

Purpose of the study

The main purpose of the study is to determine the influence of ethics on the counselling practices in Rivers State. In specific terms, the study sought to

1. Determine the influence of counselling values on the counselling practice in Rivers State.
2. Determine the influence of ethical principles of counselling on the counselling practices of Rivers State.

3. Determine the influence of personal moral qualities of the counsellor on the counselling practices of Rivers State.

Research Question
The following research questions guided the study.

1. What is the influence of counselling values on the counselling practice in Rivers State?
2. What is the influence of ethical principles of counselling on the counselling practices of Rivers State?
3. What is the influence of personal moral qualities of the counsellor on the counselling practices of Rivers State?

Hypothesis
The following hypotheses were formulated at 0.05 level of significance.

1. There is no significant difference in the mean response of male and female counsellors on the influence of counselling values on the counselling practice in Rivers State.
2. There is no significant difference in the mean response of male and female counsellors on the influence of ethical principles of counselling on the counselling practices of Rivers State.
3. There is no significant difference in the mean response of male and female counsellors on the influence of personal moral qualities of the counsellor on the counselling practices of Rivers State

METHODOLOGY
The study was carried out in Rivers State. The study adopted a descriptive survey research design. The population of the study was all registered counsellors in Counsellors Association of Nigeria (CASSON) and Association of Professional Counsellors of Nigeria (APROCON). Simple random sampling techniques was used to select ten (10) counsellors from five local governments in Rivers state. The sample comprised of professional counsellors in educational institutions, prison, health sector, schools, NGOs, rehabilitating centres and government agencies. In specific, the total sample size was 50 counsellors (31 females and 19 males). The instrument used for the study was a self-designed questionnaire which was structured in four point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The instrument was validated by two experts in the department guidance and counselling University of Port-Harcourt. The reliability test of the instrument was carried using Cronbach Alpha Formula. The reliability coefficient index obtained was 0.87, which affirmed that the instrument for the study is reliable. Administration of the instrument was done by the researcher using electronic mail and face-to-face interaction with the respondents. Mean and Standard Deviation was used to answer the research question. Z-test statistical tool was used to test the hypothesis at 0.05 level of significance.

RESULT AND DISCUSSION OF FINDINGS
Research Question 1: What is the influence of counselling values on the counselling practice in Rivers State?

Table 1: Mean responses of the respondent on the influence of counselling values on the counselling practice in Rivers State.

S/N	Item	Male=19			Female=31		
		Mean	S.D	Rmk	Mean	S.D	Rmk
1	Respecting human rights enables clients to feel dignified	3.05	0.65	Agreed	3.20	0.90	Agreed
2	Protecting the safety of clients gives the counsellor basis for advice and action	2.69	1.08	Agreed	3.22	0.84	Agreed
3	Ensuring the integrity of practitioner-client relationships helps to define the depth of questioning.	3.63	0.83	Agreed	3.44	0.62	Agreed
4	Enhancing the quality of professional knowledge and its application helps to strengthen expertise	3.21	0.95	Agreed	2.58	0.71	Agreed
5	Alleviating personal distress and suffering helps the clients to see need for counselling.	2.89	0.79	Agreed	3.02	0.73	Agreed
6	Fostering a sense of self that is meaningful to the person(s) concerned enhance collaboration and communication	3.09	0.90	Agreed	2.86	0.98	Agreed
7	Increasing personal effectiveness helps to improve in counselling profession	3.43	1.08	Agreed	2.91	1.06	Agreed
8	Enhancing the quality of relationships between people helps in achieving counseling goals.	3.66	0.98	Agreed	3.52	0.74	Agreed
9	Appreciating the variety of human experience and culture boosts the clients confidence to communicate effectively	3.05	0.87	Agreed	3.00	0.65	Agreed
	Grand Mean & S.D	**3.19**	**0.90**		**3.08**	**0.80**	

Field Survey, 2020

Table 1 shows the mean responses of male and female counsellors on the influence of counselling values on the counselling practice in Rivers State. Based on the criterion mean value of 2.50, the items 1 to 9 that were represented were remarked to be accepted. The study showed that counselling values in positive terms, influence the counselling practices in Rivers state.

Research Question 2: What is the influence of ethical principles on the counselling practices of Rivers State?

Table 2: Mean responses of the respondent on the influence of ethical principles of counselling on the counselling practices of Rivers State

S/N	Item	Male Counsellors=19			Female Counsellors =31		
		Mean	S.D	Remark	Mean	S.D	Remark
10	Autonomy enables the counsellor encourage clients, when appropriate, to make their own decisions and to act on their own values	3.00	0.89	Agreed	3.21	0.73	Agreed
11	Non-maleficence guides counsellor in emphasizing taking decision that are socially acceptable without harming others	3.08	0.83	Agreed	3.01	0.76	Agreed
12	Beneficence enables counselors to priotize promoting and contributing to the welfare of the client.	3.02	0.68	Agreed	2.96	0.89	Agreed
13	Justice promotes diversity in counselors view of issues before passing judgement	3.41	1.02	Agreed	3.21	0.90	Agreed
14	Fidelity enhances the trust of clients-counsellor relationship	3.22	0.98	Agreed	3.09	1.00	Agreed
15	Veracity helps to clients' conveyance of issues to counsellors.	3.05	0.91	Agreed	3.01	0.70	Agreed
	Grand Mean & S.D	**3.13**	**0.89**		**3.08**	**0.83**	

Field Survey, 2020

Table 2 presents male female counsellors' responses on the influence of ethical principles of counselling on the counselling practices of Rivers State. Based on the mean decision rule earliar stated, all the items presented on this question were adjudged to be accepted. This implies that ethical principles of counselling influence the practice of counselling in Rivers State.

Research Question 3: What is the influence of personal moral qualities of the counsellor on the counselling practices of Rivers State?

Table 3: Mean responses of the respondent on the influence of personal moral qualities of the counsellor on the counselling practices of Rivers State

S/N	Item	Male Counsellors=19			Female Counsellors=31		
		Mean	S.D	Remark	Mean	S.D	Remark
16	Candour quality enables counsellors to render advice	2.77	0.63	Agreed	3.04	0.82	Agreed

	wholeheartedly						
17	Care feature motivates counsellor to go extra mile to ensure the welfare of the clients	3.09	0.70	Agreed	3.01	0.63	Agreed
18	Courage enhance justice in counselling	3.00	1.02	Agreed	2.89	0.75	Agreed
19	Diligence helps to boost professional competence	3.32	0.91	Agreed	3.23	0.92	Agreed
20	Empathy enables counsellors to understand issues quickly	3.20	0.84	Agreed	3.11	0.68	Agreed
21	Respect enhance counsellors' mode of communication and actions	3.13	0.81	Agreed	3.40	0.83	Agreed
22	Sincerity boosts clients conviction in the counsellors advice	2.97	1.10	Agreed	3.32	0.56	Agreed
	Grand Mean & S.D	3.07	0.86		3.14	0.74	

Field Survey, 2020.

Table 3 also revealed the mean responses of the respondent on the influence of personal moral qualities of the counsellor on the counselling practices of Rivers State. The table showsd that all the items that were represented have mean values that are beyond the criterion mean (2.50). This warranted the judgment of agreement in all the items in the table.

Hypothesis

H_{01}: There is no significant difference in the mean response of male and female counsellors on the influence of counselling values on the counselling practice in Rivers State.

Table 4: Z-test analysis on the mean response of male and female counsellors on the influence of counselling values on the counselling practice in Rivers State

Groups	N	Mean	S.D	Df	Lev. signi	Z-cal	Z-crit	Remark
Male Counsellors	19	3.19	0.90					
				48	0.05	0.45	1.68	Accepted
Female Counsellors	31	3.08	0.80					

Research Data, 2020

Table 4 shows the summary of z-test statistics carried on the mean response of male and female counsellors on the influence of counselling values on the counselling practice in Rivers State. The table revealed that the obtained z-crit value (1.68) is greater than the calculated value of z (0.45). Therefore, the mean responses of counsellors on the influence of counselling values on the counselling practice in Rivers State is of no significant difference.

H$_{02}$: There is no significant difference in the mean response of male and female counsellors on the influence of ethical principles of counselling on the counselling practices of Rivers State

Table 5: Z-test analysis on the mean response of male and female counsellors on the influence of ethical principles of counselling on the counselling practice in Rivers State

Groups	N	Mean	S.D	Df	Lev. signi	Z-cal	Z-crit	Remark
Male Counsellors	19	3.13	0.89					
				48	0.05	0.20	1.68	Acceped
Female Counsellors	31	3.08	0.83					

Research Data, 2020

Table 5 presents the summary of z-test statistics carried on the mean response of male and female counsellors on the influence of ethical principles of counselling on the counselling practice in Rivers State. The table revealed that the obtained z-crit value (1.68) is greater than the calculated value of z (0.20). Therefore, the null hypothesis is upheld. This implies that there is no significant difference in the mean responses of respondents on the ethical principles of counselling on the counselling practice in Rivers State.

H$_{03}$: There is no significant difference in the mean response of male and female counsellors on the influence of personal moral qualities of the counsellor on the counselling practices of Rivers State

Table 6: Z-test analysis on the mean response of male and female counsellors on the influence of personal moral qualities of the counsellor on the counselling practice in Rivers State

Groups	N	Mean	S.D	Df	Lev. signi	Z-cal	Z-crit	Remark
Male Counsellors	19	3.07	0.86					
				48	0.05	0.30	1.68	Accepted
Female Counsellors	31	3.14	0.74					

Research Data, 2020

Table 6 shows the summary of z-test statistics carried on the mean response of male and female counsellors on the influence of counselling values on the counselling practice in Rivers State. The table revealed that the obtained z-crit value (1.68) is greater than the calculated value of z (0.30). Therefore, the mean responses of counsellors on the influence of counselling values on the counselling practice in Rivers State is of no significant difference.

Discussion of Findings
Research question one sought to determine influence of counselling values on the counselling practice in Rivers State. Results showed that counselling values in positive terms, influence the counselling practices in Rivers state. This is in line with Ajagbawa (2014) who posited that the core values of counselling, help to strengthen the relationship and setting for the counselling work, and they are represented by the Counsellor's commitment to. He further posited that generally, when practitioners apply these core values to guide their work, their intervention will foster a more qualitative counsellor-client relationship. Ethical values brings about the priority of the counsellor with the clients, triggers the line of communication between the counsellor and the client (Nile and Joann, 2017).

Secondly, the study sought to determine the influence of ethical principles of counselling on the counselling practices in Rivers State. Findings showed that ethical principles of counselling influence the practice of counselling in Rivers State. This findings is in conformity with Ajagbawa (2014) who stated that, in counselling practice, the adoption of the ethical principles of counselling helps to direct attention to ethical and professional conduct. Still in line with the findings ACA (2014) stressed that ethical principles provide a more solid framework for decision making than do ethical code of standards. These principles can guide the counsellor in making decisions when confronted with ethical dilemma or moral confusion (Ajagbawa, 2014).

Lastly, the study sought to determine the influence of personal moral qualities of the counsellor on the counselling practices of Rivers State. Findings revealed that the personal quality of the counselor is an enhancer to professional counselling practice. The personal qualities of the counsellor is a major catalyst to professional counselling practice. This is again in collaboration with Agbajawa (2014) who stated that personal qualities of the counsellors are aspirational and a reference point to what standard is expected in the counselling profession. BACP (2018) also noted that ethics of counselling practice is integrated upon certain characteristics. It further stated that the qualities of the counselor is a major instrument for effective practice of counselling.

CONCLUSION
The study has sought the influence of counselling ethics on the counselling practice in Rivers state. Based on the findings of the study it is worthy to conclude that counselling ethics is of a pronounced significance in the practice of counselling. Counselling ethics is an essential bearing of counselling profession, which determines the standard and priority of the counsellor in the field.

RECOMMENDATIONS
The study recommended that;

1. Counsellors in Rivers State should be provided with clear ethical codes and standard for counselling without assuming that counsellors are aware of necessary expectations in counselling practice. This will enable counsellors to be functioning within the restricted codes that are being provided.
2. Counselling practice in some recognized social organization should be place under close supervision to ascertain that counsellors abide with ethical codes of counselling association.
3. Professional counselling services should be made available in all significant social organizations to enhance the practice of counselling within the state.

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Domestic Violence against Women in Rivers State: Implications for Counseling

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Abstract: *The study examined domestic violence against women in River State: Implications for counseling. The areas or types of domestic violence were discussed extensively. The causes, effects of domestic violence were numerated by the researchers. Based on the study the researchers recommended, premarital counseling as this will help intending couples on how to manage their relationship. Counseling implication should be that the Government should fund counseling centers in all the Local Government Area and employ professional counselors to help victims and perpetrators of domestic violence.*

Keywords: *Domestic violence, Women, Counselling and Abuse*

INTRODUCTION

In Rivers State we hear of domestic violence on a daily basis, if the news is not about the growing trend of "baby making factories" dotting the nooks and crannies of the state, it may be about husband killing the wife or wife killing the husband. Sometimes, it may be about a father violating his daughter by sexually abusing her. The River state women are beaten, raped and even murdered by member of their town, families which can range from not having meals, reading on time to doing things without their husband permission. Some women even experience acid attacks from their husbands which cause extreme pain, disfigurement, sometimes, lead to the death of the victims. Domestics, violence affects all social groups in the society and can consist of physical, sexual, emotional, economical and psychological abuse [American psychiatric association, 2005; Oifig and Tanaiste, 1997]. Although men can be abused or can be victims of domestic violence, women and children suffer it most (Denis, 2004). The culture of silence and stigmatization of victims of domestic violence hinders public acknowledgment of the problem. There is the need to challenge the institutional structures of the Nigerian society in order to protect women not just from danger, but also from ridicule, fear and isolation. The Rivers State Government as well as the Christian bodies should rise to the occasion and find ways to tackle the menace of domestic violence. The Nigerian police have been reluctant to intervene in incidents involving domestic violence, they regard domestic violence as a family or private affair. It is considered as "normal way of life" and even a "sign of love" (Nwankwo, 2003).

Women continue to suffer in silence and even accept domestic violence in their marriages as part of their destiny (Curran and Bonthuys, 2004).

Meaning of Domestic Violence
This is the intentional and persistent abuse of any one in the home in a way that causes pain, distress or injury. It is a common occurrence throughout River State and Nigeria at large. It involves disrespect and powerlessness that runs through women's lives. It is a violation of human rights (Nwokwo, 2003). It refers to any abusive treatment of one's family member by another thus violating the law of basic human rights. It includes battering of intimate partners and others, sexual abuse of children, marital rape and traditional practices that are harmful to women (Ahile, 2009). Domestic violence is usually a deliberate action and not a mistake. According to Scott and Marshall (2009), domestic violence is specifically male violence [physical or psychological] against women.

The term is believed to have been popularized by feminist in the 1970's. Some of whom established refugees to battered women. They argued that domestic violence is a reflection of gender inequalities in power and of women's oppression. More broadly, the term encompasses any violence within the family, although violence against children is usually described specially as child abuse. Researchers estimate that one out of every three girl child and one out of seven boy child will be sexually abuse by the time they are eighteen years (Roehlkepartain, 1988).

Harrison (2014) and Oye Lade (2012), however, see domestic violence as a physical, sexual, emotional, economic, psychological action or threat that influences another person. It includes any behavior that isolates, frightens, terrorizes, coerces, threatens, hits, injures or wounds or even controls another person negatively. From the various definitions one thing that is common is the fact that domestic violence has negative effects on the parties involved in the violence.

Theoretical Frame Work
Erik Erikson's view on human psychological Development was propounded in 1950. He stated that each psychosocial stage of development places certain demands which individuals must overcome before transiting to the next stage. Each stage of Erik Erikson's theory is concerned with becoming competent in an area of life. If any stage is managed poorly, the person will emerge with a ***development. According to Erikson, all the stages are present at birth, but only begin to unfold with one's ecology and cultural upbringing. In each stage a person confronts and hopefully masters new challenges. Each stage builds upon the successful completion of earlier stages. The challenges of any stage not successfully completed may be expected to return as problem in the future.

The stages are as follows:

Trust Verses Mistrust (0-2 Years)
The first stage of Erikson's theory centers around the infant's basic needs being met by the parents and this interaction leads to trust or mistrust. Trust as defined by Erikson is "an essential trustfulness of others as well as a fundamental sense of one's own trustworthiness", the infant depends on the mother especially for sustenance and comfort. The child's understanding of the world and society come from the parents and their interaction with the child. Development of mistrust can lead to feelings of frustration, suspicion, withdrawal, and a lack of confidence.

Autonomy Verses Shame/Doubt (2-4 Years)

As the child gains control over eliminative functions and motor abilities, they begin to explore their surroundings, parent still provide security from which the child can assert their will. The parents' patience and encouragement helps foster autonomy in the child. Children at this age like to explore the around them and they are constantly learning about their environment. Caution must be at this age while children may explore things that are dangerous to their health and safety. At this stage children develop their first interest, for example, a child who enjoys music may like to play with radio. Highly restrictive parents however, are more likely to instill in the child a sense of doubt and reluctance to attempt new challenges. As they gain increased muscular coordination and mobility, toddlers become capable of satisfying some of their own needs, they begin to feed themselves, wash and dress themselves. If parents or care givers encourage self-sufficient behavior, toddlers develop a sense of autonomy but if parents refuse to let children perform tasks of which they are capable or ridicule early attempts at self-sufficiency, children may instead develop shame and doubt about their ability to handle problems.

Initiative Verses Guilt (4-5 Years)

This is the third stage of Erik Erikson theory of psychosocial development. During this stage children assert themselves more frequently. These are particularly lively, rapid developing years in a child's life. During this stage the child regularly interact with other children especially in school. This is the stage of play, as play affords the children the opportunity to explore their inter-person skills through initiating activities. If initiation is dismissed or discouraged either through criticism or control, children develop a sense of guilt.

Industry Verses Inferiority

This stage occurs during childhood age of (5-12). At this stage, the child's peer group will gain greater significance and will become the child's major source of self-esteem. The child is now coping with new learning and social demands. Success leads to a sense of competence, while failure results in feelings of inferiority.

Identity Verses Role Confusion

This is the fifth stage, it occurs during adolescence, from about (12-18 years). They seek to explore who they are as individuals and to establish a sense of self and may experiment with different roles, activities and behavior. According to Erikson, this is important to the process of forming identity and developing a sense of direction in life.

Intimacy Verses Isolation

This stage takes place during young adulthood between the age of approximately 19 and 20. During this period, the major conflict centers on forming intimate, loving relationship with other people. Success leads to strong relationship while failure leads to loneliness and isolation.

Generativity Verses Stagnation

This stage takes place during middle adulthood between the ages of 40 and 65. People experience a need to create or nurture things that will outlast them, often having mentees or creating positive changes that will benefit other people. Success leads to feelings of usefulness and accomplishment, while failure results in shallow involvement in the world.

Ego Integrity Verses Despair

This stage takes place after the age of 65 and it involves reflecting on one's life and either

moving into feeling satisfied and happy with one's life or feeling a deep sense of regret. Success of this stage leads to feeling of wisdom while failure results in regret, bitterness and despair.

Bandura Social Learning Theory
Social learning Theory was theorized by Albert Bandura, he posits that people learn from one another via observation, imitation and modeling. The theory is often been called a bridge between behaviorist and cognitive learning theories because it encompasses attention, memory and motivation. People learn through observing the behavior of others, attitudes and outcomes of those behaviors. Most human behavior is learnt observationally through modeling. From observing others, ideas are formed of how new behaviors are performed and on later occasion this coded information serves as a guide to action of those behavior. Bandura's social learning theory explains human behavior in terms of continuous reciprocal interaction between cognitive behavioral and environmental influences. Social learning theory has sometimes been called a bridge between behaviorist and cognitive learning theory because it encompasses attention, memory and motivation.

CONCEPTUAL FRAMEWORK
Concept of Domestic Violence
Domestic violence also known as (domestic abuse or family violence) is violence or other abuse by one person against another in a domestic setting such as in marriage or cohabitation. It may be termed intimate partner violence when committed by a spouse or partner in an intimate relationship against the other spouse or partner. Domestic violence can involve violence against children, parents or the elderly and can be done for self defense. It takes a number of forms including, physical, verbal, emotional, economics, religious, reproductive and sexual abuse which can range from subtle, coercive forms to marital rape and to violent physical abuse such as choking, beating, female genital mutilation and throwing acid that results to disfigurement or death.

Concept of Woman
The word woman is usually reserved for an adult, with girl being the usual term for a female child or adolescent. The plural of woman is also sometimes used for female humans regardless of age as is phrases such as human rights. A woman is an adult female who plays a significant role (wife, mistress or girl-friend) in the life of a particular man.

Types of Domestic Violence
The following are the different types of abuse a woman may be subjected to in the home:

Physical Abuse: This is the use of physical force in a way that injures the victim. It includes beating, kicking, knocking, punching, choking and confinement. It is one of the commonest forms of abuse.
Sexual Abuse: This includes all forms of sexual assault, harassment or exploitation. It involves forcing a person to participate in sexual activity, using a child for sexual purposes which include child prostitution and pornography, also marital rape is part of this.
Neglect: This includes failure to provide for dependents, they may be adults or children, denying family members food, clothing, shelter, protection from harm or a sense of being loved and valued.

Economic Abuse: This include stealing from a loved one, withholding money for essential things like food and medical treatment, preventing a loved one from working or controlling a spouse's choice of occupation.

Spiritual Abuse*:* This includes preventing a person from engaging in his/her spiritual or religious practices or using one's religion to manipulate or control others.

Emotional Abuse*:* This includes threatening a person to have his or her possession or harming a person's sense of self-worth by putting him/her at risk of serious behavioral, cognitive, emotional or mental disorder, shouting at a partner, name calling, criticism, social isolation, intimidating routinely making unreasonable demands etc.

Causes of Domestic Violence

The causes of domestic violence can be classified under the following:

Psychology: Sudden outbursts of anger, poor impulse control and poor self-esteem are personality traits that can affect the mental characteristics of offenders. Various theories suggest that psychopathology and other personality disorders are factors that abusers observed or experienced as a child causing some people to become more violent in adulthood (Kalra, 1996).

Jealousy: Many causes of violence against woman occur due to jealousy when the spouse is either suspected to be unfaithful or planning to leave the relationship.

Social Stress: Stress may increase when a person is living in a family situation, with increased pressures. Violence is not mostly caused by social stress, couple in poverty may be more likely to experience domestic violence due to increased stress and conflicts about finances and other aspects (Jewkes, 2002).

Social Learning: If one observes violent behavior, one is more likely to imitate it. Often, violence is transmitted from generation to generation in cyclical manner (Crowell and Sugarman, 1996).

Power and Control*:* Abuser abuse in order to establish and maintain control over the partner. Abusers' efforts to domestic have been attributed to low self esteem or feeling of inadequacy, unresolved childhood conflicts, the stress of poverty, hostility and resentment toward women, personality disorder, socio-cultural influence (Wikipedia, 2012). Most authorities seem to agree that abusive personalities result from combination of several factors to varying degrees.

Effects of Domestic Violence against Women

Effect on Children: There have been an increase in acknowledgement that a child who is exposed to domestic abuse during his upbringing will suffer in his development and psychological welfare (Dodd, 2009). Some emotional and behavioral problems that can result due to domestic violence includes aggressiveness, anxiety, and changes in how a child socializes with friends, family and authorities. Problems with attitude and cognition in schools can start developing, as a result of this. A relationship has been found between the experience of abuse and neglect in childhood and perpetrating domestic violence and sexual abuse in adulthood (sadeler, 1994). Additionally, in some cases, the abuser will purposely abuse the mother in front of the child to cause a ripple effect, hunting two victims simultaneously, it has been found that children who witness mother assault are more likely to exhibit symptoms of posttraumatic stress disorder (PTSD) (Lehumann, 1995).

Physical Effect: Bruises, broken bones, head injuries and internal bleeding are some of the acute effects of a domestic violence incident that require medical attention and hospitalization (Jones, 1997).

Psychological Effect: Victim still living with perpetrators exhibit high amount of stress, fear and anxiety are commonly reported. Depression is also common, as victims are made to feel guilty for provoking the abuse and are frequently subjected to intense criticism. The most commonly referenced psychological effect of domestic violence is Post Traumatic Stress Disorder (PSTD).

Financial Effect: Due to economic abuse and isolation, the victims usually have very little money of their own and few people on whom they can rely on when seeking financial help. This has been one of the greatest fact that can discourage them from leaving their perpetrators of domestic violence of lack specialized skills, education, and training that are necessary to find gainful employment.

RECOMMENDATIONS
1. Comprehensive and extensive premarital counseling should be given to intending couples on how to manage their marital relationship.
2. There should be public enlightenment through the mass media on the negative effect of domestic violence against women, especially wife battery.
3. Religious Leaders should vigorously teach against marital violence in place of worship. Youths should be encouraged and taught to detest and not imitate brutish treatment of wives around them.
4. Medical Professionals after physical treatment of abused women should refer victims to counselors and psychotherapists. Punishment giving to grievous offenders should be publicized, so that it can serve as deterrence to others.
5. Young couple planning to get married should be guided on the ways to avoid violence in intimate relationship of marriage.
6. The government should establish and fund counseling centers at the community, and Local Government level and employ professional counselors to help victims and perpetrators of domestic violence.

COUNSELLING IMPLICATIONS
1. To remedy the domestic violence situation in Nigeria, all stakeholders must be involved including the communities, religious groups, institutions, government at all levels.
2. Seminars and workshops, where trained counselors would assist in propagating the anti-domestic violence campaign, should be organized. There is need to create awareness at this forums to underscore that fact that violence in the home serves as a breeding ground for violence in the society.
3. People should be made to understand that adults can change the social norms that justify domestic violence by being role models and working together to
   end violence in the home: Modeling non-violent relationships and disseminating information which condemns domestic violence.
4. In schools during Parents Teachers Association meetings, the school counselor could give enlightenment talks, encouraging parents to use disciplinary measures which are non-violence on their children or domestic violence of any form.
5. Prize giving day programmers could include short talks on the issue of domestic violence, emphasizing its evil consequence and the need for families to avoid it for better a society.
6. The school counselor could organize group counseling sessions for different age groups and classes, on the advantage of a violence free society. The boys in particular should be counseled on how to grow up into being healthy men. The children should be taught how to be assertive without being aggressive. They should be taught how to express anger and

frustration without violence. In counseling individual students with anger problem, the various anger management techniques should be taught.

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Influence of Divorce on the Psychosocial Development of Adolescent Students in Junior Secondary Schools in Rivers State

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Abstract: This study aimed to investigate: Influence of Divorce on the Psychosocial Development of Adolescents in Junior Secondary Schools, PH, Rivers State. Descriptive survey was used for this designed. The data used were obtained from both primary and secondary sources. The population of study comprises: 36,017 adolescent students as well as their parents from fifteen selected secondary schools in Rivers State. The study employed the stratified random sampling technique while the Taro Yamen Formula was used to determine the sample size. The sample size comprises of 390 students and 40 parents from fifteen selected secondary schools in Rivers State. Instrument for the data collection was a self-designed instrument titled: ''Influence of Divorce on Adolescents Scale" (IODOAS). A total of 430 copies of the questionnaire were administered to the respondents. The reliability of the instrument gave a correlation coefficient index of 0.80 which was considered very reliable using the Cronbach's alpha. Simple tables, means and grand means were used to analyze the research questions. The hypotheses were tested at a significance level of 0.05 using the Z-test. The findings of the study revealed that : (i) Divorce has a significant influence on the self-esteem of adolescents in Junior Secondary schools in Port Harcourt Metropolis (ii) Divorce has a significant influence on the self-esteem of adolescents in Junior Secondary schools in Port Harcourt Metropolis.

Keywords: Adolescent students, divorce, junior secondary schools, psychological development, Rivers State

INTRODUCTION

Adolescents' behaviour and psychosocial development is subject to so many factors. Many adolescents today are suffering the decisions made by their parents. Consequently, many adolescent children (who suffer lack of parental care) roam around cities today scrambling for crumbs of foods scattered all around the streets. To make matters even worse, these children are denied of proper education, while many end up becoming drop outs.

According to Brian (2015), the rate of divorce and separation among couples has had a lot of consequences on these adolescent children. Also, recent increases in non-marital births, driven largely by rising rates of childbearing among cohabiting couples, have also resulted in a greater number of children experiencing the separation of their never-married parents. Because cohabiting relationships are less stable than marriages, many children who are born into these unions also will experience the dissolution of their parents' union when the cohabiting relationships end (Casper & Bianchi, 2013; Bumpass & Lu, 2015).

For the adolescents, the experience and reality of divorce shakes trust in dependency on parents who now behave in an extremely undependable way. They surgically divide the family unit into two different households between which the child must learn to transit back and forth, for a while creating unfamiliarity, instability, and insecurity, never being able to be with one parent without having to be apart from the other (Pickhardt, 2013).

Bloeme (2017) opined that adolescents (children between 9 and 13 years) react in the opposite direction. They tend to behave more independent. They feel betrayed by their divorced parents. Mistrust enters the relationship. They feel they have to take care of themselves, to take things in their own hands. Mum and dad are apparently putting their interest first. Among boys, this materializes in more rebellious and aggressive behavior. Girls have the tendency to become more anxious and withdrawn. Girls of divorce parents are sexually active at younger age. Among effects of divorce on children are negative emotions like bitterness, stress, emotional pain, anxiety, fear, feeling abandoned, feeling betrayed and loss of self-esteem. Besides low school performances, children also go through lowself-esteem, poor judgment, anxiousness, high feelings of insecurity and extreme pain. Depending on a child's age and family relations, negative attitude may vary and in some cases may not even very prominent (Bloeme, 2017).

Bloeme (2017), in one of his findings concluded that the highest impact of divorce on children comes 15 to 25 years after the divorce, when the children enter into a serious romantic relationship. Numerous studies also found that parental separation and divorce is associated with a range of negative outcomes for younger children and adolescents across various domains. Several scholars have also pointed out that parental separation/divorce is associated with academic difficulties, including lower grades and prematurely dropping out of school, and greater disruptive behaviours (e.g., being oppositional with authority figures, getting into fights, stealing, and using and abusing alcohol and illegal drugs). Children and adolescents who experience the divorce of their parents also have higher rates of depressed mood, lower self-esteem, and emotional distress (Amato, 2013; Lansford, 2014; Kelly & Emery, 2015).

Self-esteem as a measure of social psychological construct have been conceptualized by various researchers as an influential predictor of certain outcomes, such as academic achievement, happiness, satisfaction in marriage and relationships, and criminal behaviour. Psychologists usually regard self-esteem as an enduring personality characteristic ("trait" self-esteem), though normal, short-term variations ("state" self-esteem) also exist. Synonyms or near-synonyms of self-esteem include many things: self-worth, self-regard, self-respect, and self-integrity(Hewitt, 2009).

Assertiveness as a measure of social psychological construct is the quality of being self-assured and confident without being aggressive. In the field of psychology and psychotherapy, it is a learnable skill and mode of communication. It is also defined as a form of behavior characterized by a confident declaration or affirmation of a statement without need of proof; this affirms the person's rights or point of view without either aggressively threatening the rights of another (assuming a position of dominance) or submissively permitting another to ignore or deny one's rights or point of view (Craighead & Hemeroff, 2015).

Psychological resilience as a measure of psychological construct is the ability to cope with crisis or to return to pre-crisis status quickly. Resilience exists when the person uses "mental processes and behaviors in promoting personal assets and protecting self from the potential negative effects of stressors". In simpler terms, psychological resilience exists in people who develop psychological and behavioral capabilities that allow them to remain calm during crises/chaos and to move on from the incident without long-term negative consequences (Lan & Chrsitine, 2014).

Some studies have claimed that in the sub-scales of self-esteem, self- assertiveness and resilience the adolescents perception of social, physical and mental condition vary according to who live only with one of his/her parents or whole family. Thus, it is believed that adolescents from divorced or broken homes have lower levels of assertiveness resilience, self-esteemed academic achievement compared with adolescents living with their whole family or both parents. Unfortunately, these claims do not seem to

have substantial proofs and literatures corroborating these claims are insufficient (Demirbile & Otrar, 2014) .

Statement of the Problem

Marriage breakdown presently appears to be on the increase. Available literature such researcher's observation from the Nigerian society indicate that marriage breakdown appears to be on the increase and it is becoming increasingly stressful on the part of the divorcees, their children and the society. According to National Centre for Health statistics, the divorce rate in United States has been steadily increasing during the past fifteen years and shows no sign of reduction. Similarly, Rice noted that as at 1999 the United States had a divorce rate of 5.0% per 1000 married persons, Australia 4.3% and Sweden 2.7%. Owing to the fact that issues on divorce in Nigeria context are not properly documented due to non-involvement of courts and welfare units in most divorce cases, because most Nigerians would like to treat their divorce issues in secret, determining the percentage rate seems to be difficult.

Studies have also shown that divorce in America affects children of every ethnic background, religion, and socioeconomic status. Approximately 50% of all first marriages will end in divorce, with over 1 million children being affected per year. The most recent data published by the Centers for Disease Control and Prevention (CDC) reveal a divorce rate in 2009 of 3.4 per 1,000 total population across the United States (six states excluded from the CDC numbers), equaling ~1 million divorces in that 12-month period. The CDC reported that in data sampled across five states, 26.6% of adults over 18 years old reported experiencing parental divorce or separation during their own childhood. If the number of marriages that end in long-term separation but not divorce is considered, the rate of children being affected by parental separation is even higher.

Purpose of the Study

The purpose of this study was to critically examine: influence of divorce on adolescent student in Junior Secondary Schools in, Rivers State. Specifically, the study sought to determine the following objectives:

1. Influence of divorce on the self-esteem of adolescents in Junior Secondary Schools.
2. Influence of divorce on the self-assertiveness of adolescents in Junior Secondary Schools.
3. Influence of divorce on the resilience of adolescents in Junior Secondary Schools.
4. Influence of divorce on the academic performance of adolescents in Junior Secondary Schools.

Research Questions

1. To what extent does divorce influence the self-esteem of adolescents in Junior Secondary Schools in Rivers State?

2. To what extent does divorce influence the self-assertiveness of adolescents in Junior Secondary Schools in Rivers State?

3. To what extent does divorce influence the resilience of adolescents in Junior Secondary Schools in Rivers State?

4. To what extent does divorce influence the academic performance of adolescents in Junior Secondary Schools in Rivers State?

Hypotheses

The following null hypotheses have been formulated for this study:

1**:** There is no significant difference between the mean responses of divorced parents and children on the influence of divorce on the self-esteem of adolescents in Junior Secondary Schools.

2**:** There is no significant difference between the mean responses of divorced parents and children on the influence of divorce on the self-assertiveness of adolescents in Junior Secondary Schools.

3**:** There is no significant difference between the mean responses of divorced parents and children on the influence of divorce on the resilience of adolescents in Junior Secondary Schools.

4**:** There is no significant difference between the mean responses of divorced parents and children on the academic performance of adolescents in Junior Secondary Schools in Port Harcourt metropolis.

METHODOLOGY

Research Design

This study adopts a descriptive survey in order to find out the influence of divorce and separation on the psychosocial development of adolescent children in junior secondary schools in Rivers State. According to Akukannah and Ugorji (2008), descriptive survey design is characterized with the collection of data based on gathered facts, features and characteristics of a given population.

Population of the Study

According to the data obtained from the Rivers State Universal Board of Education (2018), the population of the study comprises: 36,017 adolescents as well as 78 parents from fifteen selected secondary schools in Rivers State, Gokana, Etche, Phalga, Awelga and Akulga.

Sample and Sampling Technique

A sample of 390 students and 78 parents were accidentally selected from 15 secondary schools for the study. Only adolescents who have had a related experience on divorce were purposively and accidentally selected. The researcher also adopted a systematic sampling technique by selecting only the parents whose adolescent child falls fall on every 5th position .Thus, the sampling procedures adopted were the purposive sampling, accidental sampling, and the systematic while the Taro Yamen Formula was used to determine the sample size.

Research Instrument

The instrument for the study is "Influence of Divorce on Adolescents Scale" (IODOAS). The instrument was divided into three parts: Part A contains researcher's letter of introduction to the respondents, part B comprises the demographic data, while part C contains the questions. The structured questionnaire was designed and tailored in a modified five-point likert format to elicit very high extent, high extent, moderate extent, low extent and very low extent response pattern as shown below:

Validity of the Instrument
The researcher made frantic efforts to ensure that the necessary data for the study were provided by the students and their parents. After developing the questionnaire, it was given to experts in the Department of Educational Foundations. These experts examined the suitability of the language in relation to the level of the students.

Reliability of the Instrument
Reliability of the instrument was determined using the Cronbach Alpha reliability statistical test tool. Responses from twenty non-target respondents (outside the scope of the study, say in Akuku Toru Local Government Area of Rivers State) was collected and tested for reliability. A correlation coefficient score was recorded to show how reliable the instrument is.

Administration of the Instrument
Influence of Divorce on Adolescents Scale" (IODOAS) instrument was administered to 390 adolescent children and 78 parents in the fifteen selected schools in Rivers State. Using the head of departments in each school as research collaborators, the researcher administered the questionnaires to the respondents in the various selected schools for the study. The instrument was also administered to the parents of the affected adolescent students by asking specifically the adolescents. The completed data were retrieved by the researcher after a week. The researcher ensured that those who were literate enough to write down their responses will be adequately assisted.

Method of Data Analysis
The research questions was analyzed using tables, mean and standard deviations. The Z-test in SPSS version 22 statistical software was used to analyze the hypotheses . The analysis was based on the various hypotheses postulated by the researcher. The results were then interpreted accordingly.

RESULT OF FINDINGS

Research Question 1: To what extent does divorce influence the self-esteem of adolescents in Junior secondary schools in Rivers State?

Table 4.1: Analysis of Influence of Divorce on Self-Esteem of Adolescents in Junior Secondary Schools in Rivers State.

S/N	ITEMS	Parents N= 74		Remark	Adolescents N= 372		Remark
		$\bar{x}$	SD		$\bar{x}$	SD	
1.	Children from broken homes often have low self-esteem in the school	3.43	0.06	High extent	3.49	0.05	High extent
2.	Children from divorced homes are usually depressed	3.64	0.06	Very High extent	3.51	0.10	Very High extent

3.	Children from broken homes do not see themselves as becoming successful in the future.	3.45	0.07	High extent	3.41	0.05	High extent
4.	Children living with separated parents usually look down on themselves.	3.55	0.04	Very High extent	3.46	0.07	Very High extent
5	Children living with divorced parents usually feel sad and rejected.	3.43	0.05	High extent	3.62	0.04	Very High extent
6.	Children from divorced homes often have negative feelings about their self-identity.	3.51	0.09	Very High extent	3.62	0.06	High extent
7	Children living with single parents usually feel inferior in the midst of peers.	3.48	0.09	High extent	3.43	0.06	Very High extent
	Grand Mean	**3.50**	**0.07**		**3.51**	**0.07**	

From the result on table 4.1 above, in response to research question 1 in items 1,2,3,4,5,6, and 7 the majority generally agreed to a very high extent that :Children from broken homes often have low self-esteem in the school, Children from divorced homes are usually depressed, Children from broken homes do not see themselves as becoming successful in the future, Children living with separated parents usually look down on themselves, Children living with divorced parents usually feel sad and rejected, Children from divorced homes often have negative feelings about their self-identity, Children living with single parents usually feel inferior in the midst of peers (this is indicated by final grand means of parents (3.50) and adolescents (3.51).

Research Question 2: To what extent does divorce influence the self- assertiveness of adolescents in Junior Secondary Schools?

Table 4.2: Analysis of influence of divorce on self-assertiveness of adolescents in Junior Secondary Schools.

S/N	ITEMS	Parents N= 74		Remark	Adolescents N= 372		Remark
		$\overline{x}$	SD		$\overline{x}$	SD	
1.	Children from broken homes often have low self-esteem in the school	3.57	0.02	Very High extent	3.50	0.00	Very High extent

2.	Children from divorced homes are usually depressed	3.32	0.04	Very High extent	3.71	0.06	Very High extent
3.	Children from broken homes do not see themselves as becoming successful in the future.	3.49	0.00	High extent	3.38	0.03	High extent
4.	Children living with separated parents usually look down on themselves.	3.35	0.04	High extent	3.53	0.01	Very High extent
5	Children living with divorced parents usually feel sad and rejected.	3.51	0.00	Very High extent	3.43	0.02	High extent
6.	Children from divorced homes often have negative feelings about their self-identity.	3.57	0.02	Very High extent	3.45	0.01	High extent
7	Children living with single parents usually feel inferior in the midst of peers.	3.54	0.01	Very High extent	3.58	0.02	Very High extent
	Grand Mean	**3.48**	**0.02**		**3.51**	**0.02**	

From the result on table 4.2 above, in response to research question 2 in items 1,2,3,4,5,6, and 7 the majority generally agreed to a very high extent that : children from broken homes find it difficult to express themselves in the public, children from divorced homes are less aggressive about their rights, children from broken homes do not readily claim what is theirs, Children living with separated parents usually are shy in the public, Children living with divorced parents usually feel less outspoken Children living with divorced parents usually feel less outspoken, Children from divorced homes often lack the ability to accept their wrongs, Children living with single parents do not usually speak up when they have challenges(this is indicated by final grand means of parents (3.48) and adolescents (3.51).

Research Question 3: To what extent do divorce influence the resilience of adolescent children in Junior Secondary Schools.

Table 4.3: Analysis of Divorce Influence on Resilience of Adolescent Students.

S/N ITEMS	Parents N= 74		Remark	Adolescents N= 372		Remark
	$\bar{x}$	SD		$\bar{x}$	SD	
1. Children from broken homes do not recover fast from depression	3.68	0.06	Very High extent	3.48	0.01	High extent

2.	Children from divorced homes often lose focus in times of challenges.	3.19	0.07	High extent	3.53	0.02	Very High extent
3.	Children from divorced families often lack the courage to face their challenges.	3.59	0.04	Very High extent	3.52	0.02	High extent
4.	Children living with separated parents usually have low morales	3.35	0.02	High extent	3.53	0.02	Very High extent
5	Children living with divorced parents usually give in to negative circumstances.	3.30	0.04	High extent	3.41	0.01	High extent
6.	Children from divorced homes find it difficult to brace up after several failed attempts to succeed	3.43	0.00	High extent	3.42	0.01	High extent
7	Children living with single parents often lack determination to finish what they started .	3.27	0.04	High extent	3.50	0.02	Very High extent
	Grand Mean	**3.44**	**0.04**		**3.40**	**0.01**	

From the result on table 4.3 above, in response to research question 3 in items 1,2,3,4,5,6, and 7 the majority generally agreed to a high extent that : Children from broken homes   do not recover fast from depression; Children from divorced homes often lose focus in times of challenges; Children from divorced families often lack the courage to face their challenges; Children living with separated parents usually have low morals; Children living with divorced parents easily give in to negative circumstances; Children from divorced homes find it difficult to brace up after several failed attempt to succeed; Children living with only single parents often lack determination to finish what they started (this is indicated by final grand mean of parents (3.44) and adolescents (3.40).

Research Question 4: To what extent do divorce influence the Academic Performance of adolescent students in Junior Secondary Schools.

Table 4.4: Analysis of Divorce Influence on Academic Performance of Adolescent Students.

S/N ITEMS	Parents N= 74		Remark	Adolescents N= 372		Remark
	$\overline{x}$	SD		$\overline{x}$	SD	

1.	Children from broken homes do not often perform well in class exercises.	3.68	0.02	Very High extent	3.53	0.02	High extent
2.	Children from divorced homes need close supervision to perform well in their studies.	3.57	0.01	High extent	3.50	0.03	Very High extent
3.	Children from divorced families often leave their assignment undone or unfinished.	3.92	0.08	Very High extent	3.55	0.02	High extent
4.	Children from broken homes do not often interact well in the class.	3.68	0.02	High extent	3.53	0.02	Very High extent
5	Children from divorced homes are often found playing truancy at school.	3.70	0.02	High extent	3.51	0.03	High extent
6.	Children living with separated parents often do not participate in school quiz competitions.	3.49	0.07	High extent	3.49	0.03	High extent
7	Children from broken homes often feel lackadaisical about outperforming others in the class	3.59	0.01	High extent	3.48	0.04	Very High extent
	Grand Mean	**3.72**	**0.03**		**3.51**	**0.02**	

From the result on table 4.4 above, in response to research question 1 in items 1,2,3,4,5,6, and 7 the majority generally agreed to a high extent that : Children from broken homes do not often perform well in class exercises; Children from divorced homes need close supervision to perform well in their studies; Children from divorced families often leave their assignment undone or unfinished; Children from broken homes do not often interact well in the class; Children from divorced homes are often found playing truancy at school; Children living with separated parents often do not participate in school quiz competitions; Children from broken homes often feel lackadaisical about outperforming others in the class started (this is indicated by final grand means of parents (3.72) and adolescents (3.51).

Hypothesis
H_01: There is no significant difference between the mean responses of parents and adolescents on the influence of divorce on the self-esteem of adolescents in Junior Secondary schools in Rivers State.
Table 4.5: Z-Test Output for Significant Difference Between the Mean Responses of Parents and Adolescents as Regards the Influence of Divorce on the self-esteem of Adolescent Students in Rivers State at 0.05 Level of Significance

S/N	Variable	Mean	Var.	Observation N	Df	Z-critical	Z-cal	Remark
1.	**Parents**	3.50	0.0058	74	444	1.96	0.036	Not significant
2.	**Adolescents**	3.26	0.0072	372				

Decision 1: The result of the statistical analysis above (as indicated by Z-cal = 0.036 being less than the value of the Z-critical at 1.96), shows that there is no significant difference between the mean responses of parents and adolescents as regards the influence of divorce on the self-esteem of adolescents in Junior Secondary schools in Rivers State. Based on this statistical evidence, it is logical to argue that divorce may influence the psychosocial development of adolescents in Rivers State.

H_{02}: There is no significant difference between the mean responses of parents and adolescents on the influence of divorce on the self-assertiveness of adolescents in Junior Secondary schools in Rivers State.

Table 4.6: Z-Test Output for Significant Difference Between the Mean Responses of Parents and Adolescents as Regards the Influence of Divorce on the self-assertiveness of Adolescent Students in Rivers State at 0.05 Level of Significance

S/N	Variable	Mean	Var.	Obsv. N	Df	Z-critical	Z-cal	Remark
1.	**Parents**	3.51	0.0106	74	444	1.96	0.815	Not significant
2.	**Adolescents**	3.49	0.0120	372				

Decision 2: The result of the statistical analysis above (as indicated by Z-cal value = 0.815 which is less than the Z-critical value at 1.96) shows that there is no significant difference between the mean responses of parents and adolescents as regards the influence of divorce on the self-assertiveness of adolescent children in Junior Secondary Schools in Rivers State. Based on this statistical evidence, it is logical to argue that divorce may influence the psychological development of adolescent children in Junior Secondary school.

H_{03}: There is no significant difference between the mean responses of parents and adolescents on the influence of divorce on the resilience of adolescents in Junior Secondary Schools.

Table 4.7: Z-Test Output for Significant Difference Between the Mean Responses of Parents and Adolescents as Regards the Influence of Divorce on the resilience of Adolescent Students in Rivers State at 0.05 Level of Significance

S/N	Variable	Mean	Var.	Obsv. N	Df	Z-critical	Z-cal	Remark
1.	**Parents**	3.40	0.0315	74	444	1.96	0.21	Not significant
2.	**Adolescents**	3.48	0.0026	372				

Decision 3 : The result of the statistical analysis above (as indicated by Z-cal value = 0.21 which is less than the Z-critical value at 1.96) shows that there is no significant difference between the mean responses of parents and adolescents as regards the influence of divorce on the resilience of adolescents in Junior Secondary Schools in Rivers State. Based on this statistical evidence, it is logical to argue that divorce may influence psychosocial development of adolescents in Junior Secondary Schools**.**

H$_{04}$: There is no significant difference between the mean responses of parents and adolescents as regards the influence of divorce on the academic performance of adolescents in Rivers State.

Table 4.8. Z-Test Output for Significant Difference between the Mean Responses of Parents and Adolescents as Regards the Influence of Divorce on the Academic Performance of Adolescents in Rivers State at 0.05 Level of Significance

S/N	Variable	Mean	Var.	Obsv. N	Df	Z-critical	Z-cal	Remark
1.	**Parents**	3.72	0.089	74	444	1.96	0.18	Not significant
2.	**Adolescents**	3.51	0.000	372				

Decision 4: The result of the statistical analysis above (as indicated by Z-cal value = 0.18) which is less than the Z-critical value at 1.96) shows   that there is no significant difference between the mean responses of   parents and adolescents as regards the influence of divorce on the academic performance of students in Junior Secondary   Schools in Rivers State. Based on this statistical evidence, it is logical to argue that divorce may influence the psychosocial development of adolescents in Junior Secondary Schools**.**

Discussion of Findings

This chapter has adequately treated and analyzed four research questions and four hypotheses and as a result, appropriate conclusions and findings have been deduced. After reviewing the topic : "Influence of Divorce on the Psychosocial Development of Adolescents, the researcher specifically examined the following : the influence of divorce on the self-esteem of adolescents in Junior Secondary schools in Rivers State; the influence of divorce on the self-assertiveness of adolescents in Junior Secondary schools in Rivers State; the influence of divorce on the resilience of adolescents in Junior Secondary schools in Rivers State; the influence of divorce on the academic performance of adolescents in Junior Secondary schools in Rivers State. The study was further subjected to statistical analyses, after which some logical deductions were made

RECOMMENDATIONS

1. Parents and teachers must understand that divorce and separation does not have to lead to maladjustment of the children.

2. Parents must understand that the best way to increase the likelihood of positive adjustment is to avoid exposing the child to parental conflict and to engage in cooperative co-parenting

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