



VOL. 11, No.1, 2019
ISSN 1596 8510

ijate

**INTERNATIONAL JOURNAL
OF ARTS AND TECHNOLOGY
EDUCATION**



Volume 11, No. 1
May, 2019

ijate

**INTERNATIONAL JOURNAL
OF ARTS AND TECHNOLOGY
EDUCATION**

Official Publication of
The Department of Arts Education
Faculty of Education
University of Nigeria, Nsukka

**INTERNATIONAL JOURNAL
OF ARTS AND TECHNOLOGY EDUCATION
(IJATE)**

Volume 11, No. 1

May, 2019

Official Publication of
The Department of Arts Education
Faculty of Education
University of Nigeria, Nsukka

© Department of Arts Education
University of Nigeria, Nsukka

ISSN: 1596-8510

Printed in Nigeria by:
SPAKK & SPAKKLE LTD
+234 803 741 7131

Cover Page Designer:
Dr. C. Ibenegbu

All rights reserved, No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without the prior permission of the Department of Arts Education, Faculty of Education, University of Nigeria, Nsukka.

EDITORIAL BOARD

Editor-in-Chief

Professor Esther N. Oluikpe
Head, Department of Arts Education,
University of Nigeria, Nsukka
e-mail: esther.oluikpe@unn.edu.ng

Editor

Dr. Cajetan I. Egbe
Department of Arts Education,
University of Nigeria, Nsukka
cajetan.egbe@unn.edu.ng

Editorial Consultants

Professor Pai Obanya	University of Ibadan
Professor B. Ogwo	State University of New York, Oswego, New York, USA
Professor G. Ibileye	Federal University Lokoja
Professor U. Ivowi	FES, Ltd, Lagos
Professor I. Eya	National Open University of Nigeria, Enugu Campus
Professor H. Anukam	Abia State University
Professor C.O.O. Kolawale	University of Ibadan
Professor G. Offorma	University of Nigeria
Professor O. Nwafor	University of Nigeria
Professor Q. Nwoji	University of Nigeria
Professor F. Okwo	University of Nigeria
Professor U. Umo	University of Nigeria
Professor P. Uzoegwu	University of Nigeria

EDITORIAL POLICY

Manuscripts intended for submission to the editorial board of IJATE should comply with the following stipulations:

- Empirical papers should be presented under the following headlines: Introduction, Method(s), Results, Discussion, Conclusion, Recommendation and References.
- For each paper, all tables should be numbered in Arabic numerals (e.g. Table 1: Table 2, etc) table numbers and headlines should be on top of the table. All tables should appear under results but discussed under discussion.
- Opinion papers should be presented using appropriate sub-headings.
- All papers should be word processed. Double spaced on A4 size papers using new Times Roman font size 12.
- Papers should not exceed 15 pages including references and accompanied by an abstract of not more than 250 words single spaced.
- All papers should have the title of the paper, author(s), name(s), surname (underlined), qualification, rank, institution, mailing address, and GSM number on a separate sheet preceding the text.
- Contributors should adhere strictly to the provisions of the current APA style both for the in-text citations and reference.
- Three copies of the manuscript with an assessment fee of N5000 (five thousand naira only) or it's dollar equivalent or bank draft should be mailed to the editor.
- Manuscripts are accepted any time of the year.

EDITORIAL

In Vol. 11, No 1 of *International Journal of Arts and Technology Education (IJATE)* is packaged 16 articles which are topical and relevant to modern educational concern in Nigeria. These topics span across technology in education, entrepreneurship, pedagogy, administration, ethical practice, marriage and sexual violence against women.

In emerging instructional technologies, lesson delivery is transitioning from physical classroom space to a virtual workplace where lesson delivery, contrary to the traditional face-to-face interaction, takes the form of synchronous (face-to-face), asynchronous (non-face-to face), and a blended instructional delivery system in which the instructional delivery could be both synchronous and asynchronous. Onwusuru and Ogwo takes on the issue of emerging instructional technologies by proposing the creation of an indigenous cloud-based portal through which instructional delivery in Nigeria could transit from physical classroom space to a virtual classroom space. The article addresses the implementation of the proposal and its utilization to promote collaborative interaction.

The need to solve the problem of youth unemployment in Nigeria has resulted in the advocacy for entrepreneurial education at the tertiary level. Consequently, degree programmes in entrepreneurship are now available in many Nigerian Universities. The article by Edokpolor assesses the relationship between management strategies such as selection of talented lecturers, development of talented lecturers, and retention of talented lecturers and the development of entrepreneurial career and lifelong learning tasks among business education undergraduates.

Research in pedagogy has shown that there is no best method. The only best method is eclectic method. In spite of this research finding, new methods continue to be advanced especially in the additional language classroom. A number of articles focus on pedagogy in this volume. Enwemadu and Oluikpe examine the effect of multi-media principle on senior secondary students' achievement and motivation in Literature-in-English. On the contrary, Ilechukwu and Usulor investigate how constructivist teaching and learning could curb the problem of students' declining interest in Christian Religious Studies (CRS). Similar to Ilechukwu and Usulor, Akogwu studies the effect of constructivist-based instructional lesson delivery on senior secondary school students' interest in English language essay writing. In their own contribution, Egbe, Okereke, and Eze demonstrate how the use of dramatization could improve senior secondary school students' achievement in non-African poetry. The effect of team teaching on the academic achievement of secondary school students in essay writing is the focus of the article by Okeke and Oluikpe. Still on the effect of team teaching, Adedokun examines the effect of location-based instruction in topic

sentences on academic achievement in reading and comprehension, using the variable of location (rural and urban). Eze uses socio-economic variable to determine achievement in oral English by implicating the use and non-use of digital language laboratory. Finally, Uche and Oluikpe investigate the influence of teachers' utilization of outdoor educational activities in English language vocabulary learning in primary schools.

Effective school administration is a sine non qua in the smooth operation of the school system. In this regard, a number of articles is devoted to school administration. Ezepue conducts a survey research aimed at determining the perceptions of principals on the strategies for improving school-community relations for effective administration of secondary schools. In their own contribution, Ebuk and Bankole focus on the influence of principals' use of such supervisory strategies as classroom observation and workshop supervision on teachers' teaching effectiveness. Ebak and Oluikpe examine the impediments to and panacea for promoting ethics in classroom management. Finally, Ukpai and Chukwuemeka-Nworu determine the administrative constraints to effective implementation of arts curriculum of secondary schools in Ebonyi State, Nigeria.

Bonded in the home, the problem of marriage and sexual violence against women are the last two articles in this volume. Effa and Nwogu examine the relationship between marital economic satisfaction, marital sex satisfaction, and marital stability among married graduate students in universities in Cross River State. Ogwuche and Shamo focus on sexual and gender-based violence (SGBV) against women. The specific objective of the study is to help readers to understand the magnitude and complexity of the social ill in all its ramifications.

From the foregoing survey of the articles in this volume, it becomes clear that the articles are not only topical but also relevant to concerns in present day educational space in Nigeria. Consequently, I thank, most sincerely, our contributors for finding this journal worthy of their patronage.

Professor Esther N. Oluikpe
Editor-in-Chief

TABLE OF CONTENTS

1.	Cloud-Based Portal for Professional Development of Technology Educators in Nigeria and the Emerging Virtual Workplace I. M. Onwusuru & B. A. Ogwo	1
2.	Talent Management Strategies: A Modern Approach for Developing Entrepreneurial Career and Lifelong Learning Tasks among Business Education Undergraduates James Edomwonyi Edokpolor	18
3.	Effect of Multi-Media Principle on Senior Secondary School Students' Achievement and Motivation in Literature-in-English in Abia State, Nigeria Philip U. Enwemmadu & Esther N. Oluikpe	31
4.	Constructivist Teaching and Learning Approach: A Panacea to Students' Declining Interest in Christian Religious Studies (CRS) in Nigeria Leonard Chidi Ilechukwu & Jacob Usulor	43
5.	Effect of Constructivist-Based Instructional Method on Senior Secondary School Students' Interest in English Language Essay Writing Cecilia Ada Akogwu	56
6.	Improving Senior Secondary School Students' Achievement in Non-African Poetry Using Dramatization Cajetan Ikechukwu Egbe, Ugochinyere Angelic Okereke & Chidimma Perpetual Eze	64
7.	Effect of Team Teaching on Academic Achievement of Secondary School Students in Essay Writing Precious Okeke	71
8.	Effect of Instruction on Location of Topic Sentence in Academic Achievement of Rural and Urban Students in Reading Comprehension Adewole Olubunmi Adedekun	80
9.	Socio-Economic Variables as Predictors of Teacher Trainees' Achievement in Oral English via the Digital Language Laboratory Edith Eze	93

10.	Influence of Location on Teachers' Utilization of Outdoor Educational Activities in English Language Vocabulary Learning in Primary Schools Ngozi Uche & Esther N. Oluikpe.....	104
11.	Improving School-Community Relations for Effective Administration of Secondary Schools in Abia State: Perceptions of Principals Eke N. Ukpai & Evelyn I. Ezepue.....	121
12.	Principals' Supervisory Leadership Strategies and Teachers' Job Effectiveness in Secondary Schools in FCT, Abuja Love E. Ebuk & Segun Simon Bankole.....	133
13.	Promoting Ethics in Classroom Management: The Impediments and Panaceas Regina Jaka Ebak & Esther N. Oluikpe	141
14.	Administrative Constraints to Effective Implementation of Arts Curriculum of Secondary Schools in Ebonyi State and the Way Forward Eke N. Ukpai & Ijeoma J. Chukwuemeka-Nworu	152
15.	Marital Economic Satisfaction, Marital Sex Satisfaction and Marital Stability among Married Students in Universities in Cross River State, Nigeria Nora Chidimma Effa & Victor Chidiebere Nwogu.....	163
16.	Sexual and Gender Based Violence against Women: An Imperative for Counselling Intervention C. O. Ogwuche & Isaiah I. Shamo.....	177

Cloud-Based Portal for Professional Development of Technology Educators in Nigeria and the Emerging Virtual Workplace

I. M. Onwusuru

Electronic Development Institute (ELDI),
National Agency for Science and Engineering Infrastructure (NASENI) Awka

Professor B. A. Ogwo

Department of Career & Technical Educator Preparation
State University of New York at Oswego, New York, USA

Abstract

The physical classroom which is the educators' typical workplace continues to change due to emerging instructional technologies. In Nigeria as well as globally, educators are challenged to transitioning from the physical classroom to the virtual classroom typified by synchronous, asynchronous and blended instructional delivery systems. These transitioning challenges can be ameliorated by indigenously creating a cloud-based portal for the educators' professional development (PD). Thus, the study determined ways of using a cloud-based portal for enhancing PD activities of technology educators in Nigerian Colleges of Education and preparing them for the emerging virtual classroom. Two hypotheses and research questions based on instructional delivery skills and peer collaboration guided the study. The population of the study comprised 81 technology educators in the three Nigerian Colleges of Education. The questionnaire was used for data collection. In addition, a locally hosted cloud-based portal developed by the researchers and installed in the educators' personal computers was also used by the respondents to share opinions on the themes of instructional delivery and peer collaboration. The cloud-based portal provided the platform for the respondents to have a three-week hands-on experience before responding to the questionnaire. The frequency count, mean and standard deviation were used to answer the two research questions while ANOVA and t-test statistics were used to test the hypotheses. Among other things, the study found that the features of the cloud-based portal that can enhance the transitioning from physical to the virtual classroom include easy blogging/participation/ communication, access to rich content (downloadable/linked), retrievability of instructional record/materials, secured communication tools for peer-peer interaction. The study concludes that without sufficient and well-planned transition program, the technology educators will find the emerging virtual classroom a hostile environment and the students will be the ultimate losers.

Keywords: Cloud-based portal, instructional technologies, blended instructional delivery system, professional development, peer-peer interaction

Introduction

The traditional live-classes are now competing vigorously with different modes of virtual/online instructional delivery, especially at the tertiary level of education. Thus, the educators' exclusively physical classroom is transforming into virtual forms namely blended, synchronous and asynchronous. According to Olena (2008), virtual workplace is a platform with little or no physical attributes; in which work activities are executed using various technological gadgets associated with the use of the intra or internet. It is a workplace that integrates digital hardware, online process and humans' skills or artificial intelligence (Smith, 2018). In education, the virtual workplace is the virtual platform that enables educators to interact and work with colleagues, administrators, stakeholders in a collaborated virtual environment as well as delivering instruction in virtual classrooms to their students regardless of where they are in the world. The virtual platforms enable educators to carry out professional activities conveniently, flexibly, boundlessly and sustainably.

Unlike the live-classes, the virtual educational settings afford the educators limitless access to materials for instruction as well as limitless forms of delivery. Abundance of different apps and accessible online resources do enhance the live classroom interaction (as well as in blended instructional delivery) and keep the students more engaged. The use of virtual grading software and online assessments obtainable in virtual platforms can save the educators a lot of time which they can allot to helping the struggling students in the live-classes (Brookshire, Lybarger, & Keane, 2011). These promises of the emerging educators' virtual classroom come at an enormous price in forms of new digital skills, attitudinal changes, acute emotional intelligence, changed structure and demands to teaching and learning.

The virtual workplace primarily leverages on cloud computing for access and efficiency. Cloud computing according to Griffith (2015) refers to the type of digital technology which involves working and storing of data as well as sharing resources, software and information via some applications in a central place. This implies that the existence of virtual classroom is majorly dependent on cloud-based technologies and services. Cloud services like email, virtual classroom, office 365, google docs enables communication and working on document without the worry of regular back up. With several cloud-based infrastructures, platforms and applications, educators can engage in their different career activities from anywhere and anytime with accessible internet connection.

The technology educators' virtual workplace requires the use and skillful management of cloud-based technologies and services to create online classes, related professional activities, and continuing professional development programme. These skills

include digital word processing, simulation, online instructional delivery, internet search and basic computer operation skills. Educators need to be professionally prepared in order to acquire these skills set and be ready for the challenges associated with migrating to the virtual workplace. Thus, continuing professional development programmes are required to support and reduce the learning curve for acquiring these virtual workplace skills and professional disposition. These continuing professional development programmes should be designed to continually improve the educators' expertise in order to improve students' achievement (Educational Resources Information Center, 2015). These programmes should promote the acquisition of new skills and mindset needed for the emerging virtual workplace in ways that can improve educators' professional competency and enhance students' performance. Among others, Watkins and Mortimer, (1999) identified instructional delivery skills and collaborative interaction as some areas of educators' continuing professional needs.

Instructional delivery skills simply refer to communication, technological, assessment, time management and content delivery competencies used by the educators to facilitate instruction. Virtual classroom requires online or blended instructional skills suitable to meet the educational needs of learners who seek greater autonomy and connectivity as well as opportunities for socio-experiential learning. Watkins and Mortimer (1999) identified educators' instructional delivery needs to include: accessing teaching resource, upskilling on student assessment techniques, monitoring the students and preparing lesson plans. On the other hand, educators' peer collaborative interaction is another work-related aspect of the educators' activity that is affected by the transition to the virtual workplace. Collaboration among teachers involve developing and implementing substantive curricular and instructional changes for teaching and learning by shared professional responsibility that eventually benefit students and enhances the teaching profession (Spillane & Shirrell, 2018). Practices within the ambit of peer collaborative interactions include team teaching, joint projects and researches, publishing scholarly article, delivering lecture as well as organizing conferences and workshops.

Consequently, for the teacher to succeed in the emerging virtual workplace there should be concerted efforts towards providing support for acquiring the prerequisite skills. Among all other options, cloud-based portal can be developed for leveraging on cloud computing potentials to offer educators a viable platform for acquiring virtual workplace skills. The cloud-based portal would offer the necessary cloud technologies and services for the purpose of meeting the virtual classroom professional needs of educators. Cloud-based portal however refers to any portal which leverages on cloud computing technology to deploy, integrate and extend services of applications, (Mell, Peter, and Timothy, 2011). Cloud-based portal, as a virtual platform for educators has the potential of being customizable to the needs of specific class of teachers as designed.

Technology educators can however be classified according to their area of technology and the academic level of their students. There are different levels of education in

Nigeria and these include: primary, secondary and tertiary levels. Within the tertiary level, the college of education is the institution charged with preparing teachers who teach in high schools and awarding the Nigeria Certificate in Education (NCE) credential to its graduates. At the NCE level, there are different areas of specialization which include Woodwork, Automobile, Metalwork, Building, Electrical/Electronic technology. On graduation, the NCE educators are prepared to teach basic technology and technical subjects.

The NCE technology educators teach technology/technical subjects in technical colleges and junior secondary schools. They play vital roles in educating students on basic principles and application of technology hence these teachers would benefit immensely from cloud-based portal to enhance both their instructional delivery skills and peer collaborations. The portal is adaptable to varying professional needs of the technology educators to collaborate among themselves as well as acquiring virtual instructional skills. The cloud-based portal will make it easy for updating educators' profiles as well as career records, accessing professional network contacts and records. Cloud-based applications would readily support technology educators' online instructional skills acquisition relative to digital, simulation, online-teaching skills as distinct from live classes relative to classroom instructional practices and classroom management.

Utilizing cloud-based portal as virtual workplace for technology educators in Nigerian Colleges of Education would, therefore, offer technology educators the opportunity of keeping abreast with technology innovation in education. The cloud-based portal will be designed for access to the educators at anytime and anywhere of their own convenience. The portal can be accessed via both PCs and most recent mobile phones commonly owned by educators. At individual usage level, the more these educators use the portal, the more they get conversant with the manipulative skills and competence required for the emerging virtual workplace.

Statement of the Problem

The traditional live-classes are now competing vigorously with different modes of virtual/online classes, especially at the tertiary level of education. Live classes leave the educators with one option of teaching only the students whom they have face-to-face contact with. As a result of this, these educators are confined to engage in only live classroom management issues as well as collaborate with only the colleagues that they are in physical contact. With emerging virtual classroom, educators can facilitate learning for range of students and trainees including the ones in different parts of the world with varied characteristics. This will also enable the educators to interact and collaborate with colleagues in different places. Cloud-based portal can offer technology educators in Nigerian Colleges of Education the opportunity to teach a wider range of students, collaborate with wider range of educators and also benefit from wider range of professional development activities.

Cloud-based portal can be implemented to offer the technology educators in

Colleges of Education in Nigeria a virtual classroom experience. It will be professionally perilous to leave out technology educators in Nigerian Colleges of Education unprepared for the emerging virtual workplace especially as same skills are associated with industry's increasing digitalization. In spite of these advantages of the cloud-based portal for the technology educators, the programmers, administrators, learning management systems (LMS) providers do not have empirical data on how to design effective platforms for providing the needed virtual workplace skills for the technology educators.

Purpose of the Study

The main purpose of this study was to determine ways in which cloud-based portal can be implemented to enhance professional development for the emerging virtual classroom of technology educators in Nigerian Colleges of Education. Specifically, the study determined ways in which cloud-based portal would be:

1. implemented to enhance instructional delivery skills of technology educators in Nigerian Colleges of Education in preparing them for the emerging virtual classroom.
2. utilized to promote collaborative interaction of technology educators in Nigerian Colleges of Education for the emerging virtual classroom.

Research Questions

The study provided answers to the following questions

1. How would cloud-based portal be implemented to enhance instructional delivery skills of technology educators in Nigerian Colleges of Education relative to preparing them for the emerging virtual classroom?
2. In which ways could cloud-based portal be utilized to promote collaborative interaction of technology educators in Nigerian Colleges of Education for the emerging virtual classroom?

Research Hypothesis

- H0₁. There is no significant difference between the mean responses of educators on how the cloud-based portal can be implemented to enhance instructional delivery skills of technology educators in Nigerian Colleges of Education relative to preparing them for the emerging virtual classroom.
- H0₂. There is no significant difference in the mean responses of educators holding the first degree and M. Sc. Degree on ways of utilizing cloud-based portal to enhance peer collaborative interaction of technology educators in Nigerian Colleges of Education for the emerging virtual classroom.

Method

The survey research design was used to conduct the study. The area of the study is three states in Nigeria which include Anambra, Enugu and Delta states. The study covered one college of Education from each of the states and these include Federal College of Education (Technical) (FCE (T)), Umunze, Enugu State College of Education (Technical) (ESCE (T)),

Enugu and Federal Collage of Education (Technical), (FCE (T)) Asaba. The population of the study comprised all the technology educators in the three institutions. According the departmental nominal roll from dean's offices of the three institutions, there are 28 technology educators in FCE (T) Umunze, 13 in ESCE (T) Enugu and 40 in FCE (T) Asaba. There was no sampling since the population of this study is manageable.

The researcher-designed questionnaire was used for the data collection. The questionnaire comprised three sections namely A, B and C. Section A consisted of items on the background information of the respondents. Section B comprised 11 items eliciting information on ways in which cloud-based portal can be implemented to enhance instructional delivery skills of technology educators in Nigerian Colleges of Education in preparing them for the emerging virtual workplace, while section C consisted of 11 items on the ways in which cloud-based portal can be utilized to promote collaborative skills of technology educators in Nigerian Colleges of Education for the emerging virtual classroom. In addition, a locally hosted cloud-based portal was developed by the researchers and installed in the educators' personal computers so as to enable them access the contents of the cloud-based portal.



The questionnaire was validated by three experts in measurement/evaluation, vocational/technical education and website design. The questionnaire was structured using the five-point Likert rating scale of strongly agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly disagree (SD). For data collection, the respondents were allowed to explore the content of the portal for three weeks after which the researchers administered and collected the questionnaire. The Statistical Package for Social Sciences (SPSS) was used for

data analysis. The frequency count, mean and standard deviation were the descriptive statistics employed in answering the two research questions while the hypotheses HO_1 and HO_2 were analysed using ANOVA and t-test statistics respectively.

Data Analysis

Table 1: Frequency and Percentage Distribution of Respondents' on Educational Qualification

S/N	Item	Educational Qualification		
		1 st Degree/equivalent	M.Sc./equivalent	Ph.D./equivalent
1.	Frequency	30	37	5
2.	Percentage (%)	42	51	7

Table 1 shows that the most of the respondents hold a master's degree. This is explained by the fact that the M.Sc. is the lowest required qualification for lecturers at the colleges of education.

Table 2: Frequency and Percentage Distribution of Respondents and their Institutions

S/n	Item	Institutions		
		FCE(T) ASABA	FCE(T) UMUNZE	ESCE(T) ENUGU
1.	Frequency	40	25	7
2.	Percentage (%)	56	35	10

Table 2 shows that FCE (T) Asaba has the highest number of respondents, followed by FCE (T) Umunze, while ESCE (T) Enugu has the least. These numbers of respondents directly reflect the age (dates of establishment) and the student size of these institutions. The older institutions have more staff as well as students. ESCE (T) is newest of the three institutions.

Research Question 1

How would cloud-based portal be implemented to enhance instructional delivery skills of technology educators in Nigerian Colleges of Education relative to preparing them for the emerging virtual classroom?

Table 3: Mean and Standard Deviation of Respondents on implementation of Cloud-based portal for enhancement of instructional skills of technology educators.

S/N	Item Statement	Mean	SD	Decision
1.	Educators can discuss and interact with the students via the e -forum feature of the portal and this will enable the educators assess students' ideas.	4.43	0.50	Agree
2.	Educators can blog questions for students to respond via the portal and this supports the teacher's use of questioning skills in virtual work place.	4.24	0.74	Agree
3.	Via the portal, educators can upload recorded lecture for the students to download and watch and this will enable teacher offer lectures even while away for PD event thereby supporting the use of multimedia in virtual work place.	4.39	0.55	Agree
4.	Educators can upload e-instructional materials which can be downloaded by the colleagues who may need it and this will improve educators' skills on material development thereby supporting instructional skills in virtual work place.	4.39	0.60	Agree
5.	Teacher can use the live streaming application provided in the portal to have live lecture with the students from any location and this supports instruction in virtual work place.	4.38	0.62	Agree
6.	Via the educational links provided in the portal, educators can access teaching resources and this will broaden the educators' instructional experience thus enhancing educators' instructional skills in virtual work place.	4.60	0.52	Agree
7.	Via the portal, educators can upload or set quiz/exam for students to answer and this supports students' assessment in virtual work place.	4.42	0.58	Agree

S/N	Item Statement	Mean	SD	Decision
8.	Educators can access the students' list and contacts via the portal and will facilitate the educators' achievement of the instructional function of monitoring the students in virtual work place.	4.08	0.80	Agree
9.	In the portal, educators can upload lesson note for the students to download and this will enable educators provide note for the students via the portal thereby supporting instruction in virtual work place.	4.26	0.65	Agree
10.	Electronic educators can access digital resources for teaching of electronics using the electronics teaching tools provided in the portal, and this will support virtual work place instructional skills in electronic technology.	4.24	0.54	Agree
11.	Using the electronics teaching tools, electronics technology educators can teach circuit design and analysis to their students and this supports instruction in virtual work place.	4.37	0.59	Agree

The data presented in Table 3 above showed that all the items had their mean range from 4.08 to 4.60. This implies that all the respondents agreed that all the items are on ways in which cloud-based portal can be implemented to enhance instructional skills of technology educators in Nigerian Colleges of Education in preparing them for the emerging virtual classroom.

Research Question 2

In which ways could cloud-based portal be utilized to promote collaborative interaction of technology educators in Nigerian Colleges of Education for the emerging virtual classroom?

Table 4: Mean and Standard Deviation of Respondents on the use of Cloud-based Portal for Peer Collaborative Interaction.

SN/O	Item Statement	Mean	SD	Decision
1	Via the portal, educators can access the list and profile of colleagues including those in other institutions and this can provide educators with information required for making choice of partners for the purpose of jointly carrying out of researches and projects.	4.40	0.78	Agree
2	In the course of carrying out PD activities, educators can interact among themselves via the e-forum feature of the portal and this supports peer collaborative interaction in virtual work place.	4.40	0.57	Agree
3	Via the communication tools in the portal, educators can interact, deliberate and reflect on certain concept with each other on individual bases and this supports collaboration in virtual work place.	4.24	0.61	Agree
4	Via the portal, educators can access professional sites where they will get information on contemporary issues which will aid them in making choice of project and research to embark on and this supports collaboration in virtual work place.	4.44	0.66	Agree
5	Via the portal, technical related journal can post call for papers and this would enable educators know and choose the available journal where they can publish their articles thus supporting peer collaborative interaction in virtual work place.	4.33	0.55	Agree
6	Via the portal, professional bodies can publicize information about upcoming conference/workshop and this supports organization of conference/workshop.	4.35	0.56	Agree

SN/O	Item Statement	Mean	SD	Decision
7	Through the portal, recorded videos of conference/workshop events can be accessed by educators who weren't in conference/workshop and this supports collaboration in virtual work place.	4.25	0.76	Agree
8	Via the portal, electronics educators can relate and brainstorm on issues relating to electronics and this supports collaboration in virtual work place.	4.32	0.62	Agree

The data presented in Table 4 above showed that all the items had their mean range from 4.24 to 4.44. This implies that all the respondents agreed that all the items are on ways in which cloud-based portal can be utilized to promote collaborative interaction of technology educators in Nigerian Colleges of Education for the emerging virtual classroom.

Hypotheses

Ho₁ There is no significant difference between the mean responses of educators on how the cloud-based portal can be implemented to enhance instructional delivery skills of technology educators in Nigerian Colleges of Education relative to preparing them for the emerging virtual classroom.

Table 5:ANOVA Analysis of Responses of Technology Educators in the Three Institutions.

ITEMS		Sum of Squares	df	Mean Square	F- cal	Critical value of F	Sig.
1	Between Groups	2.20	2	1.10	4.92	4.92	0.11
	Within Groups	15.45	69	0.22			
	Total	17.65	71				
2	Between Groups	1.21	2	0.61	1.11	1.11	0.34
	Within Groups	37.78	69	0.55			
	Total	38.99	71				
3	Between Groups	0.15	2	0.07	0.24	0.24	0.79
	Within Groups	20.96	69	0.30			
	Total	21.11	71				
4	Between Groups	0.82	2	0.41	1.17	1.17	0.32
	Within Groups	24.29	69	0.35			
	Total	25.11	71				
5	Between Groups	1.22	2	0.61	1.63	1.63	0.20
	Within Groups	25.66	69	0.37			
	Total	26.88	71				
6	Between Groups	0.27	2	0.13	0.48	0.48	0.62
	Within Groups	19.05	69	0.28			
	Total	19.32	71				

ITEMS		Sum of Squares	df	Mean Square	F- cal	Critical value of F	Sig.
7	Between Groups	1.06	2	0.53	1.62	1.62	0.21
	Within Groups	22.44	69	0.33			
	Total	23.50	71				
8	Between Groups	4.97	2	2.49	4.24	4.23	0.02*
	Within Groups	40.53	69	0.59			
	Total	45.50	71				
9	Between Groups	.028	2	0.01	0.02	0.02	0.98
	Within Groups	29.97	69	0.43			
	Total	29.99	71				
10	Between Groups	0.59	2	0.30	1.00	1.01	0.37
	Within Groups	20.39	69	0.30			
	Total	20.99	71				
11	Between Groups	0.68	2	0.34	0.97	0.97	0.39
	Within Groups	24.20	69	0.35			
	Total	24.88	71				

From Table 5, F-ratio is significant at 0.05 level of significance and at 2 and 69 degrees of freedom (df) for numerators and denominators respectively. The hypothesis is however rejected if the value of F-cal is greater than the critical value of F, otherwise, accept the hypothesis. The table therefore shows that null hypothesis stated for all the items were accepted except for item 8.

Ho₂ There is no significant difference in the mean responses of educators holding the first degree and M. Sc. Degree on ways of utilizing cloud-based portal to enhance peer collaborative interaction of technology educators in Nigerian Colleges of Education for the emerging virtual classroom.

Table 6: t-Test Analysis of Respondents Holding 1st Degree and M. Sc Degree Educational Qualification

S/N	ITEMS	1 st Degree		M. Sc. degree		t-cal	Sig
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂		

1. Via the portal, educators can access the list and profile of colleagues including those in other institutions and this can provide educators with information required for making choice of partners for the purpose of jointly carrying out of researches and projects.

4.40	0.72	4.46	0.77	-0.32	0.75
------	------	------	------	-------	------

S/N	ITEMS	1 st Degree		M. Sc. degree		t-cal	Sig
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂		
2.	In the course of carrying out PD activities, educators can interact among themselves via the e-forum feature of the portal and this supports peer collaborative interaction in virtual work place.	4.40	0.62	4.46	0.51	-0.43	0.67
3.	Via the communication tools in the portal, educators can interact, deliberate and reflect on certain concept with each other on individual bases and this supports collaboration in virtual work place.	4.37	0.49	4.22	0.63	1.07	0.29
4.	Via the portal, educators can access professional sites where they will get information on contemporary issues which will aid them in making choice of project and research to embark on and this supports collaboration in virtual work place.	4.53	0.51	4.41	0.69	0.85	0.40
5.	Via the portal, technical related journal can post call for papers and this would enable educators know and choose the available journal where they can publish their articles thus supporting peer collaborative interaction in virtual work place.	4.33	0.55	4.35	0.54	-0.14	0.89
6.	Via the portal, professional bodies can publicizes information about upcoming conference/workshop and this supports organization of conference/workshop.	4.47	0.51	4.32	0.48	1.18	0.24

S/N	ITEMS	1 st Degree		M. Sc. degree		t-cal	Sig
		\bar{X}_1	SD_1	\bar{X}_2	SD_2		
7.	Through the portal, recorded videos of conference/workshop events can be accessed by educators who weren't in conference/workshop and this supports collaboration in virtual work place.	4.30	0.65	4.27	0.80	0.16	0.87
8.	Via the portal, electronics educators can relate and brainstorm on issues relating to electronics and this supports collaboration in virtual work place.	4.30	0.65	4.43	0.50	-0.94	0.35

\bar{X}_1 = mean score for educators with Degree/equivalent qualification, \bar{X}_2 = mean score for educators with Masters/equivalent qualification, SD_1 = standard deviation for educators with Degree/equivalent qualification, SD_2 = standard deviation for educators with Masters/equivalent qualification.

From the t-test analysis in Table 6, it was revealed that the probability level provided by computer for each of the items was greater than the stated 0.05 level of significance. The null hypothesis for each of the items was therefore accepted.

Summary of the Findings

Based on the data collected and analyzed, the following are the major findings.

Cloud-based portal can be implemented to enhance professional development of technology educators in Nigerian Colleges of Education in preparation for the emerging virtual workplace:

- Educators can discuss and interact with the students via the e-forum feature of the portal and this will enable them assess students' ideas.
- Using the portal, educators can upload recorded lectures for the students to watch and this will enable educators offer lectures even while away for any PD event. The recorded lectures can be used for remedial instruction within the context of virtual instructional delivery.
- On the portal, educators can upload quiz/exam for students to answer and this helps students and teachers to acquire virtual classroom skills. Technology educators can access digital resources for teaching and students' assessment as provided in the portal.
- In the course of carrying out PD activities, educators can interact among themselves via the e-forum feature of the portal and this supports peer collaboration necessary for the emerging virtual workplace.
- Through the portal, recorded videos of conference/workshop events can be accessed by educators who weren't in conference/workshop and this supports collaboration in virtual work place.

Discussion

Virtual workplace is a platform that enables educators to interact and work with one another in a collaborated virtual environment as well as teaching their students regardless of where they are in the world. It enables educators carry out educators' activities in any time and at anywhere. Virtual workplace primarily leverages on cloud computing for access and efficiency. Cloud-based portal is a platform which employs cloud-based technologies and services to offer educators a virtual work place experience. Many developed countries have capitalized on the advantages of using cloud-based technology in advancing the cause of their education system. However, using cloud-based technology for educational purposes in Colleges of Education in Nigeria is not common place thus, the findings of this study validate the ways in which cloud-based portal can be utilized in Nigeria Colleges of Education, especially for professional development of technology educators.

Findings of this study corroborate those of Schott, Chernish, Dooley & Lindner (2003) in which they described the level of interaction among students and between students and the educators as particularly important factors in online instructional skills. Cloud-based portal provides many opportunities to foster an interactive classroom, including two of the most commonly used instructional techniques to promote interactivity common in online discussion forums and student collaboration on assignments. Muilenburg and Berge (2014), on the other hand concurred to this finding when they pointed out that online discussion forums are one of the best ways to facilitate interaction and learning in the online classroom, in part due to their ability to promote constructivist thinking (in which knowledge is constructed from personal experience), critical thinking, and higher-order thinking (thinking creatively and critical in decision-making or problem-solving situations. Furthermore, Nelson(2015) supported the study's finding that uploading and downloading educator's recorded lecture would support the use of multimedia in virtual classrooms. Nelson also pointed out that using social media platform which can send multimedia files as a supplementary lesson is a great way to engage students in learning. He encouraged educators to set a good instructional delivery example, establish online guidelines, and glean ideas from peers.

Regarding the findings on the use of digital resources by technology teachers, Kurzweil (2015) also affirmed that many students are more stimulated to learning when they interact with hands-on learning tools. The cloud-based portal provides electronic learning tools which can be used by technology educators to engage the students on hands-on learning in virtual work settings. Furthermore, the findings on the ways in which cloud-based would be utilized to promote collaborative interaction of technology educators in Nigerian Colleges of Education for the emerging virtual workplace show that in the course of carrying out PD activities, educators can interact among themselves via the e-forum feature of the portal and this supports peer collaborative interaction. These findings are in line with the idea projected by University of Washington Learning and Scholarly Technologies, (2014) that e-forum discussion is a relatively simple way to encourage interaction in an online

environment. Again, this study's findings also revealed that through the portal, recorded videos of conference/workshop events can be accessed by educators who did not attend the conference/workshop. In this regard, Gaible and Burns, (2005) pointed out that uploaded videos of professional development activities when accessed from the internet can expose educators to activities that they ordinarily do not have the opportunity to participate.

Finally, the technology teachers in the study confirmed that the portal can be used for brainstorming. This finding is congruent with Carr and Kemmis' (1986) view that within study groups, educators collaborate as a single large group or in smaller teams to solve a common problem or create and implement a plan to attain a common goal. The cloud-based portal as a virtual office offers the feature that would enable technology educators, as a small group, to create and implement plans to solve common problem within the framework of continuing professional development.

Conclusion

There is the need for technology educators in Nigeria Colleges of Education to get prepared with the necessary skills, competence and experience needed for the emerging virtual workplace. The traditional live-classes are now competing vigorously with different modes of virtual/online classes, especially at the tertiary level of education, thus, the educators should be prepared for the transition. Live face-to-face classes offer limited instructional and professional development options for the technology educators. As a result of this, these educators are confined to engage in only live classroom management issues as well as collaborate with only the colleagues they are in physical contact. With emerging virtual platforms, educators can facilitate learning for range of students and trainees from different parts of the world. This will also enable the educators to interact and collaborate with colleagues in different places. Cloud-based portal can offer technology educators in Nigerian Colleges of Education the opportunity to have a virtual work place experience and teach a wider range of students, collaborate with wider range of educators and also benefit from wider range of PD activities.

References

- Brookshire, R. G., Lybarger, K. M., & Keane, L. B. (2011). Virtual workplace learning: Promises met. *The SAGE handbook of workplace learning*, 331-340.
- Carr, A., Jonassen, D., Litzinger, M. E. & Marra, L. (1998). Good ideas to foment educational revolution: The role of systematic change in advancing situated learning, constructivism, and feminist pedagogy. *Educational Technology* 38(1), 5–15.
- Educational Resources Information Center. (2015). *Professional development for educators. Northcentral regional educational laboratory*. Retrieved from <http://www.ncrel.org/sdrs/areas/issues/educatrs/profdevl/pd2prof.htm>

- Gaible, E. & Burns, M. (2006). *Using technology to train teachers* [online]. Retrieved from <http://www.infodev.org/en/publication.13.html>.
- Griffith, E. (2015). *What Is Cloud computing?* Retrieved from <http://asia.pcmag.com/networking-communications-software-products/2919/feature/what-is-cloud-computing>
- Knol, M. H., Dolan, C. V., Mellenbergh, G. J., & van der Maas, H. L. J. (2016). Measuring the quality of university lectures: Development and validation of the instructional skills questionnaire (ISQ). *PLoS ONE*, 11(2), 1–21. <https://doi-org.ezproxy.oswego.edu/10.1371/journal.pone.0149163>
- Kurzweil, R. (2015). 5 Positive effects technology has on teaching & learning. *Kurzweil Education*. Retrieved from <https://www.kurzweilededu.com/blog/2015/5-positive-effects-technology-has-teaching-learning.html>
- Muilenburg, Lin & Berge, Z.L. (2014). *A framework for designing questions for online learning. emoderators*. Retrieved from <<http://www.emoderators.com/moderators/muilenburg.html>>.
- Nelson, J. (2015). Social media in the classroom: 16 resources for 2015. *Edudemic; Connecting Education and Technology*. Retrieved on 2nd December 2018 from <http://www.edudemic.com/16-best-social-media-resources-of-2015/>
- Schott, M., Chernish, W. Dooley, K. E., & Lindner, J. R. (2003). Innovations in distance learning program development and delivery. | online. *Journal of Distance Learning Administration* 6(2). Retrieved from <http://www.westga.edu/~distance/ojdla/summer62/schott62.html>>
- Smith, D. (2018). Virtual classrooms aren't one size fits all. *TD: Talent Development*, 72(11), 58LT–60LT
- Spillane, J. P. , & Shirrell, M. (2018). The schoolhouse network: How school buildings affect educator collaboration. *Education Next*, 18(2), 68–73. Retrieved from <https://login.ezproxy.oswego.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=128211384&site=eds-live>
- University of Washington Learning & Scholarly Technologies, (2014). *Help center: Teaching a distance learning course*. Retrieved from http://catalyst.washington.edu/help/planning/dl_teaching.html

Talent Management Strategies: A Modern Approach for Developing Entrepreneurial Career and Lifelong Learning Tasks among Business Education Undergraduates

James Edomwonyi Edokpolor

Department of Education, Faculty of Arts and Education,
Benson Idahosa University, Benin City, Edo State, Nigeria
jedokpolor@biu.edu.ng

Abstract

The study assessed the relationships between and among talent management strategies (such as the selection of talented lecturers, development of talented lecturers and retention of talented lecturers) and development of entrepreneurial career and lifelong learning tasks among business education undergraduates. The study sample consists of 140 business education lecturers from Nigerian federal universities. Bivariate correlation statistic revealed a positive relationship between talent management strategies and the development of entrepreneurial career and lifelong learning tasks. Simple linear regressions statistic also revealed significant relationships among the selection of talented lecturers, development of talented lecturers and retention of talented lecturers and development of entrepreneurial career and lifelong learning tasks. The results will be of benefit to lecturers, administrators, employers, curriculum planners, policy makers, parents, researchers, students and general public. The results will further inform these stakeholders about the relevance of talent management in equipping undergraduates with the skills to engage in entrepreneurial career and lifelong learning tasks upon graduation.

Keywords: Business education, developing talented lecturers, retaining talented lecturers, selecting talented lecturers, talent management strategies.

Introduction

The overall goal of a business education programme is to prepare students about, through and for careers. Educating students 'about' careers involves a theoretical approach which aims at providing a sound foundation and general understanding of the phenomenon for further studies. Educating students 'through' careers involves a process-oriented approach where recipients go through career learning process throughout their developmental stages of life. Educating students 'for' careers involves a hands-on learning approach which aims at equipping students with the requisite skills and abilities required to engage in

entrepreneurial careers right after graduation.

The aforementioned goals revealed that business education has the capacity to fulfill two specific goals, namely: to equip students with the skills and abilities to engage in entrepreneurial career tasks; and to equip students with the skills and abilities to engage in continuous education. To achieve these basic goals, business education must manage talented lecturers. However, few, if any, business education organization has an adequate supply of talented lecturers. This implies that talented lecturers have become increasingly scarce resources. Therefore, talented lecturers must be managed to the fullest (Kim & McLean, 2012; Joerres & Turcq, 2007; Cheese, Thomas & Craig, 2008), for business education programme to achieve the best possible results. More recently, quite a number of authors and researchers have found that when talented lecturers are employed, business education organization would achieve the best possible results (Oladunjoye, 2016; Olumide, 2016; Edokpolor & Oduma, 2018; Edokpolor & Enokeran, 2018; Edokpolor, 2018b).

The major goals of business education may therefore be difficult to achieve without skills and competent lecturers. The research conducted by McKinsey (2008) found that effective talent management practices were one of the factors that could be positively correlated with a range of performance indicators. Selecting, developing, and retaining best lecturers in business education may ultimately have a positive and significant impact on students in terms of the development of their skills to confidently engage in entrepreneurial and lifelong learning tasks upon graduation.

Talent management is an emerging strategy in the human resource management literature and has gained top priorities in most organizations across the globe (Lewis & Heckman, 2006; Cheese, et al., 2008). For the purpose of this research, the term talent may be referred to as skills, knowledge, abilities and aptitudes of lecturers, whereas, management involves the process of coordinating the effort of lecturers towards the attainment of the two major goals of a business education organization. However, a critical examination of the concept and meaning of talent management in human resource management literature connotes the selection, the development and the retention of high potential employees in the right job, at the right time, within specific organizational contexts. For instance, Scullion, Collings and Caligiuri (2010) viewed the talent management as a management strategy that includes all organizational activities for the aim of attracting, selecting, developing, and retaining the best employees in the most strategic roles, necessary to achieve organizational strategic priorities. It has been seen as attracting, identifying, recruiting, developing, motivating, promoting and retaining employees with strong potential to succeed within the organization (Baron & Armstrong, 2007; Berger & Berger, 2004; Laff, 2006).

There are three major concepts in the definition of talent management. These three major concepts are 'selection', 'development' and 'retention'. In almost all the definitions provided in academic papers, selection, development and retention of talented employees are mentioned as key practices of talent management. The term 'talent selection' refers to the process of attracting and choosing the right people for the right job. Talent selection is seen as

the process of making the choice of the most suitable applicant from the pool of talented applicants recruited to fill the relevant vacant position in a job (Opatha, 2010). Talent selection has also been described as the process by which specific instruments are engaged to choose from the pool of talented applicants most suitable for the job available (Ofori & Aryeetey, 2011). According to Garavan, Carbery and Rock (2012), talent development focuses on the planning, selection and implementation of development strategies for the entire talent pool to ensure that the organization has both the current and future supply of talent to meet strategic objectives and that development activities are aligned with organizational talent processes. They added that talent development involves with the planning, selection and the development of talents to meet organizational strategic objectives.

Talent retention has been defined variously. Stockley (2013) defined talent retention as the mindful, thoughtful approach embarked on to fascinate, improve, attract and retain people with the skills and abilities to meet current and future contingencies of the organizations. Ibidunni, Osibanjo, Adeniji, Salau and Falola (2015) asserted that talent retention is concerned with staffing, identification of skills and abilities, retention, supervision and management, development of employees to increase performance. As a result, talent retention as a wider concept focuses on how best an organization can entice, preserve, attract, improve, manage, retain and maintain necessary talent (D'Annunzio-Green, 2008). Workforce Planning for Wisconsin State Government (2005) has also described talent retention as a systematic effort to create and foster an environment that encourages employees to remain employed by having policies and practices in place that address their diverse needs.

Talent management therefore aims to identify, obtain, keep, and develop the best lecturers and provide them the right environment to show off their talents in a best possible way for business education organization. Business education lecturers require talents to be highly engaged in the teaching tasks, administrative duties, and research activities, which may further assist in equipping students with the requisite skills to confidently engage in entrepreneurial and lifelong learning tasks right after graduation. It is on this basis that the resource-based theory proposed that the talent is the only resource of an organization which appears to provide the basis for goal attainment (Barney, 1991, 1986; Lippman & Rumelt, 1982; Wernerfelt, 1984; Rumelt, 1984; Teece, 1984). Barney (1991) suggested that sustainable competitive advantage is attainable when organizations have a resource pool which cannot be imitated or substituted by competitors. Therefore, the business education organizations have to focus on talent management strategies so as to equip students with skills to become entrepreneurs and lifelong learners upon graduation.

Statement of the Problem

Business education is a skilled-based programme which aims to prepare recipients for useful living and lifelong learning upon graduation. Despite this potential impact, graduates of

business education appear not to possess the requisite skills and abilities required to confidently engage in entrepreneurial career and lifelong learning tasks. There are skills gap among graduates and alarming rate of dropout among business education undergraduates. This unpleasant situation has been attributed to the inadequate optimization of qualified and talented lecturers (Edokpolor, 2018a&b; Edokpolor & Enokeran, 2018). Studies on relationship between talent management strategies and effective delivery of business education programme are somewhat non-existent, both in Nigeria and other parts of the world. Specifically, the impact of talent management strategies on development of entrepreneurial career and lifelong learning tasks among business education undergraduates has remained relatively unexamined. As a result, there is need for empirical inquiry to assess whether there is relationship between talent management strategies and development of entrepreneurial career and lifelong learning tasks among business education undergraduates. The problem of this study is the relationship between talent management strategies and development of entrepreneurial career and lifelong learning tasks.

The hypothetical propositions of the present study are demonstrated in a conceptual model (see Figure 1).

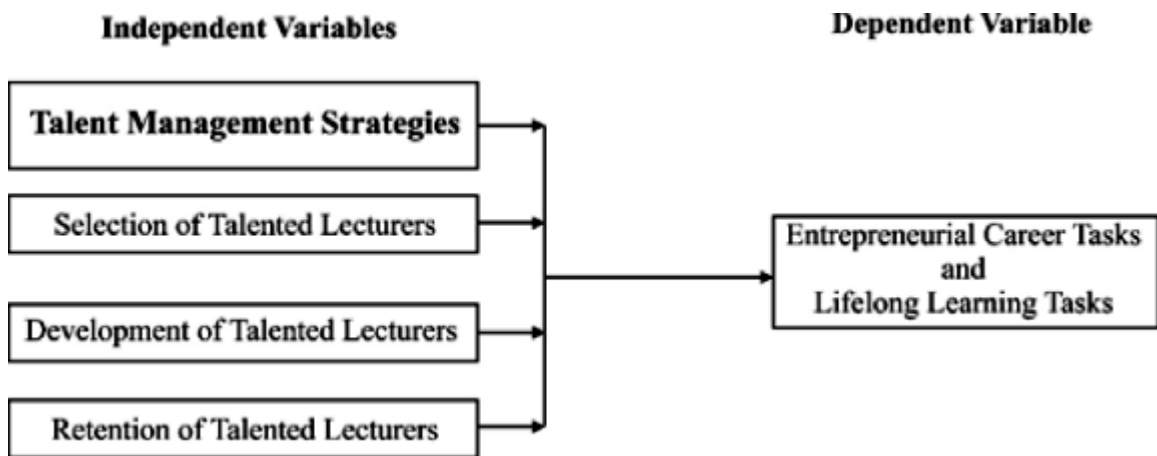


Figure 1: Conceptual Model of the Study

Source: Developed by the Author

Hypotheses

The following hypotheses were tested at $p < .05$.

- Ho₁:** The business education programme that practices selection of talented lecturers will produce skilled and competent graduates for entrepreneurial career tasks.
- Ho₂:** The business education programme that practices selection of talented lecturers will produce skilled and competent graduates for lifelong learning tasks.
- Ho₃:** The business education programme that practices development of talented lecturers will produce skilled and competent graduates for entrepreneurial career tasks.
- Ho₄:** The business education programme that practices development of talented lecturers will produce skilled and competent graduates for lifelong learning tasks.

H_{o5}: The business education programme that practices retention of talented lecturers will produce skilled and competent graduates for entrepreneurial career tasks.

H_{o6}: The business education programme that practices retention of talented lecturers will produce skilled and competent graduates for lifelong learning tasks.

Design of the Study

The study employed the correlational research method. Gay, Mills and Airasian (2009) explained that a correlational research method involves the collection of data that determines whether, and to what degree, a relationship exists between two or more variables. This research design was found to be appropriate for this study in that it helps to determine whether, or the extent to which a relationship exist between talent management mechanisms and development of entrepreneurial career and lifelong learning tasks.

Sample of the Study

The sample of this study consisted of business education lecturers from three Nigerian Federal Universities in the South-South, Nigeria. A total of 140 business education lecturers responded to the questionnaire, out of which 50 are males and 90 are females.

Research Instrument

A self-constructed instrument was used for data collection. The instrument was designed to generate data to determine relationships among talent management mechanisms, entrepreneurial career and lifelong learning tasks. A panel of four lecturers verified the validity of the instrument. The instrument was a 4-point Likert scale, which ranged from 1 (very low) to 4 (very high). A sample items of the instrument are: “To what extent does the selection of talented lecturers equip students with skills and competencies to engage in entrepreneurial career upon graduation”, “To what extent does the development of talented lecturers equip students with skills and competencies to engage in entrepreneurial career upon graduation”, “To what extent does the retention of talented lecturers equip students with skills and competencies to engage in entrepreneurial career upon graduation”. Based on trial testing on 30 business education lecturers, a high Cronbach's alpha coefficient of $\alpha=.89$ was obtained for the instrument.

Data Analysis

The data collected from the respondents were further analyzed using the mean, standard deviations, bivariate correlation and simple linear regression statistical tools. These statistical tools were used to determine the degree of relationships that exist between talent management mechanisms (selecting talented lecturers, developing talented lecturers and retaining talented lecturers) and development of entrepreneurial and lifelong learning tasks among undergraduates.

Results

Table 1: Mean, Standard Deviation and Bivariate Correlation of the Variables Studied (N = 140)

	Mean	SD	1	2	3	4	5	6
1. Gender	1.64	.481	1					
2. STL	3.57	.447	.337**	1				
3. DTL	3.33	.479	.107	.511**	1			
4. RTL	3.34	.531	.084	.481**	.443**	1		
5. ECT	3.31	.658	-.052	.327**	.389**	.506**	1	
6. LLT	3.21	.632	.088	.416**	.395**	.522**	.460**	1

Note. **p < .01, STL–Selecting Talented Lecturers, DTL–Developing Talented Lecturers, RTL–Retaining Talented Lecturers, ECT–Entrepreneurial Career Tasks, LLT–Lifelong Learning Tasks

The results presented in Table 1 showed correlations between study variables. The mean responses of business education lecturers range from 1.64 to 3.57, while the standard deviations values ranged from .447 to .658. The table also showed that the correlation coefficient of between variables ranged from - .052 to .522.

Table 2: Simple Linear Regression of Best Lecturers' Selection and Development of Students' Skills for Entrepreneurial Career Tasks.

	B	SEB	Beta	T	Sig.
Constant	1.597	.426		3.749	.000
Selection of Talented Lecturers	.481	.118	.327	4.060	.000

$R^2 = .107$, Adjusted $R^2 = .100$, $F(1, 138) = 16.486$

The results of the data presented in Table 2 show that the selection of talented lecturers predicts the development of skills required by students to engage in entrepreneurial career tasks upon graduation $F(1, 138) = 16.486$, $\beta = .327$, $p < .001$). The table also reveals that the adjusted R-square of .100 depicts that 10.0% of variances in entrepreneurial career engagement is accounted by selection of talented lecturers. All in all, the hypothesis is supported. This means that the selection of talented lecturers will ultimately have a positive impact on students' skills development required to confidently engage in entrepreneurial career tasks right after graduation.

Table 3: Simple Linear Regression of Best Lecturers' Selection and Development of Students' Skills for Lifelong Learning Tasks.

	B	SEB	Beta	T	Sig.
Constant	1.112	.394		2.822	.005
Selection of Talented Lecturers	.589	.109	.416	5.378	.000

$R^2 = .173$, Adjusted $R^2 = .167$, $F(1, 138) = 28.924$

The results of the data presented in Table 3 show that the selection of talented lecturers predicts the development of skills required by students to engage in lifelong learning tasks upon graduation $F(1, 138) = 16.486$, $\beta = .416$, $p < .001$). The table also reveals that the adjusted R-square of .167 depicts that 16.7% of variances in lifelong learning engagement is accounted by selection of talented lecturers. Hence, the hypothesis is supported. This means that selection of talented lecturers will ultimately have a positive impact on students in terms of the development of requisite skills required to confidently engage in lifelong learning tasks right after graduation.

Table 4: Simple Linear Regression of Talented Lecturers' Development and Development of Students' Skills for Entrepreneurial Career Tasks.

	B	SEB	Beta	T	Sig.
Constant	1.112	.362		4.238	.000
Development of talented lecturers	.589	.108	.389	4.962	.000

$R^2 = .151$, Adjusted $R^2 = .145$, $F(1, 138) = 24.619$

The data presented in Table 4 show that the development of talented lecturers predicts the development of skills required by students to engage in entrepreneurial career tasks upon graduation $F(1, 138) = 16.486$, $\beta = .389$, $p < .001$). The table also reveals that the adjusted R-square of .145 depicts that 14.5% of variances in entrepreneurial career engagement is accounted by the development of talented lecturers. This means that the development of talented lecturers will ultimately have a positive impact on students' skills development required to confidently engage in entrepreneurial career tasks right after graduation.

Table 5: Simple Linear Regression of Talented Lecturers' Development and Development of Students' Skills for Lifelong Learning Tasks.

	B	SEB	Beta	T	Sig.
Constant	1.477	.347		4.255	.000
Development of talented lecturers	.522	.103	.395	4.057	.000

$R^2 = .156$, Adjusted $R^2 = .150$, $F(1, 138) = 25.569$

The data presented in Table 5 show that the development of talented lecturers predicts the development of skills required by undergraduates to engage in lifelong learning tasks upon graduation $F(1, 138) = 16.486, \beta = .395, p < .001$). The table also reveals that the adjusted R-square of .150 depicts that 15.0% of variances in lifelong learning engagement is accounted by the development of talented lecturers. This means that the development of talented lecturers will ultimately have a positive impact on students' skills development required to confidently engage in lifelong learning tasks right after graduation.

Table 6: Simple Linear Regression of Talented Lecturers' Retention and Development of Students' Skills for Entrepreneurial Career Tasks.

	B	SEB	Beta	T	Sig.
Constant	1.218	.308		3.957	.000
Retention of talented lecturers	.628	.091	.506	6.898	.000

$R^2 = .256$, Adjusted $R^2 = .251$, $F(1, 138) = 47.584$

The data presented in Table 6 show that the retention of talented lecturers predicts the development of skills required by students to engage in entrepreneurial career tasks right after graduation $F(1, 138) = 16.486, \beta = .506, p < .001$). The table also reveals that the adjusted R-square of .251 depicts that 25.1% of variances in entrepreneurial career engagement is accounted by the retention of talented lecturers. This means that the retention of talented lecturers will ultimately have a positive impact on students' skills development required to confidently engage in entrepreneurial career tasks right after graduation.

Table 7: Simple Linear Regression of Talented Lecturers' Retention and Development of Students' Skills for Lifelong Learning Tasks.

	B	SEB	Beta	T	Sig.
Constant	1.139	.293		3.892	.000
Retention of talented lecturers	.621	.087	.522	7.181	.000

$R^2 = .272$, Adjusted $R^2 = .267$, $F(1, 138) = 51.561$

The data presented in Table 7 show that the retention of talented lecturers predicts the development of skills required by undergraduates to engage in lifelong learning tasks right after graduation $F(1, 138) = 16.486, \beta = .522, p < .001$). The table also reveals that the adjusted R-square of .267 depicts that 26.2% of variances in lifelong learning engagement is accounted by the retention of talented lecturers. This means that the retention of talented lecturers will ultimately have a positive impact on students' skills development required to confidently engage in lifelong learning tasks right after graduation.

Discussion

The results of the present study prove that there is link between the talent management strategies (that is selecting talented lecturers, developing talented lecturers, retaining talented lecturers) and effective delivery of business education programme in producing skilled and competent graduates for entrepreneurial career and lifelong learning tasks. The positive and significant relationship between selection of talented lecturers and the development of entrepreneurial career and lifelong learning tasks among business education undergraduates is supported by earlier findings of Bethke-Langenegger, Mahler and Staffelbach (2011). They found in their study that talent management practices with a strong focus on talent selection have a statistically significant impact on achievement of organizational goals. Authors such as Cascio (2003), Heneman and Judge (2003) and Gbervbie (2008) agreed that an organization's inability to formulate and implement strategies capable of recruiting competent employees and retaining them for the achievement of organizational goals and objectives is one of the main challenge facing organizations in the area of work performance. Therefore, business education organization that practices the selection of talented lecturers is more likely to produce skilled and competent graduates for entrepreneurial career and lifelong learning engagements.

The study also revealed a positive and significant relationship between development of talented lecturers and production of skilled and competent graduates for entrepreneurial career and lifelong learning engagements. This finding is in agreement with Lee and Bruvold (2003) and Björkman, Ehrnrooth, Mäkelä, Smale and Sumelius (2013) who found that talent development practice has the capability to facilitate greater commitment and performance by high-potential employees and increase their motivation to work hard to support organizational effectiveness. The practice of talent development has been justified as a source of competitive advantage (Garavan, Carbery & Rock, 2012). Therefore, business education organization that practices the development of talented lecturers is more likely to produce skilled and competent graduates that are useful for entrepreneurial career and lifelong learning engagements.

Dries, Vantilborgh and Pepermans (2012) argued that retention of talented staff will instill confidence on students to engage in continuous or lifelong learning. Gbervbie (2008) also found that if appropriate employee retention strategies are adopted and implemented by organizations, employees will surely remain and work for the successful achievement and realization of organizational goals and objectives. Additionally, the studies conducted by Guthrie (2001) and Hunjra, Raza and Munir (2014) have revealed a positive and significant relationship between employees retention and attainment of organizational goals and objectives. These studies support the findings that talent lecturers' retention is positively and significantly related to students' engagement on entrepreneurial career and lifelong learning tasks.

Recommendations

The following recommendations were made:

1. Stakeholders of business education organization should collaboratively ensure the practice of talent management so as to foster the effective delivery of business education organization. This recommendation would help to strengthen public-private partnership (PPP) in educational organizations. By and large, the implementation of talent management through PPP would assist in fostering the development of entrepreneurial career and lifelong learning tasks among business education undergraduates.
2. Managers and administrators of business education organization should endeavour to select and recruit the best applicant. This recommendation would help to ensure effective effective delivery of business education organization, which in turn assists in producing skilled and competent graduates that would become entrepreneur and lifelong learners.
3. Managers and administrators of business education organization should endeavour to retain best graduating students in order to ensure effective delivery of business education organization, which in turn, help in producing skilled and competent graduates that would become enterprising individuals and lifelong learners upon graduation.

Conclusions

There are positive and significant relationships among talent management strategies and development of entrepreneurial career and lifelong learning tasks among business education undergraduates. It is, therefore, concluded that the implementation of talent management strategies would help to equip business education undergraduates with skills and abilities to confidently engage in entrepreneurial career and lifelong leaning tasks right after graduation.

References

- Barney, J. B. (1986). Strategic factor markets: Expectations, luck and business strategy. *Management Science*, 32 (10), 1231-1241.
- Barney, J. B. (1991). Firm resources and sustained competitive advantage. *Journal of Management*, 17 (1), 99-120. Retrieved from [https://www. business.illinois. edu/ josephm/BA545_Fall%202015/Barney%20\(1991\).pdf](https://www.business.illinois.edu/josephm/BA545_Fall%202015/Barney%20(1991).pdf)
- Baron, A., & Armstrong, M. (2007). *Human capital management: Achieving added value through people*. London, Kogan Page. Retrieved from [https://books. google.com.ng/ b o o k s ? i d = 6 9 K I B W R - q E g C & p r i n t s e c = f r o n t c o v e r & s o u r c e = g b s _ V i e w A P I & r e d i r _ e s c = y # v = o n e p a g e & q & f = f a l s e](https://books.google.com.ng/books?id=69KIBWR-qEGC&printsec=frontcover&source=gbs_ViewAPI&redir_esc=y#v=onepage&q&f=false)
- Berger, L., & Berger, D. A. (2004). *The talent management handbook: Creating organizational excellence by identifying, developing and promoting your best people*. New York, NY: McGraw-Hill.

- Bethke-Langenegger, P., Mahler, P., & Staffelbach, B. (2011). Effectiveness of talent management strategies. *European Journal of International Management*, 5 (5), 524-539. Retrieved from https://www.zora.uzh.ch/id/eprint/55630/1/Zora_Effectiveness_of_Talent_Management_Strategies.pdf
- Björkman, H., Ehrnrooth, O. Mäkelä, K., Smale, A., & Sumelius, J. (2013), Talent or not? Employee reactions to talent identification, *Human Resource Management*, 52 (2), 195-214.
- Cascio, W.F. (2003). *Managing human resources: Productivity, quality of work life, and profits (6th Ed.)*. Boston, MA: McGraw-Hill, Irwin.
- Cheese, P., Thomas, R.J., & Craig, E. (2008). *The talent powered organization: Strategies for globalization, talent management and high performance*. London, UK: Kogan Page Limited. Retrieved from <https://sisis.rz.htw-berlin.de/inh2011/12399291.pdf>
- Dries, N., Vantilborgh, T., & Pepermans, R. (2012). The role of learning agility and career variety in the identification and development of high potential employees. *Personnel Review* 41 (3), 340-358.
- D'Annunzio-Green, N. (2008). Managing the talent management pipeline: Towards a greater understanding of senior managers' perspectives in the hospitality and tourism sector. *International Journal of Contemporary Hospitality Management*, 20 (7). 807-819.
- Edokpolor, E. J. (2018b). Systems approach in developing creative thinking and innovative capabilities for lifelong learning among TVET students in Federal Universities, South-South, Nigeria. *International Journal of Educational Development*, 21 (1), 1-15. Retrieved from <http://benchmarkjournals.com/wp-content/uploads/2018/06/Systems-Approach-in-Developing-Creative-Thinking-and-Innovative-Capabilities-for-Lifelong-Learning-among-TVET-Students-in-Federal-Universities-South-South-Nigeria.pdf>
- Edokpolor, E. J. (2018c). Influence of self-efficacy antecedents on career decision-making among business education students in federal universities in South-South, Nigeria. *Ibadan Journal of Educational Studies*, 15 (2), 95-106. Retrieved from <http://ibadanjournalofeducationalstudies.com/fulltext.php?id=280>
- Edokpolor, E. J., & Enokeran, O. O. (2017). Determinants of students' perception towards choice of career in business education. *NAU Journal of Technology and Vocational Education*, 2 (1), 83-93.
- Edokpolor, J. E., & Oduma, C. (2018). Repositioning business education programme for post-oil boom economy. *International Journal of Vocational and Technical Education*, 10 (2), 14-23. Retrieved from <https://academicjournals.org/journal/IJVTE/article-full-text-pdf/0AF70FF56069>

- Heneman, H. G., Judge, T. A., & J. D. Kammeyer-Mueller (2003). *Staffing organization* (7th Ed.). Boston, MA: McGraw-Hill. Retrieved from <http://www.gbv.de/dms/zbw/644200367.pdf>
- Garavan, T. N., Carbery, R., & Rock, A. (2012). Mapping talent development: Definition, scope and architecture. *European Journal of Training & Development*, 36 (1), 5-24.
- Gay, L. R., Mills, G. E., & Airasian, P. (2009). *Educational research: Competencies for analysis and applications* (9th Ed.). Upper Saddle River, NJ: Merrill.
- Gberevbie, D. E. (2008). *Staff recruitment, retention strategies and performance of selected public and private organizations in Nigeria*. Ph.D. Thesis, Covenant University, Ota. Retrieved from <http://eprints.covenantuniversity.edu.ng/5847/1/Thesis%20PhD%20Prof%20Daniel%20Eseme%20Gberevbie%20%28Complete%29.pdf>
- Ibidunni, S., Osibanjo, O., Adeniji, A., Salau, O. P. & Falola, H. (2016). Talent retention and organizational performance: A competitive positioning in Nigerian banking sector. *Periodica Polytechnica Social and Management Sciences* 24 (1), 1-13.
- Joerres, J., & Turcq, D. (2007). Talent value management. *Industrial Management*, 49 (2), 8-13.
- Kim, S., & McLean, G. N. (2012). Global talent management: Necessity, challenges, and the roles of HRD. *Advances in Developing Human Resources*, 14 (4), 566-585.
- Laff, M. (2006). Talent management: From hire to retire. *T&D*, 60, 42-48.
- Lewis, R.E. & Heckman, R.J. (2006). Talent management: A critical review. *Human Resource Management Review*, 16 (2), 139:153. Retrieved from <http://isiarticles.com/bundles/Article/pre/pdf/1680.pdf>
- Lippman S. A., & Rumelt, R. P. (1982). Uncertain imitability: An analysis of inter-firm differences in efficiency under competition. *Bell Journal of Economics*, 13, 418-438.
- Ofori, D., & Aryeetey, M. (2011). Recruitment and selection practices in small and medium enterprises. *International Journal of Business Administration*, 2 (3), 45-60.
- Oladunjoye, G. T. (2016). Optimizing business education for national development. *Nigerian Journal of Business Education*, 3 (1), 1-16.
- Olumide, S. L. (2016). Human and material needs assessment for effective teaching/learning of business studies in junior secondary schools in Kwara State. *Nigerian Journal of Business Education*, 3 (1), 316-325.
- Opatha, H. (2010). *Human resource management*. Colombo: Author published. Retrieved from <http://dr.lib.sjp.ac.lk/bitstream/handle/123456789/7007/Human%20Resource%20Management.pdf?sequence=1&isAllowed=y>

- Rumelt, R. (1984). Toward a strategic theory of the firm. In R. Lamb (Ed.). *Competitive strategic management* (pp. 556-570). Englewood Cliffs, NJ:Prentice-Hall
- Scullion, H., Collings, D. G., & Caligiuri, P. (2010). Global talent management. *Journal of World Business*, 45 (2), 105–108.
- Teece, D. (1984). Economic analysis and strategic management. *California Management Review*, 26 (3), 87-110.
- Wernerfelt, B. (1984). A resource-based view of the firm. *Strategic Management Journal*, 5, 171-180.
- Workforce Planning for Wisconsin State Government (2005). *Employee retention*. Retrieved from <http://workforceplanning.wi.gov/category.asp?linkcatid=15&linkid=18>

Effect of Multi-Media Principle on Senior Secondary School Students' Achievement and Motivation in Literature-in-English in Abia State, Nigeria

Philip U. Enwemmadu

Department of Arts Education
Faculty of Education, University of Nigeria, Nsukka
E-mail:unnphil@gmail.com

Professor Esther N. Oluikpe

Department of Arts Education
Faculty of Education, University of Nigeria, Nsukka

Abstract

The study was conducted to examine the effect of Multi-Media Principle on senior secondary students' achievement and motivation in Literature-in-English in Umuahia Education zone, Abia State, Nigeria. Specifically, the purpose of the study was to determine the effect of spatial contiguity principle on senior secondary school students' achievement and motivation in Literature-in-English. The study adopted quasi-experimental research design. Two research questions and two hypotheses guided the study. A sample of 315 SS II students was used for the study representing 10% of 3, 149 of the population. The instruments used for the study were Literature Achievement Test (LAT) and Motivation for Literature-in-English learning questionnaire (MLLQ). The research questions were answered using mean and standard deviation. The result indicated that students achieved better in Literature in English when taught using Spatial Continuity Principle than when taught using conventional method. The result also showed that male students had higher mean achievement and motivation scores than the female though with marginal difference. Further analysis showed that there was little interaction effect of spatial contiguity principle and conventional method on the mean achievement and motivation scores of male and female students in Literature-in-English.

Keywords: Spatial contiguity principle, learning achievement, motivation, literature-in-English, multi-media learning, gender

Introduction

Literature-in-English is a significant subject in the education of the child, but the poor achievement of students in the subject in external examinations in recent times calls into

question the effectiveness and motivational effect of method or approach employed by teachers of literatures-in-English in teaching the subject. This creates the need to explore innovative approaches like the use of multi-media principles that may enhance literature-in-English instruction for better student's achievement in the subject.

Literature-in-English is a key art subject that is taught and learnt in the senior secondary schools in countries where students take senior secondary school certificate Examinations which includes Nigeria. Literature-in-English is a part of language education (Azikwe, 2007). It is imaginative work of art in which words are employed not only to please and instruct but also to arouse emotion. The three main genres in which Literature-in-English evolved are poetry, drama and prose. These genres constitute the Literature-in-English curriculum taught in Nigerian senior secondary schools that are subject to both internal and external examinations.

Literature-in-English is a subject of inestimable value. There is a need, therefore, for more innovative methods or approaches that can boost students' motivation and achievement in the subject. Anyachebelu, Anyaneme, Okeke and Adebola (2011) supports this view; asserting that such methods or approaches as think aloud, literature circle and multimedia should be explored by literature-in-English teachers as innovative approaches to make literature-in-English instruction more effective

Literature-in-English is a practical discipline that helps in cultivating the four processes of reading, thinking, discussing and writing. Discussions on texts read in class help to hone students critical and analytical skills, increase their vocabulary and improve their general verbal sensitivity and sophistication, (the Board of Regents, 2012). It is such skills that predispose literary students to better read comprehend and analyze other kinds of texts such as newspapers, reports and briefs and to make such highly qualified candidates for law school and other professional courses because of communication ability in the use of words (Okoroma, 2012).

Moreover, literature can be an instrument of relaxation, enjoyment and escapism through the joy derived from events in literary works read or through the aesthetic beauty of literary rendition. This view is also held by Mampel (2006) and Alabbar (2013). Literature is also life-transforming through what Garber (2012) calls refinement of spirit. By this, according to Chia (2009), Chang (2009) and Ellison (2010) readers go into critical thinking which enables them recover lost experiences, discover solution to their problems and develop new philosophies as turning points in their lives (Estbrook, 2014). Love of and reading literary materials develop literary acquaintance. This is the possession of humane learning and literary culture, familiarity with and understanding of words and text that imbues literary scholars with noble and urbane manners, vicarious attitude to the affairs of man and great sense of propriety that can enable them respond appropriately to human conditions (Garber, 2011). Literature-in-English is thus capable of developing the cognitive, psychomotor and affective skills of students.

Persistent reports in the literature continue to indicate poor performance of students

in literature-in-English in public examinations in spite of the values and benefits of the subject to learners (Fakeye, 2012). The West Africa Examination Council Chief Examiners Reports (2013) strongly supports this view as well as previous reports (2004, 2005, 2007 as cited in Eziamaka, 2012), in which it is noted that students lack the necessary skills required to read and appreciate literature texts. Their poor response to questions is argued to be a result of lack of knowledge of content, lack of skills to rightly interpret questions and inability to have read the selected texts. Eziamaka (2012) affirms students' inability to read selected texts, a situation he blames on the method of literary instruction.

Literature-in-English, instruction in Nigerian Secondary Schools follows the traditional text-based method. This is akin to the conventional method of instruction, (Anyachebelu, Anyaneme, Obumneke, Okeke & Adebola, 2011). This method seems to make Literature-in-English instruction uninspiring, de-motivating and abstract (Kelly, 2013). There is little interaction between the teacher and the learners; and this could be responsible for persistent reports of poor students' achievement in Literature-in-English in the Senior Secondary School Certificate Examinations.

Scholars perceive achievement in diverse ways (Joyce, 2009). Kaplan (2009) sees achievement as fundamental human endeavour, while Keller (2011) sees it as the act of achieving or performing, obtaining by exertion, accomplishment and successful performance. Achievement is the driving force behind every course of human pursuit. This can be explained by the fact that every human pursuit, including education, is tied up with the drive to be successful.

The achievement of students in Umuahia Education Zone in Literature-in-English has not been encouraging. In 2014, 231 students in the sample schools had WAEC results. 4% of them had credits, 22% had D7 passes, 32% E8 passes and 42% failures. In 2015, 228 candidates had results, 4% of them had credits, 9% had D7 passes, 31% E8 passes and 46% failures. In 2016, 197 candidates had results made up of 1% B2 passes 25% credits, 37 D7 passes, 22% E8 passes and 15% failures. This poor achievement in literature-in-English necessitates the need to explore innovative approaches like Multi-Media Principles

Multimedia learning is derived from Multi-Media Principles. This is the use of more than one media format like text plus pictures or audio plus visual in teaching and learning instead of text alone (Mayer, 2001). The author outlines 12 of such principles of Multi-Media from which the Literature teacher can develop innovative and effective approaches to Literature-in-English instruction for better students' achievement in the subject. One of Mayer's twelve principles is the Spatial Contiguity.

Spatial Contiguity Principle states that multimedia elements such as words or pictures when closely integrated on a page or screen enables students to learn better. It possesses the potential of being employed as an instructional approach to academic subjects (Meyer, 2009). Integrated words and pictures enable learners to easily process information and avoid attention-splitting. The improved learning may be attributed to the role of the innovative approach in engaging the attention and motivation of learners in literary tasks, as

such tasks and activities are made meaningful for learners, and curriculum translated in terms of the skills learners find interesting, relevant and motivating (Boekaert, 2002).

Motivation is an important variable in the teaching-learning process and is variously perceived. Chauham (1998) refers to it as the process that initiates, guides and maintains goal-oriented behaviours. Omrod (2013) considers it as the process that energizes, directs and sustains behaviour, getting students moving, pointing them in a particular direction and keeping them going. Therefore, motivation is inward personal object that activates and sustains goal-oriented behaviour. It is a positive inward attitude that anchors the mind on the achievement of a goal, and in the context of this study, educational goal.

Motivation is a critical and indispensable element if students would effectively conduct significant learning activity (Lin, 2003). It has undeniable importance for learning outcomes as upheld by Moskovsky, Alrabai, Paolini and Ratcheva, (2013). This is why Chang (2006) points out that the priority for teachers is to stimulate learners' learning motivation while teaching them in order to enhance achievement in their own learning, especially in relation to gender.

Scholars vary in their perception of gender. Were, Indoshi and Yalo (2010) see gender as a reference to males and females as distinct social groups. It is the socially and culturally constructed characteristic roles associated with males and females in society (Tornquist, 2011). Some of those socially and culturally constructed characteristic roles are seen as the cause of gender-based discrimination in education which has undermined the ability of women and girls to exercise their rights in society. Gender is boundary of sex that divides humanity by attributes of maleness and femaleness. This division has produced age long gender discrimination by which females are looked down on as inferiors in some cultures. This is why, according to Migeon (2013), United Nations Educational Scientific and Cultural Organization (UNESCO) works to promote equal opportunity for quality learning free from gender-based or other forms of discrimination. The use of an innovative instructional approach such as the Spatial Contiguity Principle requires gender investigation as regards the relative impact it would produce on male and female students in secondary schools (Ryback, 2013).

The way male and female students achieve in literature is also worthy of consideration, as gender issues are significant in modern educational research. It is one of the most important contributors to the variance in the way children and adolescents view themselves, which may affect their achievement in a subject. Folaranmi (2007) showed that gender has no significant effect on students' achievement in Essay writing in English Language; while Yan (2009) observed obvious differences between male and female students in terms of vocabulary acquisition in favour of females. Gender consideration in relation to the use of spatial contiguity principle is therefore necessary in Literature in English instruction. Against this background, the researcher investigates the effects of Spatial Contiguity principle and gender on students' achievement and motivation in literature-in-English in Umuahia Education Zone, Abia State.

Specifically, the study seeks to determine the

1. effect of Spatial Contiguity principle on students' achievement and motivation in literature in English
2. interaction effect of Spatial Contiguity Principle on students achievement and motivation in Literature in English.

Method

The study employed a quasi-experimental 2×2 factorial design. Intact classes were used for the study. According to Fraenkel and Wallen (2003), quasi-experimental factorial design is a quasi-experimental design modified to permit the investigation of additional independent variables. The treatment variable is principle at two levels: spatial contiguity (x_1) and Non spatial contiguity (x_2), while the moderator variable is gender at two levels: male (y_1) and female (y_2). Consequently, the design is a 2×2 pretest-posttest non equivalent control group factorial design.

E	o_1	x_1	y_1	o_2
C	o_1	x_2	y_1	o_2
E	o_1	x_1	y_2	o_2
C	o_1	x_2	y_2	o_2

Where o_1 and o_2 are pretest and post test scores respectively.

E = Experimental Group

C = Control Group

Area of the Study

The study was conducted in all the public secondary schools in Umuahia Education Zone, Abia State with its headquarters at Umuahia. The Researcher used Umuahia Education Zone made up of 4 local governments namely: Umuahia North, Umuahia South, Ikwuano and Umunneochi. The rationale for choosing this Zone is because students' achievement in Literature -in-English in external examination has been poor (Chief Examiners' Report, WAEC, 2015).

Population of the Study

The population of the study comprised 3,149 Senior Secondary school students (SS II) in 57 coeducational public secondary schools in the area according to available records from Secondary Education Management Board (SEMB) Umuahia zonal office 2015/2016 academic session.

Sample and Sampling Technique

The sample used for the study was 315 SS II students representing 10% of the entire population from the 57 coeducational public schools in the area.

Instrument for Data Collection

Two instruments were used for data collection. They include the Literature Achievement

Test (LAT) developed by the researcher and A motivation scale adapted from Li (2006) English Learning Motivation Scale. The LAT was used for pretest and post-test, although the items in the LAT used for pre-test were reshuffled for use as post-test. Each of the Literature Achievement Tests is a five-item instrument made up of essay questions. The lesson plans were developed from the literature units of SSII literature scheme of work consisting of prose, drama and poetry. The syllabus was strictly followed in developing the tests.

A motivation scale adapted from Li (2006) English Learning Motivation Scale was used to ascertain the motivational effect of the instruction. The questionnaire consisted of twenty items on a 4 point rating scale ranging from Strongly Agree (SA) to Strongly Disagree (SD).

Validation of the Instruments

In order to ascertain the validity, the instruments were subjected to face and content validation by three experts: one in Measurement and Evaluation and two in Arts Education, all from the Faculty of Education, University of Nigeria, Nsukka. The instruments were validated in terms of appropriateness of content, clarity of the questions asked, proper wording of the items and appropriateness and adequacy of the questions to the students' level of understanding and experience.

The reliability of the Instruments

The internal reliability estimates were determined using Cronbach Alpha method that yielded 0.75 and 0.78 for the instruments respectively.

Experimental Procedure

Before the actual treatment, training classes were organized for the literature teachers of the sampled schools that were involved in the study. They were sensitized on the treatment specifications in relation to the instruments.

Pre-Test Session

Before the treatment, the research subjects were given a pre-test with both LAT and the motivation scale. The test was administered by the researcher. The scripts were also marked by the researcher. The pre-test was used to:

- Determine the students' initial knowledge of the material they will learn later.
- Determine the comparability of the groups (experimental and control) with respect to their achievement in the pre-test scores.

Treatment

The main treatment of the study was the teachings of the poem 'Piano and the Drums' by Gabriel Okara; the play: *A Raisin in the Sun* by Lorraine Hansberry and the novel, *Lonely Days* by Bayo Adebawale schemed for instruction in SSII to SSII students using the two teaching principles namely Spatial Contiguity Principle and the Conventional Method. The

experimental group was taught using the spatial contiguity principle while the control group was taught using the conventional method.

Data Analysis

The researcher used mean and standard deviation to provide answers to the research questions.

Research Question 1

What is the effect of Spatial Contiguity principle on mean achievement and motivation scores of students in Literature-in-English?

Table1: Pretest-post-test Mean Scores Achievement and Motivation of Students in Literature-in-English when Taught Using Spatial Contiguity Principle

Gender	N	Pre-test		Post-test		Mena Gain
		X	SD	X	SD	
Male	74	30.28	7.60	54.00	24.61	23.72
Female	76	32.93	10.77	57.53	24.57	24.60

Data in Table 1 show the mean achievement and motivation scores in Literature-in-English and Standard deviation of male and female students exposed to Spatial Contiguity principle. The table shows that male students had a total pre-test mean Literature-in-English score of 30.28 and standard deviation of 7.60; while their post-test means in Literature in English scores was 54.00 with a standard deviation of 24.61; giving a mean pre-test-post-test gain score of 23.72. The female students on the other hand had a pretest mean in Literature-in-English score of 32.93 with a standard deviation of 10.77 while their post-test mean score was 57.53 with standard deviation of 24.57; giving a pre-test-posttest mean gain score of 24.60. The female students who participated in the study had a higher mean in Literature-in-English gain score (24.60) than their male counterparts who had a gain score of 23.72. The difference in gain scores between the males and females is 0.88 in favour of the females; however the difference was a quite small .

The standard deviation of 7.60 and 24.61 in pre and post test of high achieving student; 10.77 and 24.57 in pre test and post test of low-achieving students indicate the students' scores were clustered around the mean during the pre-test and were dispersed during the post-test. This shows that there are no much differences in the scores of all the students in the groups during the pretest, while differences existed during the post-test.

Research Question 2

What is the interaction effect of Spatial Contiguity Principle on students' mean achievement and motivation scores in Literature-in English?

Table 2: Mean and Standard Deviation of Interaction Effect of Spatial Contiguity Principle on Male and Female Students' Mean Achievement and Motivation Scores in Literature-in-English

Pretest	Gender	N	pretest		Posttest	Mean Gain	
			Mean	SD		Mean	SD
Group							45.97
Experimental	Male	36	29.36	6.53	75.33	10.03	40.83
	Female	38	34.43	11.52	75.26	6.56	
	Mean difference		5.07		0.07		
Conventional method							-1.23
Control	Male	24	31.02	8.35	35.86	18.71	5.84
	Female	30	30.55	9.22	29.32	13.54	
	Mean difference		0.47		7.54		

Data in Table 2 above show the pre-test and post-test Spatial Contiguity mean scores and standard deviation of students based on gender. The table indicates that males in the experimental group who were exposed to Spatial Contiguity principle had a pre-test mean Spatial Contiguity score of 29.36 with standard deviation 6.53 and a post-test mean score of 75.33 with standard deviation 10.03 giving a mean gain score of 45.97. Female students in experimental group obtained a pre-test mean in Literature-in-English score of 34.43 with deviation of 11.52 and a post-test mean score of 75.26 and standard deviation of 6.56 with a mean gain score of 40.83. The pre-test mean score difference between the Literature-in-English of males and females in experimental group is 5.07 in favour of the females; while in post-test, the mean difference was minimized to 0.07 still in favour of the females.

In the control group, male students obtained a pre-test mean score of 31.02 and standard deviation 8.35, and a post-test mean score of 36.86 with standard deviation of 18.71 and a mean gain score of 5.84. Female students in the group obtained a pre-test mean score of 3.55 and standard deviation 9.22, and a post-test mean score of 29.32 with standard deviation of 13.54 giving a mean gain score of -23. The difference in pre-test mean Spatial Contiguity principle score of male and female students in the control group is 0.47 in favour of the male students; while in the post-test, the mean difference increased to 7.54 in favour of the males.

The results above indicate that the marginal difference that existed in the Literature-in-English of males and females in the experimental group during pre-test was almost eradicated at the time of post-test, but in the control group the mean difference increased in the post-test. However, all the differences were minimal. These minute difference between male and female students in experimental and control group (experimental-5.07 and 0.07 respectively for pretest and post-test; control group- 0.47 and 7.54 respectively for pretest and post-test) indicate that methods and gender had a little interaction effect on students' in

Literature-in-English.

Discussion

Table one showed that female students had higher mean achievement scores than the male students in Literature-in-English. This result agrees with Aslan (2009), who found that female students were more successful than males in terms of achievement tests on language strategies used by students in learning the English language. However, hypothesis three results showed that there is no significant difference in the mean achievement scores of male and female students in Literature-in-English. Thus, hypothesis three is accepted which states that there is no significant difference in the mean achievement scores of male and female students in Literature-in-English.

Table two results showed the interaction effect of male and female students when taught literature in English using spatial contiguity principle and conventional method. The result showed that male student had higher post-test mean achievement and motivation scores than the female students who were taught using conventional method though with marginal mean difference. The finding agrees with Meyer (2009) who found out that addition of interesting materials to text as in the spatial contiguity principle boosts motivation which leads to deeper learning. However, the result revealed that methods and gender had little interaction effects on students in Literature-in-English.

Implication of the findings

The results of the study have several implications for teachers and text book writers. Since spatial contiguity principle is an effective instructional approach, it implies that Literature-in-English teachers should adopt the approach to improve literary instruction in our schools.

Secondly, the result implies that text book writers are encouraged to integrate the application of spatial contiguity principle in their books to enhance students' achievement and motivation in the study of Literature-in-English.

Conclusions

The study concludes that male students had higher mean achievement and motivation scores than the female students when taught Literature-in-English using spatial contiguity principle while methods and gender were found to have little interaction effect on students in Literature in English when taught using spatial contiguity principle and conventional method respectively.

Recommendations

On the bases of the findings of this study, the following recommendations were made:

1. School authorities and literature teachers should adopt literary instruction with spatial contiguity principle.
2. Literary authors should write literary works incorporating spatial contiguity principle.

References

- Mampel, A. (2006). *The value of poetry*. Retrieved from www.pietisten.org/christma06/valueofpoetry.html.
- Megan, P. (2013). English language and literature. Retrieved from www.Sussex.ac.uk/study/ug/2013/1566/26036.
- Mayer, R (2001). *Multimedia learning*. Retrieved from ateneu.xex.cat/wiki/form/wikiexport/media.../tic...multimedialearning
- Mayer, R. (2009). *Reading for pleasure*. Retrieved from dixieching-wordpress.com/2010/01/14/multimedia-learning-2009-ch-4-8-richard-Emeyer/.
- Migeon, F. (2013) *Promoting girls and women's education for gender equality*. Retrieved from
- Alabbar, O. M. (2013). *The truth be told*. Retrieved from olorrance.stores.yahoo.net/truthbetold/html.
- Ali, A. (2006). *Conducting research in education and the social sciences*. Enugu, Nigeria: Tashiwa networks Ltd.
- Anyachbelu, F. E., Anyaneme A., Obumneke, S., Okeke, I. M & Adebola, H. E. (2011). *Teachers perceptions of effective strategies for teaching literature to enhance students' learning*. Retrieved from <http://jetaraps.scholarlinkresearch.org/abstratview.php?id=259>.
- Aslan, O. (2009). *The role of gender and language learning strategies in learning English in Turkey*. Retrieved from <https://etq.lib.metu.edu.tr/upload/12611098/index.pdf>
- Azikiwe, U. (2007). *Language teaching and learning*. Onitsha, Nigeria: Africa First Publishers Plc.
- Banassi, Overson & Hakala, T (2014). *Applying science of learning in education: Infusing psychological science into the curriculum*. Retrieved from www.teachpsycho.org/ebooks/asle2014/index.php
- Board of Regents (2012). *Importance of literature in our lives*. from <http://www.uwstout.edu/english/lit-study.cfm>
- Boekaerts, M. (2002). *Motivation to learn*. Retrieved from www.unesdoc.unesco.org/images/0012/001280/128056e.pdf.
- Chang, C. (2009). *Developing critical thinking through literature reading*. Retrieved from <http://www.fcu.edu.tw/wsite/publicfile/attachment/f1262069682958.pdf>.

- Chang, W. J. (2006). *The effect of multimedia computer assisted teaching on elementary school student's learning motivation, learning achievement and learning retention*. Masters Thesis of Tsuchi University. Hualin, Taiwan.
- Chauhan, S. (1998). *Advanced educational psychology*. New Delhi, India: Vani Educational Books.
- Chia, H. (2009) *English and American literature*. Retrieved from www.eala.org.tw/members-detail-en.asp?No=880
- Ellison, M. (2010). *Make them think: Using literature in the primary English classroom to develop critical thinking skills*. Retrieved from <http://ler.letras.up.pt/uploads/ficheiros/8664.pdf>.
- Estabrook, J. (2014). *What is poetry? Contrasting poetry and prose*. Retrieved from www.readwritethink.org/classroom-resources/lesson-plans/what-poetry-contrasting-prose-30738.html
- Eziamaka, P. (2012). *Literature circle*. Retrieved from <http://conferencepixel-online.net/edu-future2012/common/downloadspaper-pdf/419-SE58-FP-Ezenandu-FOE2012.pdf>
- Fakeye, D. O. (2012). *General preference and senior secondary school literature-in-English achievement*. Retrieved from cscanada.net/index.php/csc/article/view/2700.
- Folaranmi, O (2007), *Gender issues in education*. Retrieved from educ.ui.edu.ng/Dr%20O.O-Publications
- Garber, M. (2011). *Use and abuse of literature*. Retrieved from <http://www.nytimes.com/2011/04/17/books/review/except-the-use-and-abuse-of-literature-by-majorie-garber.htm?pagewanted=all&r=0>.
- Joyce, T. (2009). *How do you define the achievement of success*. Retrieved from ca.mnerpreneur/index.php/2009/04/03how-do-define-the-achievement-of-success.
- Kaplan, A. (2009). *Achievement motivation*. Retrieved from www.education.com/reference/article/achievement-motivation.
- Keller, H. (2011). *Definition of achievement*. Retrieved from www.brainyquote.com/words/ac/achievement126858.html.
- Kelly, M. (2013). *Lecture pros and cons*. Retrieved from <http://izeducators.about.com/od/lessonplans/p/lecture.htm.2013>.
- Lin, S. C. (2003). Life science teaching of applying A.R.C.S. motivation model. *Life Science Education Monthly*, 36(4), 52 – 59.

- Moskovsky C., Alrabai, F. Paohili, S. & Ratcheva, S.(2013). *The effect of strategies on learners motivation*. Retrieved from onlinelibrary.Wiley.com/ doi/10.1111/j.1467-9922.2012.00717.x/abstract.
- Mujumdar, A. S. (2010). *Teaching English language and literature in non-native context*. Retrieved from <https://www.google.com.ng/?gfe-rd=cr&ei=cQlwvsplke zH8gen65SACQ&gws-rd=ssl#q=mujumdar+2010+teaching+english+language>.
- Omrod, J. E. (2013). *Motivation*. Retrieved from <http://www.education.com/reference.com/reference/article/motivation-effects-learning-behaviour>.
- Ryback,A. (2013). *Where did the expression "achievement unblocked" come from?* Retrieved from [_____](#).
- Torquist, G. (2011), *Gender equality in and through education*. Retrieved from www.oecd.org/derec/sweden/48350382pdf
- Were, C. M., Indoshi, F. C., & Yalo, J. A. (2010). *Gender differences in self concept and academic achievement among visually impaired pupils in Kenya*. Retrieved from <http://www.Interesjournals.org/ER>
- West Africa Examination Council (2013). *Chief Examiner's Report May/June 2013*. West Africa Senior Secondary School Certificate Examination.
- Yan, Y. (2009), *Relationship between gender differences and English vocabulary and the overall proficiency level*. Retrieved from flybase.org/reports/FBrf0208777.html

Constructivist Teaching and Learning Approach: A Panacea to Students' Declining Interest in Christian Religious Studies (CRS) in Nigeria

Leonard Chidi Ilechukwu

Department of Arts Education

Faculty of Education, University of Nigeria, Nsukka, Nigeria

Email: Chidileo@yahoo.com

Jacob Usulor

Department of Arts Education

Faculty of Education, University of Nigeria, Nsukka, Nigeria

Abstract

This study investigated how constructivist teaching and learning approach can help reduce or curb the problem of students' declining interest in Christian Religious Education (CRS) in secondary schools in Nsukka Local Government Area of Enugu State, Nigeria. Two research questions were posed to guide the study. Using a descriptive survey design, the study made use of the population of 85 CRS teachers in all the 30 government-owned secondary schools in the area of study. 50 teachers from 15 government-owned schools were selected out of 85 CRS teachers using purposive sampling technique. Well structured questionnaire, titled "Constructivist Teaching Approach Questionnaire" was used to collect data from the respondents. Weighted mean was used to analyze the data. Some of the findings of the study based on the data analyzed and discussed revealed that teachers do not often allow students to work in groups, The CRS teachers do not often present students with a "focus" question and allow an open discussion on the topic, Teachers do not often use KWL(H) Chart (What we know, What we want to know, What we have learned, How we know it) technique in assessing the progress of the students throughout the course of study, Christian Religious Studies(CRS) teachers should encourage and accept student autonomy and initiative; CRE teachers should use raw data and primary sources, along with manipulative and interactive and physical materials; When framing tasks, CRS teachers should use cognitive terminology such as "classify," "analyze," "predict," and "create; CRS teachers should allow student responses to drive lessons, shift instructional strategies, and alter content. The study finally recommends that there should be a shift from the obsolete methods of content delivery of Christian Religious Studies instructions in secondary schools in Nigeria by the teachers of CRS to a more interesting innovative approach like the constructivist teaching and learning approach.

Keywords: Constructivism, teaching and learning, interest, Christian Religious Education.

Introduction

Educators have argued for the importance of the classroom context in developing students' creative abilities and potentials. However, the emphasis is on the basic learning approaches which can aid or enhance students' interest in a particular phenomenon. Speaking from the research antecedents on the performance of students in Christian Religious Studies (CRS) in secondary schools in Nigeria, pieces of evidence abound that the interests of students in the subject have drastically declined (WAEC Chief Examiner's Report 2010-2016). Many factors have been considered so far by the findings of different researches ranging from teachers and teaching factors, students' factors, social/environmental factors, parental factors and so on. Specifically, in the classroom, teaching methods and approaches are one of the interest-arousing factors which influence students' interest in a particular subject.

Evidently, there are many tools, approaches, purposes, methods, instruments, and processes in assessing teaching and learning. In school, it is useful for educators to note the various learning and teaching approaches which facilitate learning. One of those theories or approaches is the 'constructivist learning approach'. Constructivism learning approach is a teaching method or philosophy which enhances students' logical and conceptual growth. The underlying concept within the constructivism teaching approach is the role which experiences-or connections with the adjoining atmosphere play in students' education. Central to this constructivist based approaches, as opined by Madu and Ezeamagu (2013), is the premise that a learner constructs meaning from new information and events as a result of an interaction between the individual's alternative conception and his or her current observation. Pupils' prior ideas or knowledge, therefore, is a source of alternative conceptions possessed by them before a formal instruction takes place. Constructivist-based practices require teachers to place pupils in a more This implies that pupil's ideas should form a basis for discussion and investigation in the classroom. The constructivist teachers should behave in an interactive manner, mediating the environment for pupils and also seek the pupils' point of view in order to understand pupils' present conceptions for use in subsequent lessons (Von Glasserfeld, 1989 as cited in Madu et al, 2013). In a constructivist approach, creating an understanding requires that the learners have the opportunities to articulate their ideas to test those ideas through experimentation and conversation, and to consider connections between the phenomena that they are examining and other applications of the concept (Oludipe and Oludipe, 2010 as cited also in Madu et al, 2013). This implies that learners should be given opportunity to discuss and clarify their experiences in order to encourage self- organization and reflective abstraction. This reflective abstraction, according to Madu, et al (2013), is the driving force of learning.

Christian Religious Studies (CRS) according to Njoku and Njoku (2015) is one of the major subjects missionaries bequeathed to the Nigerian education system on the establishment of schools by the 19th century missionaries. The aim of this was to help raise

religious and faithful people who will help the colonial missionaries in their educational and religious activities. During this period, Christian Religious Studies (CRS) was the main subject of study. Subsequently, after independence, the government took over schools. There was a clarion call for review of curriculum in 1983 (Njoku & Njoku, 2015). The call was as a result of criticisms leveled against colonial education, which some scholars viewed as being too arts oriented and as such lacked relevance to Nigeria's upliftment, political emancipation and infrastructural development (Ocho, 2005 as cited in Njoku and Njoku, 2015). This caused the nature of the subject to start dwindling in its original value, while people's interest equally began to wane simultaneously. The subject was no longer given preeminence as was in the missionary's time. Arinze (1982) as cited also in Njoku and Njoku (2015) observed that the teaching of the subject witnessed slackening of control by principals /head teachers, difficulty of training and assigning teachers, placing the subject in the school time-table, teachers' lack of commitment and other defects such as students' dishonesty, examination malpractices and disrespect, to mention but a few. In support of the above assertion, Ndarwa (2007) as cited also in Njoku and Njoku (2015), maintained that pupils, nowadays, are groomed to be intellectual giants in science and technology; with little or no interest in the moral growth. This he referred to as spiritual dwarfism. The major aims of inclusion of CRS in the education curriculum, as opined by Njoku and Njoku (2015), is to raise a generation of people who can think for themselves, respect the views and feelings of others, appreciate the dignity of labour and those moral values specified in the broad national aims as good citizens. At the secondary school, level the subject is meant to prepare learners for useful living through inculcation of Christian attitudes and values, and to prepare learners for higher education.

Christian Religious Studies is an aspect of religion that is peculiar to the followers of Christ. Christian religion is being practiced in Nigeria till today because it is a builder of attitude and morality (Lawal, 2010). Religion cannot be separated from education. That is the reason why CRS is included in the National Curriculum of Education right from the primary to the university education (Abioye & Adekunle, 1991). Despite the importance of Christian Religious Studies to the individual and the nation in imparting moral values and behavioural change, it is worthy to note that the performance of students in the subject is diminishing and poor (Lawal, 2002 as cited in Lawal, 2010). Speaking further, poor performance occurs yearly and more students are running away from the subject. This alarming rate of poor performance in CRS according to Lawal has generated a growing concern from various quarters: the parents, teachers, schools and the government. One are also worried because of the relative importance of the subject to education excellence and moral development. If care is not taken, the country will be eroded its moral values and cultures if trends continue like that.

In a clearer view, the nexus between CRS and constructivism can be ascertained if teachers allow students to manipulate with Christian religious ideas and find out the most practical ways of applying it to their daily contexts of life. This will aid in resuscitating and

moulding interests in the students towards the subject. It is against this background that this study aims at describing how constructivism as a teaching and learning approach can help curb the problem of students declining interest in Christian Religious Education in Nigeria.

Statement of the Problem

The study of CRS aims at developing good morals in students; and to cater for spiritual growth of learners for positive change. It also aims at guiding them towards critical judgment to enable them make intelligent choices. In this case, one may wonder why the interests of the students are declining in this important subject. Evidently, over the years, the rate at which secondary school students opt for CRS in Nsukka Local Government Area, Enugu State, Nigeria is highly declining. The reason for this is not far-fetched as the teaching methods and techniques employed by some teachers can tentatively said to be the cause. This work therefore aims at describing how Constructivist Learning Approach can help to solve the problem of students' declining interest in Christian Religious Education in Secondary Schools in Nsukka Local Government Area of Enugu State, Nigeria.

Review of Related Literature

The concept of constructivism has to be given a broader highlight to aid fuller understanding of the study.

Concept and meaning of constructivism

Constructivism as a teaching and learning approach is another trend which shows the relationship between how teachers teach and how learners learn. One foundational premise of constructivism is that children actively construct their knowledge, rather than simply absorbing ideas spoken to them by teachers (Fosnot, 2006; Phillips, 2000; & Larochelle, 2010 as cited in Lunenburg, 2005). Constructivism as a learning theory and a method of teaching, simply speaking, is to make learning meaningful. The core constructivist perspectives are as follows: (a) learning is a self-directed process—knowledge is constructed rather than directly received; (b) instructor as facilitator; (c) learning as a socio-cultural process (Tobin and Tippins 1993 as cited in IB research paper, 2012). Constructivism as opined by Urie C. Geer and David W. Rude can be understood as a theory of learning: students construct knowledge in the process of learning through interaction with phenomenon, as they develop shared-meaning of a phenomenon via interactions within a social context (culture).

Addressing further, it is generally agreed that students learn by making sense of phenomenon as they experience it, evaluate its evidentiary merits, and attempt to make sense of it within a socially acceptable context in light of prior knowledge. Most constructivists agree that learning occurs when individuals assimilate new information into existing mental models of the world, or construct – as a result of discrepant insights – new models that can accommodate both old and new insights gained from experience.

In constructivist learning approach, as asserted by Lunenburg (2005), it is assumed

that learners have to construct their own knowledge—individually and collectively which simplifies that each learner has a repertoire of conceptions and skills with which she or he must construct knowledge to solve problems presented by the environment. The role of the teacher and other learners is to provide the setting, pose the challenges, and offer the support that will encourage cognitive construction (Chaille, 2008 as cited in Lunenburg, 2005). Since students lack the experience of experts in the field, teachers bear a great responsibility for guiding student activity, modeling behavior, and providing examples that will transform student group discussions into meaningful communication about subject matter (Flynn, 2005 as cited also in Lunenburg, 2005).

In a classroom with a diversity of socio-cultural traits, the teachers need to be able to understand students' initial perceived identities, help students to understand their own traits, explicitly explain the expectations of a learning environment and scaffold identity formation (Rennigner 2009 as cited in IB research paper, 2012). Continuous interaction helps students gradually form new identities and the development goes through a step-wise trajectory (Rennigner 2009 as cited in IB research paper, 2012). Frequent assessment of students' affective and motivational states through teacher–student conversation and reflective questionnaires can be practical strategies. Brooks and Brooks (2005) provided a detailed description of constructivist classroom practice and its theoretical underpinnings in their book: *“In Search for Understanding: the Case for Constructivist Classrooms, Page 1”*. They provided five principles of constructivist pedagogy which includes the following:

- Posing problems of emerging relevance to students;
- Structuring learning around big ideas or primary concepts;
- Seeking and valuing students' points of view;
- Adapting curriculum to address students' suppositions; and
- Assessing student learning in the context of teaching.

One of the primary goals of using constructivist teaching is that students learn how to learn by giving them the training to take initiative for their own learning experiences. According to Gray (1997), the characteristics of a constructivist classroom are as follows:

- the learners are actively involved
- the environment is democratic
- the activities are interactive and student-centered
- the teacher facilitates a process of learning in which students are encouraged to be responsible and autonomous

Furthermore, in a constructivist CRS classroom, students should work primarily in groups to enhance interactive and dynamic learning and knowledge. There should be a great focus and emphasis on social and communication skills, as well as collaboration and exchange of ideas (Thirteen Ed Online, 2004). This is contrary to the traditional classroom in which students work primarily alone; learning is achieved through repetition, and the subjects are strictly adhered to and are guided by a textbook. Some activities encouraged in constructivist classrooms as given by Thirteen Ed Online (2004) are:

- *Experimentation*: students individually perform an experiment and then come together

as a class to discuss the results.

- *Research projects*: students research a topic and present their findings to the class.
- *Field trips*. This allows students to put the concepts and ideas discussed in class in a real-world context. Field trips would often be followed by class discussions.
- *Films*. These provide visual context and thus bring another sense into the learning experience.
- *Class discussions*. This technique is used in all the methods described above. It is one of the most important distinctions of constructivist teaching methods (Taber, 2011).
- *Constructivist approaches can also be used in online learning*. For example, tools such as discussion forums, wikis and blogs can enable learners to actively construct knowledge

Conclusively, the key to a successful constructivist classroom is an interactive relationship between the learner, the task, and the teacher who will largely act as a facilitator of learning without depriving the students of experiencing learning and discovering knowledge on their own. Using the constructivist learning theory in the classroom requires the teacher to avoid direct guidance of the students. Instead, she/he sets a learning atmosphere with minimal supervision and maximum opportunity for the students themselves to visualize, articulate, express, explain, interpret, and apply new knowledge.

Purpose of the Study

The study aimed at determining how constructivist learning approach can help solve the problem of students declining interest in Christian Religious Studies in secondary schools in Nsukka Local Government Area of Nigeria. Specifically, the study has the following objectives.

1. To x-ray how CRS teachers' teaching techniques could account for students' declining interest in Christian Religious Education in Nigeria;
2. To determine how constructivist teaching approach could enhance students' interest in Christian Religious Education in Nigeria

Method

The study adopted a descriptive survey research design aimed at describing and investigating descriptively how constructivist teaching and learning approach can aid or help curb the problem of students' declining interest in Christian Religious Studies in secondary schools in Nsukka Local Government Area of Enugu State, Nigeria.

Population of the Study

The population of the study comprises of all the 85 certified CRS teachers from all the 30 government secondary schools in Nsukka local Government area of Enugu state (Post Primary Schools Management Board [PPSMB], Nsukka, 2016). The choice of the teachers is because they are the ones that are directly involved in teaching the students with many

teaching methods; and as such, possesses more convenience in gathering information; and to acquaint with them the findings of the research. The selection of only teachers from government-owned schools is to ensure that the schools possess almost similar learning environments.

Sample and Sampling Technique

Fifty CRS teachers from fifteen schools were selected out of the eighty-five teachers in the area using purposive sampling technique. Purposive sampling technique which is also known as judgmental, selective or subjective sampling, according to Ashley Crossman (2016), is a non-probability sample that is selected using knowledge of the study and the population to choose participants. It is not a random sampling that looks at the whole population. It is also based on characteristics of a population and the objective of the study. This type of sampling is very useful in this study because the researchers are studying the specific characteristics, features and functions of CRE teachers. Sampling for proportionality as is done in other sampling techniques is not the main concern but to reach the targeted sample quickly.

Instrument for Data Collection

The instrument for data collection was a structured questionnaire titled “Constructivist Teaching Approach Questionnaire”. It was face validated by experts in educational measurement and Christian Religious Education from the University of Nigeria, Nsukka in terms of clarity of items, appropriateness of language and expression to the respondents and relevance to the purpose of the research. Their contributions were incorporated into the final draft of the items used.

Method of Data Collection

The questionnaire was distributed manually to all the CRS teachers in the sampled schools with the permission of the principal of the sampled schools. The administration and retrieval of the questionnaires was done by the researchers and this ensured accurate return of the fifty questionnaires given out.

Data Analysis

Mean was descriptively used to analyze the data obtained to enable answer the research questions. SA (strongly Agree) = 4 points, A (Agree) = 3 points, D (Disagree) = 2 points, SD (Strongly Disagree) = 1 point. Criterion mean of 2.50 was raised by adding the assigned values of responses and dividing it with the total number of the responses options which is the summation of $4+3+2+1 = 10/4 = 2.5$. Therefore, any score below 2.5 was rejected while 2.5 and above was accepted.

Table 1: Mean Score of Respondents on CRS Teachers' Teaching Techniques for Students' Declining Interest in Christian Religious Studies (CRS) in Nigeria. N = 50

[illegible]

Table I on the CRS teachers' teaching techniques for students' declining interest in Christian Religious Studies in Nigeria achieved a grand mean of 2.6 which indicates high level of acceptance of the items in the above table as some of the challenges to students' declining interest in Christian Religious Studies in Nigeria.

[illegible]

Following the responses of the respondents, items 1-11 in table 2 on how constructivist teaching approach could enhance students' interest in Christian Religious Studies in Nigeria all achieved the acceptance criterion benchmark of 2.5. This is evident by the grand mean of 3.61 which indicates that there is high acceptance of all the items as ways in which constructivist teaching and learning approach could enhance students' interest and help reduce or solve the problems of their declining interest in Christian Religious Studies (CRS) in Nigeria.

Discussion

Result of the data analysis in table 1 shows that the respondents are in consonance with the items which specify the causing-teaching factors that pave way for students' declining interest in Christian Religious Studies in Nigeria. This indicates to a very high extent that teachers of CRS do not apply the rightful teaching and learning method while delivering CRS content in the classrooms. This is crystal in the responses which indicate that Teachers do not often allow students to work in groups, The CRS teachers do not often present students with a "focus" question and allow an open discussion on the topic, Teachers do not often use KWL(H) Chart (What we know, What we want to know, What we have learned, How we know it) technique in asseing the progress of the student throughout the course of study, Students of Christian Religious Studies (CRS) do not use Mind Mapping to list and categorize the concepts and ideas relating to a topic, Teachers do not use a checklist and observation (Hands-on activities) to assess student success with a particular material, Teachers of CRS do not use Pre-testing to determine what knowledge students bring to a new topic which will be helpful in directing the course of study, Teachers obey strict adherence to fixed curriculum without any innovative change, Learning of CRS in classroom is not interactional towards building on what students already know, Teaching and learning of CRS is basically teacher-centered as the Instructor gives and students receive, Teachers of CRS assumes directive, and authoritative role while giving out instructions. All these factors seriously militate students' interest in the subject, thus, paving way for a decline in interest. It is in this approach that Ogwu & Ezema, (2016) opined that the decline of students' interest in CRS could be attributed to the teaching methods used for learning, which seems narrow and obsolete in approach.

The result of table 11 analysis also indicates to a very reasonable amount that constructivist teaching and learning approach could fundamentally help in reducing if not at all, curbing the problems of students' declining interest in Christian Religious Studies (CRS) in Nigeria. This is indeed evident in the responses given by the respondents which vividly pointed out that Christian Religious Studies (CRS) teachers should encourage and accept student autonomy and initiative; CRS teachers should use raw data and primary sources, along with manipulative and interactive and physical materials; When framing tasks, CRS teachers should use cognitive terminology such as "classify", "analyze", "predict", and "create; CRS teachers should allow student responses to drive lessons, shift instructional

strategies, and alter content; CRS teachers should inquire about students' understandings of concepts before sharing their own understandings of those concepts; CRS teachers should encourage students to engage in dialogue both with the teacher and with one another; CRS teachers should encourage students' inquiry by asking thoughtful, open-ended questions and encouraging students to ask questions of each other; CRS teachers should seek elaboration of students' initial response; CRS teachers should engage students in experiences that might engender contradictions to their initial hypotheses and then encourage discussion; CRS teachers should allow wait time after posing questions; CRS teachers should nurture students' natural curiosity through frequent use of the learning cycle model. Constructivist teaching and learning approach as an innovative teaching approach if utilized very properly in CRS content delivery in classroom could go a long way in moulding the interests of students towards the subject. It was in this view that Edube and Odiegwu (2014) as cited in Ogwu, et al (2016) opines that innovative and modern methods build students interest, allow full participation and increases knowledge. According to John (2011) as cited also in Ogwu, et al (2016), a good classroom teacher should employ these appropriate teaching methods while delivering instructions in classrooms.

Recommendations

Based on the findings of this study, the following recommendations were made;

- There should be a paradigm shift from the obsolete methods of content delivery of Christian Religious Studies instructions in secondary schools Nigeria by the teachers of CRS to a more interesting innovative approach like the constructivist teaching and learning approach. This could enable resuscitate decades of students' declined interests in the subjects.
- Teachers of CRS as a matter of urgent importance should be equipped through training and retraining so that they will be properly grounded in the modern pedagogical and theological aims of the subject. Effective teaching is dependent upon teachers' skills and knowledge; and these variable must be sorted out to enable the teaching of the subject achieve its set goals in the learners' lives.
- There should always be a constant evaluation and assessment for learning from the students by the teachers to ascertain students' level of interests immediately after constructivist teaching to checkmate when or whether there is a decline in interests.
- There is need for educational administrators, parents, governmental and non-governmental organizations to always emphasize on the teaching and learning of CRS in Nigeria owing to the vast profit of the subject to the nation at large.

Conclusion

The antecedents of decades of students' declining interest in Christian Religious Studies (CRS) in secondary schools in Nsukka Local Government Area of Nigeria have been broadly given a limelight by the findings of this study. This is as a result of the obsolete teaching methods and approaches used by the subject-teachers for decades till now. These had limited

the interest of students as there is no interest building and innovation stimulus attached to those primordial approaches. This has implications for teachers, since the exposure of this result will assist in mentoring CRS teachers towards the importance of using innovative teaching methods like constructivist teaching and learning approach which are the prerequisite for students developing interests in a particular subject, specifically, in CRS.

References

- Ashley, Crossman (2016). *Understanding purposive sampling: An overview of the method and its applications*. Retrieved from <http://sociology.about.com/od/Types-of-Samples/a/Purposive-Sample.htm>
- Gray, Audrey (1997). *Constructivist teaching and learning*. Retrieved from https://en.m.wikipedia.org/wiki/Constructivist_teaching_methods
- Lawal, B. O. (2010). Factors affecting academic achievement of students in senior school certificate examination (SSCE) in Christian Religious Knowledge. *African Research Review*. 4(4), 1-14.
- Lunenburg F. C., (2011). Critical thinking and constructivism techniques for improving student achievement. *National Forum of Teacher Education Journal*. 21(3). 1-9.
- Madu, B.C. & Ezeamagu M.U. (2013). Effects of constructivist based approach (5Es) on the pupils achievement in primary mathematics in Enugu State, Nigeria. *International Journal of Educational Science and Research*. 3(4). 1-12
- Njoku N.C., & Njoku D.I. (2015). Challenges to effective implementation of Christian Religious Studies curriculum: A study of secondary school pupils in Ebonyi State of Nigeria. *Journal of Education and Practice*. 6(18), 1-6.
- Ogwu, E. N., & Ezema, A. A. (2016). Influence of teaching methods on students' interest in Christian Religious Studies (CRS) curriculum. *International Journal for Research in Social Science and Humanities Research*. 1(6). 30-42.
- Renninger, KA. (2009). Interest and identity development in instruction: An inductive model. *Educational Psychologist*, 44(2).–118.
- Taber, K. S. (2011). Constructivism as educational theory: Contingency in learning, and optimally guided instruction. In J. Hassaskhah (Ed.), *Educational theory* (pp. 39–61). New York, NY: Nova. Available from <https://camtools.cam.ac.uk/wiki/eclipse/Constructivism.html>.
- Thirteen Ed Online (2004). *Constructivism as a paradigm for teaching and learning*. <http://www.thirteen.org/edonline/concept2class/constructivism/index.html>

- Tobin, K. & Tippins, D. J. (1993). Constructivism as a referent for teaching and learning. In K. Tobin, (Ed), *The practice of constructivism in Science Education* (pp. 3–21). Washington, DC: American Association for the Advancement of Science.
- Uric C. Geer & David, W. R. (2012). *A review of research on constructivist-based strategies for large lecture science classes*. Kalamazoo, MI: Mallinson Institute for Science Education, Western Michigan University.

Effect of Constructivist-Based Instructional Method on Senior Secondary School Students' Interest in English Language Essay Writing

Cecilia Ada Akogwu, PhD

Government Girls' Secondary School, Rumuokwuta,
Port-Harcourt, Rivers State

E-mail: cecilddy4sure@yahoo.com

Abstract

The study examined the effect of Constructivist-Based Instructional Method on Senior Secondary School students' interest in English Language Essay writing. One research question and one null hypothesis were formulated to guide the study. Quasi-experimental design was adopted. The population of the study comprised all the Senior Secondary two (SS2) students in Obio/Akpor Local Government Area of Rivers State. The population of the students was 6,589 comprising 2,972 males and 3,617 females in the fourteen (14) public senior secondary schools in the Local Government. The sample size was 207 SS 2 students in eight intact classes from four co-educational schools. Multi-stage sampling technique was used to draw the respondents. The experimental group was taught using the Constructivist-Based Instructional Method while the control group was taught using the Conventional Method. The instrument for data collection was English Language Interest Inventory (ELEII) and was validated by experts within the University of Nigeria, Nsukka. The reliability index for ELEII was 0.79. The research question was analyzed using mean, standard deviation, while analysis of covariance (ANCOVA) was used for the hypothesis at 0.05 alpha level of significance. The findings showed that students taught English Language using the Constructivist-Based Instructional Method showed greater interest in English Language essay writing than those taught using the Conventional Method. It was concluded that the study provided empirical evidence on the effectiveness of CBIM in stimulating students' interest in the learning of English Language essay-writing. It was recommended that teachers of English Language should make learning student-centred instead of teacher-centred in order to enhance students' interest thereby leading to greater performance in their essay writing.

Keywords: Interest, performance, evidence, effectiveness, learner-centred, teaching method.

Introduction

Interest is an important variable in language learning especially essay writing. This is because when one is interested in a language, one would be ready to learn it. Interest can be

seen as the feeling of a person whose attention, concern, or curiosity is particularly engaged by something. Interest could also be seen as the feeling one has in the course of wanting to know or learn more about something or somebody. Interest in an activity or object can be sustained depending on what the individual, whose interest is engaged, stands to gain or lose by so doing (Njoku, 1997; & Ifeakor, 2005). Interest from educational and psychological point of view is a motivational construct. It spurs one into action in addition to giving direction to one's activities (Nworgu, 1992). It is a persisting inclination to be attentive and enjoy same activities or contents.

In the same vein, interest is seen by Chukwu (2002) as an emotionally oriented behavioural trait which determines a student's urge and vigor to tackle educational programmes or other activities. Jones and Simpson in Njoku (1997) defined interest "as a feeling of like or dislike one has towards an activity". Anderson, Shirley, Wilson and Fielding (1987) also defined interest as "the capacity to evoke an emotional response". It is this emotional response that sustains the quest for learning. Interest is useful in predicting the success and the satisfaction which an individual is likely to obtain from engaging in certain activities now and in the future. Once an interest is developed and consolidated, it tends to attain some degree of stability (Bakare, 1991). Since interest increases learning, it is important that any language teaching method or materials to be used should be selected on the basis of its ability to arouse learner's interest in the target language especially English Language essay writing. It is also said that when students are interested in their course of study, they will make every effort to learn (Ezenwafor, 2007).

In teaching and learning, when a child pays attention to a subject, it means that the child is interested in the subject; Interest occurs in essay writing when the students want to know more about the topic of discussion, when they are encouraged to brainstorm, argue and express their views. Interest adds enjoyment and satisfaction in essay writing. As long as students derive enjoyment and satisfaction in essay writing, they will continue to be interested in it. Again, interest in a subject is sustained when teaching and learning is made attractive as a result of the students' mastery of the skills, facts and competence in a given subject. For the students to master the act of writing, their interests have to be aroused through a method of teaching that encourages hands-on-activities and autonomy.

There are several strategies to arouse students' interest. Some of them are: brain storming, creating a sense of progress, sustaining the state of suspense, setting of goals as well as creating humour (Word inet web.princeton.edu/perl/web)

To be able to stimulate students' interest in essay writing, the language teacher should endeavour to allow students dominate the teaching and learning while they (teachers) co-ordinate and facilitate the process. By so doing, students will be eager to learn to write essays. There is positive correlation between students' interest and their achievement in a particular subject or skill (Omeje, 2008; & Terty, 2010). Corroborating this, Osuafor in Egbe (2015) also discovered that interest can be aroused and sustained in teaching and learning through appropriate teaching method. With this close link between interest and achievement

on one hand, and interest and methodology of instruction on the other, it becomes imperative to teach English language essay in such a way that will arouse the interest of the students in it through appropriate approaches and methods. To this effect, the purpose of the study was to find out the effect of Constructivist-Based Instructional Method on students' interest in English language essay writing.

Method

One research question and one null hypothesis were formulated to guide the study. The study employed a quasi-experimental design. The specific design used was non-equivalent, control group design.

The study was conducted in Obio/Akpor Local Government Area in the metropolis of Port Harcourt, Rivers State Nigeria. The Local Government has a total number of fourteen (14) public senior secondary schools. Nine schools are in the urban while five schools are in the rural areas. All the fourteen senior secondary schools in the Local Government Area are co-educational (mixed). The population was 6,589 students in the fourteen (14) public senior secondary schools. The males have a total number of 2,972 while the females were 3,617. Senior secondary class two (SS2) students were used because they had been taught and exposed to English Language essay writing from junior secondary and part of senior secondary school through different methods adopted by their teachers. As a result, the students were expected to write good essays.

The sample for the study comprised all the 207 SS2 students in eight intact classes that were drawn from four co-educational schools in Obio/Akpor Local Government Area. The instrument for data collection was English Language Essay Test (ELET) as well as a structured questionnaire entitled: English Language Essay Interest Inventory (ELEII). The ELEII comprised 20 items. The instrument was developed based on cognitive, affective and psychomotor domain as they relate to expressions of interest. The instrument was constructed using four-point scale of rating of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with corresponding values of 4, 3, 2 and 1 respectively. The instruments for data collection were validated by three experts in the Department of English and literary Studies, Department of Educational Psychology and the Department of Measurement and Evaluation, all of university of Nigeria, Nsukka. The internal consistency of the items was determined using Cronbach Alpha Formula which was 0.79 indicating that the instrument was reliable. Two hundred and seven (207) questionnaires for the English Language Essay Interest Inventory (ELEII) was administered to the 207 SS2 students in eight intact classes that were used. This was done with the help of the research assistants who were also the students' regular English Language teachers in the Sample Schools for the experiment. They were used to teach and administer the questionnaire to both the experimental and control groups under the supervision of the researcher. After the teaching which lasted for four weeks for both the experimental and control groups, the scores of the pretest and post tests scores were retrieved. The data were analyzed in line with the research

question and hypothesis. Mean \bar{X} and standard deviation (SD) were used in answering the research question. The hypothesis on the other hand was tested using analysis of co-variance (ANCOVA) at 0.05 level of significance.

Data Analysis

The results of the study are presented in tables in line with the research question and hypothesis that guided the study.

Research Question

What are the mean interest scores of students taught essay writing using Constructivist-Based Instructional Method (CBIM) and those taught using the Conventional Lecture Method (CLM)?

Table I: Pretest/post Test Mean Interest Scores of the Experimental and Control Groups in English Language Essay Writing.

Group	N	Pretest \bar{X}	SD	Post test \bar{X}	SD	Mean Gain
Experimental (CBIM)	104	54.29	14.83	66.13	9.90	11.84
Control (CLM)	103	52.48	14.76	60.80	12.50	8.32

The result presented in Table I above indicates that the experimental group had a pre-test mean interest score of 54.29 with standard deviation of 14.83 and a post-test mean interest score of 66.13 with standard deviation of 9.90. The control group on the other hand had a pre-test mean interest score of 52.48 with 14.76 as the standard deviation. The post-test mean interest score of the control group was 60.80 with standard deviation of 12.50. The experimental group had a mean gain score of 11.84 while the control group had a mean gain score of 8.32. From the result, the experimental group showed greater interest in English language essay writing than the control group.

Hypothesis

H₀₁: There is no significant difference in the mean interest scores of students taught English language essay writing using the Constructivist-Based Instructional Method (CBIM) and those taught using the Conventional Lecture Method (CLM).

Table 2: Analysis of Co-variance (ANCOVA) of Students' Post Interest Scores in English Language Essay Writing

Source of variation	Type III Sum of Squares	DF	Mean	f	Sig	Decision
Corrected model	11979.907 ^a	8	1497.488	20.568	.000	
Intercept	24378.884	1	24378.884	334.845	.000	
Pre interest scores	6820.078	1	6820.078	93.674	.000	
Method	1210.150	1	1210.150	16.621	.000	*S
Error	14415.697	198	72.807			
Total	86.373.00	207				
Corrected total	26395.604	206				

* = Significant at 0.05 level

The results presented in Table 2 show that Constructivist-Based Instructional Method (CBIM) has a significant effect on students' interest in English language essay writing. This is because the f-value in respect of treatment is shown to be significant at 0.000 level of significance. This indicates that at 0.05 level of significance, the f-value of 16.52 is significant. The result is indicative of the fact that the Constructivist-Based Instructional Method significantly improved students' interest in English language essay writing more than the Conventional Lecture Method (CLM). Thus the null hypothesis that there is no significant difference in the mean interest-scores of students taught English language essay using (CBIM) and those taught using (CLM) is rejected.

Discussion

Evidence from the results showed that the use of Constructivist-Based Instructional Method has a significant effect on students' interest in English language essay writing. The students that were taught using Constructivist-Based Instructional Method exhibited more interest in the lesson which made them to perform considerably better as opposed to their counterparts taught using Conventional Lecture Method (CLM). The outcome of the study portrayed that though CLM being the method used by English language teachers over the years in teaching essay writing; it could not bring about the needed outstanding results among students in secondary schools. This could be the reason behind the WAEC chief Examiners' Reports of (2008-2017) on the need for a change of method that could generate interest in the students so as to address the challenges the students often have with regard to writing good essays.

Similarly, the evidence from the study also indicates that students in the experimental group showed more interest in CBIM than those in the control group (CLM). This is in line with the findings of Harmer (2008). Awuota (2005), Hmelo-Silver et al (2007), Dogru and Kalender (2007) that show that students preferred CBIM to CLM in the learning of English language essay writing. The result also agrees with Chukwu (2002) and Torty (2010) whose findings revealed that suitable teaching methods, enhance students' interest in learning any

subject. CBIM was able to stimulate higher interest in the students because it is activity-Based and encourages students' autonomy during essay writing. In the course of brainstorming and knowledge sharing during essay lessons, students are made to learn collaboratively thus enabling them to discuss the essay topic(s). Such knowledge-sharing is a community process of construction and by so doing they begin to understand the meaning of their investigation and to compare notes. Students begin to brain storm using grammar and those who have problems with construction of correct sentences begin to learn to do so, thus helping even the shy and weak students to overcome their problems. This also discourages passive learning and encourages active learning participation.

Some researchers like Sysoyev (1999), Azar (2013) in (Egbe, 2015) maintained that students tend to prefer assignments that allow them to explore the language. The knowledge they obtain from such engagement is not easily forgotten.

Conclusion

The result of the study showed that Constructivist-Based Instructional Method is more effective in stimulating students' interest in the learning of essay language than the Conventional Lecture Method. It is therefore concluded that CBIM is superior to the Conventional Lecture Method (CLM) in facilitating students' interest and performance in English language essay writing. The implication is that the study is beneficial to the students as it promotes independence, cooperation and team spirit amongst them.

Recommendations

On the basis of the findings of the study, the following recommendations were made:

1. English Language teachers should adopt the Constructivist- Based Instructional Method as an alternative to the Conventional Lecture Method in the teaching of English Language Essay Writing. This becomes imperative as the result from the study showed that Constructivist-Based Instructional Method has significant positive effect on secondary school students' interest in English Language essay writing.
2. Teachers should endeavour to encourage the students to participate in all the activities that help students to learn essay writing during the teaching of essay topics in the classroom. This can be achieved by making learning student-centred instead of teacher-centred. This will in no small way stimulate students' interest thereby leading to greater achievement in their essay writings.
3. English language teachers should be given training on how best to use the Constructivist-Based Instructional Method. This can be done through workshops and seminars for secondary school teachers of English language sponsored by the Federal and even State Ministries of Education. Through these mediums, opportunities would be provided for stakeholders to critically examine the concept, procedure/strategies as well as the application of CBIM.

References

- Anderson, R.C., Shirey, L.L., Wilson, P.T., & Fielding, L.G. (1987). Interestingness of children's reading material. In R.E. Snow & J.F. Marshall (Eds.), *Aptitude learning and instruction* (pp. 83-95). Hillsdale, Ill: Lawrence Erlbaum Associates Inc.
- Awotua, E.B. (2005). *Effective teaching: Principles and practice*. Port Harcourt, Nigeria: Paragraphic.
- Bachman, L.F. (1990). *Fundamental consideration in language teaching*. Oxford, U.K: Oxford University Press.
- Bain, K. (2004). *What the best college teachers do*. Ambridge, MA. Harvard University Press.
- Bean, J.C. (1996). *Engaging ideas: The professor's guide to integrating writing, critical thinking and active learning in the classroom*. San Francisco, CA: Jossey-Bass, 30-13.
- Brunner, J. (2011). *Constructivist theory*. Retrieved from <http://gwu.edu/ntip/brunner.html>.
- Calkins, I. (1986). *The art of teaching writing*. Portsmouth, NH: Heinemann.
- Chukwu, J.O. (2002). Promoting interest in mathematics learning through local games. *International Journal of Arts and Technology Education* 2 (1) 124-136.
- Cleve, L. (1992). A new look at evaluating the college application essay; suggestions for high schools and colleges. *Journal of College Admission* 10.
- Cook, J. (1980). *Writing: an educational perspective. A.A.T.E. students in English*. Norwood, Australia: Australian Association for the Learning of English.
- Egbe, C.I. (2015). *Effects of integrative language teaching approach on secondary school students' achievement and interest in English grammar*. Ph.D Thesis, University of Nigeria, Nsukka.
- Ezeugwu, J.O. (2011). Study habit and their relationship to achievement in senior secondary schools in core subject in Nsukka urban area. *African Journal of Science, Technology and Mathematics Education*. 1 (1), 70-80.
- Torty, O.U. (2010). *Effect of collaborative learning method on secondary students' achievement and interest in English language tenses*. Ph.D Thesis, University of Nigeria, Nsukka.
- Omeje, M.O. (2008). *Effect of communicative method on students' achievement and interest in Igbo letter writing*. Ph.D Thesis, University of Nigeria, Nsukka.
- Ezenwafor, J.I. (2007) Strategies for stimulating interest of students in the study of business studies. *Business Educational Journal*, 6 (1), 167 – 179.

- Harmer, J. (2008). *The practice of English language teaching*. Essex, U.K: Pearson Educational Limited.
- Sysoyev ((1999). *Teaching English: A training course for teachers*. Cambridge, U.K: Oxford University Press.
- West African Examination Council (2008-2017).*Chief Examiners' Reports*. Yaba, Nigeria: Author.

Improving Senior Secondary School Students' Achievement in Non-African Poetry Using Dramatization

Cajetan Ikechukwu Egbe, PhD

Department of Arts Education

Faculty of Education, University of Nigeria, Nsukka

Email: cajetan.egbe@unn.edu.ng

Ugochinyere Angelic Okereke

Department of Arts Education

Faculty of Education, University of Nigeria, Nsukka

Chidimma Perpetual Eze

Department of Arts Education

Faculty of Education, University of Nigeria, Nsukka

Abstract

This study focused on improving senior secondary school students' achievement in non-African poetry in Nsukka Local Government Area of Enugu State. The study adopted a quasi-experimental, non-equivalent control group design. The population of the study comprised all 1,800 SS II students that offered Literature-in-English in all the 30 government owned schools in Nsukka Local Government Area of Enugu State in 2017/2018 academic session. The sample consisted of 80 SS II students from two schools that were selected. A validated Poetry Achievement Test (PAT) was used for data collection. The study was guided by one research question and one hypothesis. The research question was answered using mean and standard deviation while the null hypothesis was tested using Analysis of Co-Variance (ANCOVA) at 0.05 level of significance. The result showed that there is a significant difference in the mean achievement scores of students taught non-African poetry using dramatization and those taught using the lecture method. The recommendations made include that Literature-in-English teachers in senior secondary schools should use dramatization in the teaching and learning of poetry, and that government should train teachers on the use of dramatization method in teaching poetry.

Keywords: Dramatization, students' achievement, non-African poetry, Literature-in-English

Introduction

Literature as a field of study is an art form through which human experiences are expressed. Aristotle in his *Poetics* describes literature as an art form that depends on language alone (Aristotle's *Poetics*, in Butcher, 1998). To Aristotle, it is the use of language as the major tool that differentiates literature from other forms of art like painting and sculpture. Aristotle further states that these art forms differ from one another in three respects: the medium, the object and the manner or mode of imitation.

Literature has three main genres. These include drama, prose narrative and poetry. Each of these shares in the essence of literature and also possesses those traits which characterize literature. But each has its own peculiar method of suggestion and invention (Oboegbulem, 2001). For instance, the prose narrative suggests mainly a conceived story or sequence of stories; drama, a conceived action or sequence of actions, and poetry, a conceived 'image' or 'representations'. This study, however, centres on poetry.

Poetry as a form of art has drawn many scholars from all fields of life that made attempts to unravel its true meaning. Although the philosophers view poetry from the perspective of all forms of art that are created with the use of language, their definitions of this concept are important. First, to Aristotle, cited in Butcher (2000), poetry is the form of art which combines different meters or consists of but one kind (verse). Looking at this, Aristotle is concerned with the form which makes the work of art universal. It is for the universality of 'form' in art that Hegel, cited in Knox (1979) asserts that poetry is the universal art of the mind. It runs through all the arts and is arts' highest phase, one phase higher than music. Arnold, cited in Nastasi (2003) states that poetry is at the bottom of criticism of life and that the greatness of a poet lies in his powerful and beautiful application of ideas to life. It is worthy of note that criticism may either be constructive or destructive. But going by Arnold's definition, poetry can be seen as an instrument used constructively to examine life from every angle.

This means that poetry by means of imagery, rhythm and sound condemns the ugly part of life, promotes the good aspect and suggests the way forward. These two aspects of life, Okoro (2012) calls pimples and dimples. Meanwhile, Arnold is not alone in this view, as Okoro (2012) in his preface to *Pimples and Dimples* states that a poet with a sharp knife in one hand, microscope in the other, is granted the inalienable right to cut portions of life for scrutiny. It is for this that Okoro avers that poetry is the imaginative crafting of sound and sense into a unique, self-contained text loaded with experience, idea and history. This definition shows to a greater extent, the various aspects or attributes of poetry like imagination, craft, sound, sense and self-'containedness'. The definition also shows the various sources of inspiration for the writing of poetry like experiences, idea and history.

Imagination here means that poetry could come from experiences, ideas or history. Poets work to carefully craft their poem using words. These words are combined to create sweet sounds (euphony) and then meaning (sense). Concerning sound and sense, Okoro (2012) notes that sound without sense may satisfy the child; sense without sound may entrap

the adult. However, a great poem is born when sound merges with appropriate sense into one inseparable unit.

The language of poetry borders on the use of imagery. This makes poetry very difficult to students because of the challenges they encounter in trying to decipher the message of the poet. It is not always easy to read human heart as the language of poetry is usually not plain. The language is more connotative than denotative, making it abstract and complex. In view of the foregoing, students' achievement in poetry has consistently been poor.

In Nigeria's Senior Secondary School Curriculum, the students are required to study both African and non-African poetry. African poetry is the poetry written by Africans which may be in English language or other indigenous languages, but in the case of Literature-in-English, the African poems that are recommended are the ones written in English. Students find African poems easier because of what is regarded in literature as 'local colour', that is, creating imagery through the things in the local environment. For example, instead of using "as white as snow", the African poet uses "as white as peeled cassava". Instead of writing "as wise as a fox", the poet writes "as wise as a tortoise". With the above examples, students who are familiar with these words like 'peeled cassava' and 'tortoise' decipher the meaning easily. So, African poetry is poetry written by Africans which describes African experiences. Sometimes, the fact that it describes African experiences in the use of local content and African orature makes it a bit easier for students than non-African poetry.

Non-African poetry, on the other hand, is poetry written by non-African writers. In this case, the metaphor, imagery, language and experience are not African, but are alien to the African learners. These poets write based on their language, experience and beliefs. They believe in the saying that art is personal while Africans use art for communicative purposes. This makes non-African poetry more difficult to students than African poetry. The researchers were thus motivated to look at the achievement of senior secondary school students in poetry, especially the non-African poetry, and how it can be improved.

Achievement as a concept is drawn from the word "achieve" meaning to succeed in doing by effort or skill. Therefore, achievement in this context deals with the success of students after being tested on what they have been taught. Students' achievement is commonly measured by examinations or continuous assessment. Investigations by the researchers have shown that students' achievements in Literature-in-English over the years have been poor. This can be seen in the WAEC Chief Examiners' Report which shows that in 2006, the standard of the papers was well within the capacity of the candidates and compared favourably with those of the previous years, yet students did not do well in them, especially in non-African poetry where many students wrote little or nothing. Reporting the weak points, the Chief Examiners' Report (2009) states that students showed inadequate knowledge of the subject. This poor performance in literature, especially in non-African poetry, also continued in 2011 and in subsequent years, hence the need to review teachers' method.

A number of teachers employ different methods in teaching and learning of non-African poetry. However, none of these methods has been able to improve students' achievement in it. Some of these methods are lecture method and recitation. However, teachers have paid little or no attention to the use of dramatization in teaching poetry (Ademorah, 2000). The sequence of the lecture method which teachers use is that they come into classroom and get the students seated, introduce the lesson and bring out the themes and various poetic devices used in the poem. This method encourages passivity in the instruction process by making it teacher-centred.

In the use of dramatization method, the teacher stands as a guide, directing the students on what to do. Therefore it provides learner-centred instruction. Some of the techniques include: dramatic play, creative dramatics, use of voice variation, use of puppets and mime. The method has proved effective in teaching other subjects. Aikhu, Ogungbe and Aibinu (1997) reported that dramatization method improved students' achievement in Christian Religious Knowledge (CRK) at the secondary level. In another study, Ugwu (2014) found that dramatization had significant effect on students' achievement in CRK in Nsukka Education Zone. Also, studies by Stinson and Freebody (2004) and Bello (2013) revealed the effectiveness of dramatization in teaching Oral Communication, and Family Life and HIV/AIDS respectively, hence, the need to determine the effect of dramatization on senior secondary school students' achievement in poetry.

Method

This study adopted a quasi-experimental research design. The sample of this study consisted of SS II students from two coeducational senior secondary schools in Nsukka Local Government Area of Enugu State, Nigeria. The schools were drawn purposively to ensure that they had similar facilities, number and quality of teachers and enough students to make up the sample. The sample size was 80 students, forty students from each of the schools. Intact classes were used for the study.

The instrument for data collection was a Poetry Achievement Test (PAT) developed by the researchers. The questions were essay-type questions requiring the students to write on the theme, style, imagery, figures of speech and sound devices as found in the poem "Shall I Compare thee to a Summer's Day" by William Shakespeare. The instrument was validated by three lecturers, two from English and Literary Studies and one from English Language Education at the University of Nigeria, Nsukka. The suggestions of the specialists led to the modification of the instrument.

The experiment started with the training of the regular Literature-in-English teachers by the researchers. After the training with the lesson plans prepared for the purpose, the experiment started. The experimental group was exposed to dramatization, while the control group was exposed to the lecture method. The treatment and data collection spread over four weeks. First and last weeks were used to administer the pretest and post test respectively. For the treatment, two weeks were used, that is, the second and the third week. At the

commencement of the experiment, the Poetry Achievement Test (PAT) was administered to the students. The explanation on how to answer the questions was given.

After the pre-test, the students were taught the poem “Shall I Compare thee to a Summer's Day” using dramatization method. In doing this, the teacher read out the lines of the poem using voice technique that is, varying the pitch of voice based on the tone of the poem. If the poem has double voices like male and female voices, this was also differentiated using voice technique. The students were organized and guided to act the lines of the poem being studied. Explanation and content analysis of the poem, poetic devices and figures of speech and finally the themes, from SS2 Literature-in-English syllabus were examined. For the control group, the lecture method was used. During the lesson, questions were asked and students were allowed to answer the questions. After the treatment a post-test was administered. Mean and standard deviation were used in answering the research question, while Analysis of Covariance (ANCOVA) was used in testing the hypothesis at 0.05 level of significance.

Data Analysis

Research Question 1: What is the effect of dramatization on the mean achievement scores of students in non-African poetry?

Table 1: Pretest and post-Test Mean Achievement Scores of the Experimental and Control Groups in Non-African Poetry.

Group	N	Pretest Mean	SD	Post-Test Mean	SD	Gain Score
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂	\bar{X}
Experimental (Dramatization)	40	13.73	11.98	76.23	12.50	62.5
Control (Lecture)	40	15.68	13.21	53.93	13.49	38.25

Data on Table 1 reveal that students taught non-African poetry using dramatization had post-test score of 76.23 and gain score of 62.5 while their counterparts taught non-African poetry using lecture method had post-test score of 53.93 and gain score of 38.25. Therefore, students taught non-African poetry using dramatization performed better than their counterparts taught using the lecture method. Dramatization was superior to the lecture method in its effect on students' achievement in non-African poetry.

Hypothesis

There is no significant difference in the mean achievement scores of students taught non-African poetry using dramatization and those taught using the lecture method.

Table 2: Summary of Analysis of Covariance (ANCOVA) of Students' Post Achievement Scores of students in Non-African Poetry

Source of Variation	Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	10801.391	4	2700.348	16.415	.000
Intercept	130549.242	1	130549.242	793.570	.000
Pretest	170.341	1	170.341	1.035	.312
Method	10090.614	1	10090.614	61.338	.000
Error	12338.159	75	164.509	.	.
Total	361920.000	80			
Corrected Total	23139.550	79			

Result in Table 2 reveals that there is statistically significant difference for method ($F = 61.338$, $p < .000$). Therefore, the null hypothesis is rejected, indicating that there is significant difference in the mean achievement scores of students taught non-African poetry using dramatization and those taught using the lecture method, in favour of students taught with dramatization method.

Discussion

The evidence from the findings of the study indicates that the dramatization method has facilitative effect on students' achievement in non-African poetry more than the lecture method. This is probably due to the fact that dramatization promotes activity-based learning. Dramatization makes learning authentic and true to life. It does not give room for passive learning among the students. Students are seen eager to understand what is happening. As their senses become more focused on the learning experiences, they have better chances of encoding what is learnt in the long term memory. The result agrees with the findings of Aikhu, Ogungbe and Aibinu (1997), Stinson and Freebody (2004) and Bello (2013), which revealed the effectiveness of dramatization in the teaching and learning of Christian Religious Knowledge, Oral Communication, and Family Life and HIV/AIDS respectively. In this method, students are able to get instant feedback and reinforcement for every right step they take which may not be possible in the lecture method.

Recommendations

Based on the findings and subsequent discussion, this study makes the following recommendations.

1. Teachers of Literature-in-English should use dramatization as an effective method of teaching non-African poetry so that non-African poetry can be fun and interesting.

2. Seminars, workshops and conferences should be organized for Literature-in-English teachers by government where they will be trained on how to use dramatization in improving students' achievement, interest and engagement in poetry, especially non-African poetry.
3. Since dramatization may require extra time and effort, Literature-in-English teachers can be encouraged through incentives to be able to go the extra mile in preparing and executing their lesson contents through dramatization.

Conclusion

Non-African poetry has features which African poetry does not have. These include high diction, strict metric systems, settings, backgrounds and imagery that are not familiar to African learners. These features, in combination with poor methods, have led to students' dread for it and the subsequent poor achievements in it. However, it has been shown in the foregoing that dramatization holds the promise of improving students' engagement and achievement if used effectively by teachers in teaching non-African poetry. It is hoped that with encouragement and training, teachers will be involved in its widespread use in teaching non-African poetry, and in other areas of Literature-in-English and language generally.

References

- Adeniran, T. (2000). *NCE/DLS course book on English language cycle 3*. Abuja, Nigeria: NTI.
- Aikhu, V.; Ogungbe, B. O, & Aibinu, B. O. (1997). *The effects of drama on students performance in Christian Religious Studies at the secondary level in Benin Education Zone*. B.Ed. Project, University of Nigeria, Nsukka.
- Butcher, S.H. (trans.). (2000). *Meaning of poetry*. New York, NY: Orange Street Press Classics.
- Bello, B. O. (2013). *Effect of drama on junior secondary school students' achievement in family life and HIV/AIDS education*. Ph.D Thesis, University of Nigeria, Nsukka.
- Knox, T.M. (1979). *Hegel's introduction to aesthetics*, Oxford, U.K: Clarendon Press.
- Nastasi, A. (2015). *20 poets on the meaning of poetry*. Nairobi, Kenya: Nastasi Press.
- Oboegbulem, A. I. (2011). *Literature-in-English: A study guide for certificate examinations*. Enugu, Nigeria: Magnet Business Enterprises.
- Okoro, (2012). *Pimples and dimples*. Enugu, Nigeria: El Demdarks.
- Stinson, M. & Freebody, K. (2006). The DOL project. The contributions of process drama to improve result in English oral communication. *Youth Theatre Journal*, 20, 27 - 41. Retrieved from www.aate.com
- Ugwu, C.J. (2014). *Effects of drama method on students' academic achievement and interest in Christian Religious Knowledge (CRK) in senior secondary schools in Nsukka education zone*. M.Ed Project, University of Nigeria, Nsukka.

Effect of Team Teaching on Academic Achievement of Secondary School Students in Essay Writing

Precious Okeke

Department of Arts Education

Faculty of Education, University of Nigeria, Nsukka

Abstract

The purpose of this study was to determine the effect of team teaching on students' achievement in Essay writing. One research question and one null hypothesis guided the study. The design of the study was a Quasi-experimental Design. The study adopted Non-equivalent control group Design. The study was conducted in Aguata Education Zone of Anambra state. The population of the study comprised all the public junior co-educational secondary two students (JSS II) in the three local government areas of Aguata education zone of Anambra state. The sample size of this study was made up of 201 subjects in the four intact classes drawn through multi-stage sampling techniques. The instrument for data collection was Essay Writing Achievement Test (EWAT). The test items for data collection were subjected to both face and content validity. The instrument yielded a reliability coefficient of 0.68. Mean and standard deviation were used to answer the research question. Analysis of covariance (ANCOVA) was used to test the hypothesis formulated for the study at 0.05 level of significance. The result of the study showed that team teaching improves students' achievement in essay writing more than lecture method. It was recommended among other things that English Language teachers should endeavour to develop and adopt the use of team teaching as it would enhance overall achievement in the subject. It was also recommended that regular sensitization workshops should be organized to retrain English Language teachers on the development and use of team teaching.

Keywords: Team teaching, essay writing, academic achievement

Introduction

Throughout history many have reflected on the importance of language because language is a vital tool for human interaction, communication, friendship and cultural ties. In Nigeria, the language that are widely acknowledged and most recognised as international language is English and it is also used as an official language. The young, the old, the rich and the poor have been provided with this important tool to excel in their lives. Language is knowledge which is one of the key factors in competitiveness globally. In advanced industrial society, and in an increasingly inter-dependent world, the knowledge of English language is indispensable. There is no doubt, therefore, that the knowledge of English language is one of

the most important tools available in the world of communication.

Nigerian students learn English language as a second language starting from grade three level of their Education according to National Policy on Education of the Federal Republic of Nigeria (2004). English language is a school subject and like every other school subject requires formal instruction. Instruction in English language involves instruction on the four basic language skills; listening, speaking, reading and writing. Tankersly (2003) explains that acquiring a new language necessarily involves developing these four skills in varying degrees and combination. Among these four basic aspects of English language, the highest and the most complex is writing.

Writing is the last skill developed by learners of language skills and that accounts for why it is the most complex. It is also a formal stage in language development which has to be learnt and practiced. Writing is a method of representing language in a visual or tactile form. Collins (2010), describes writing as generally as the art of using conventionally agreed symbols marked on a surface as a means of communication. The purposes of writing include, expressing one's self, to provide information for one's reader, to persuade one's reader, and to create a literary work. Mitchell and Riddle (2000) define writing as a means of recording experience on paper which also serve the purpose of documentation as the written piece can be referred to when one can no longer rely on one's memory for the accurate version of the incident. Green (2011) posits that through writing, one can shape and articulate new knowledge, new ideas, and new philosophies, reflect on the past and imagine the future. It could therefore be said that writing is the activity or skill of making coherent words on paper and composing text.

Writing is taught and learnt formally in school because it is not acquired. So for students to learn how to write there must be provision for effective teaching method that will take care of individual learners' writing needs and interest. According to Olu and Gbenedio (2010) teaching children to write has gained the attention of researchers and educators because it is the key to subsequent educational success among other things. Every child needs to become competent in writing in order to succeed at school and to discharge responsibilities as a citizen of a democratic society. In recent years, parents and researchers have lamented on the poor achievement of students in English language writing at both primary and secondary schools.

Studies carried out by scholars like Ayodele (2001), Ohia and Adeosun (2002), Obanya (2004), Oyinloye and Gbenodio (2010) reveal that the achievement of many students in English language especially essay writing has fallen drastically. It is a common knowledge that many teachers and parents have complained about the abysmal failure of their children in public examinations. These include project method, guided composition, discussion, talk and write method used by language teachers which often times had not enhanced effective learning of English language in English as a second language learning environment.

The use of English language in writing by Nigerian students has been described as far

below standard. This is evident in the Junior Secondary School Certificate Examination (J.S.S.C.E), Chief Examiners reports on English language. The report shows that, students' achievement in English Language has been persistently poor from 2011 to 2014. Inability to organise thoughts into writing and poor usage of English Language are recognisable evidence of lack of mastery of the writing skill. Therefore the case of poor achievement in English Language examination is simply typified in the fact that students do not write well in the examination. It is safe to say from the JSSCE chief examiner's report that writing is one of the greatest challenges facing students of English Language, because it is only through proper expression of thoughts and in written form that the ideas feelings and information can be passed and true knowledge of students tested in examinations.

From the foregoing, it is imperative that the quest to improve the essay writing skill involve an attempt to identify the major factors which influence student's achievement in essay writing. A number of researchers have identified the lack of variety and the monotony inherent in writing classrooms as the main cause of students' failure in writing exercises. Oluikpe (2004) notes that many methods and techniques have been used in teaching writing in secondary schools to ensure students' acquisition of the writing skills. Adegbite (2005) and Amuseghan (2007) observe that the methods commonly used in teaching writing in schools are writing projects, guided composition, literacy method, design method, audio-lingual method, the social behaviour method, the product method and co-operative learning method. Akinwamide (2010) blames the poor achievement on these methods of teaching writing in secondary schools have not yielded the expected results; that is, of developing the needed in students essay writing.

Academic achievement has been described by Aniekwe (2006) as something which has been accomplished successfully especially by means of exertion, skill, practice or perseverance. Achievement involves the determination of the degree of attainment of individuals in task, courses or programme of which the individuals were sufficiently exposed. Several researches like Ayodele (2001), Oluikpe (2004), and Adegbite (2005), have explained that academic achievement may be influenced by different factors including method of teaching.

In the teaching and learning of essay writing in classrooms today, the main method used is the "one-teacher-one-subject" instructional method (Aladeyomi & Adetunde, 2007). In this one-teacher-one-subject instructional method, one teacher alone handles the preparation, teaching (content and form), examination and assessment of students in a subject. This instructional method has been observed to have a latent deficiency of not accommodating varied skills that are required to deliver the course content of the subject as well as taking care of the diverse learning needs of the learners. The gap between the needs of the learner and the teachers' inability to effectively deliver instruction with the required teaching method can create a disconnection between the learner and the content of instruction. There is need therefore to find a method which will cater for the needs, preferences and personalities of the different learners. Several studies have been conducted

on better teaching methods of teaching essay writing in schools, using such methods as constructivist, computer assisted instruction, peer tutoring, coaching, meta learning and other modern instructional strategies for teaching essay writing; however, little or no improvement has been recorded in achievement of students in essay writing over the years as seen in Chief Examiner's report (2014). Very little work has however been done on how to vary the personality, style and technique of the teacher. One of such areas which has received little or no attention in language teaching and learning is the use of team teaching in essay writing.

Team teaching is an arrangement in which two or more teachers and their assistants (each with his own personality, method and style), plan; instruct and evaluate a group of students in one or more subject areas. In simple terms, team teaching aims at exposing students to specialists' knowledge of a variety of teachers, as well as exposure to current and emerging teaching styles. Oluikpe (2004) defines team teaching as a method of teaching in which the language teacher seeks the assistance or cooperation of a subject specialist in course delivery for the benefit of the students. Also, Mbakwem (2010) defines team teaching as a formal teaching arrangement in which two or more teachers work together in planning, implementing and evaluating instruction of a large group of learners for the purpose of maximising learning. Several scholars such as Uwameiye and Ojikutu (2008), Sule (2008), and Ibegbu (2010) have successfully used team teaching in their various fields other than the lecture method where one teacher teaches.

The viability of team teaching for instruction in other subjects has been proven. However, the advantages of team teaching have not yet been adequately harnessed in the English language classrooms, particularly in teaching and learning of essay writing.

The purpose of this study, therefore, is to determine the effect of team teaching method on students' achievement in Essay writing.

Design of the Study

The design of the study was quasi-experimental design. The study specifically utilized the pretest/posttest non-equivalent control group design.

Area of the Study

The study was conducted in Aguata Education Zone of Anambra State. The choice of this zone is borne out of the worry of the mass failure in internal examination conducted by various schools and external Junior Secondary School examination (JSSCE) conducted by NECO that have been recorded over the years according to chief examiners report of 2010-2014.

Population

The population of the study comprises of all the public junior co- educational secondary two students (JSS II) in the three local government areas of Aguata education zone of Anambra State. Anambra State Post Primary School Board reveals that there are a total number of forty

(40) co-educational public schools in the zone. For the co-educational schools in the zone, there are a total number of two thousand one hundred and forty-five (2145) students. The boys are one thousand one hundred and thirty-five (1135) while girls are one thousand and ten (1010). (Source: Anambra State Post-Primary School Management Board, 2014).

Sample and Sampling Technique

The sample size of this study was 201 subjects in the four intact classes drawn through multi-stage sampling technique. In first stage sampling, purposive sampling was employed to draw Aguata local government area. Aguata local government area was drawn because it has the highest number of co-educational schools in the study zone and the co-educational schools and the area has a larger number of Jss2 students in terms of population. In the second stage sampling, Simple random technique was employed to draw four (4) public co-educational secondary schools from Aguata local government. In the third stage sampling, simple random technique was employed to draw four (4) intact classes from the four schools drawn at the second stage. The number of students in the four schools constituted the sample of the study. In the final stage sampling, simple random sampling was used to assign two (2) intact classes from two schools to control group while the remaining two (2) intact classes from the other two schools were assigned to treatment group. This was to ensure that each of the four intact classes from the four schools has equal probability of being assigned to either control or experimental group.

Instrumentation

The instrument for data collection is Essay Writing Achievement Test (EWAT). The Essay Writing Achievement test was adapted from the JSS2 scheme of work. It consists of one essay topic and was given as pre-test before the experiment, and as post-test after the experiment. The maximum mark was fifty (50) while the lowest mark was zero (0). The grading is in accordance with the JSSCE marking standard

The test items or instruments for data collection were subjected to both face and content validity. They were presented to three experts, two from language education unit in Arts Education department and the other from Measurement and Evaluation unit in Science Education department all in University of Nigeria, Nsukka. The internal consistency of Essay Writing Achievement Test was estimated using Kendells coefficient of concordance.

The experiment lasted for four weeks with two lesson period for each week, the normal school periods was used. The classes were taught by the regular English language teachers while the researcher provides the rules, instructions and materials for the team team-teaching. The researcher also visits at intervals to ensure strict compliance to the lesson plan.

Prior to the commencement of the experiment, all the students were subjected to a pre-test in order to obtain the pre-test scores for the study. The administration of the pre-test took place a week before the treatment in the schools is selected. The pre-test were administered to both the experimental and control groups before the experiment commence. After the

administration of the pre-test, the regular English language class teachers in the selected schools were used for the experiment. Each teacher used the appropriate instructional procedure developed for his/her class. Their guiding principle is a two day training which they received during the pre-test experimental conference that is conducted for them by the researcher in their different schools.

Data Analysis

Research Question: What is the effect of team teaching and lecture method on the mean academic achievement scores of students in essay writing?

Table 1: Mean and Standard Deviation of Pre-test Post-test Scores of the Effect of Team Teaching and Lecture Method on the Mean Academic Achievement of Students in Essay Writing.

Variable	N	Pre test		Post-test		Mean gain
		\bar{x}	SD	\bar{x}	SD	
Team Teaching	102	14.99	5.91	29.68	7.38	14.69
One-teacher Method	99	13.19	6.48	18.66	6.38	5.47

Result in Table 1 shows that the group taught using team teaching had a pre-test mean of 14.99 with a standard deviation of 5.91 and a post-test mean of 29.68 with a standard deviation of 7.38. The difference between the pre-test and the post-test for the group taught using team teaching was 14.69. The group taught with lecture method had a pre-test mean of 13.19 with a standard deviation of 6.48 and a post-test mean of 18.66 with a standard deviation of 6.38. The mean gain was 5.47. However, for each of the groups, the post achievement mean scores were greater than the pre-test mean with the students taught essay writing using team teaching having a higher mean gain. This result shows that team teaching enhanced students' achievement more than the one-teacher method. This is an indication that method of teaching has effects on students' achievement.

Hypotheses

H₀₁: There is no significant difference in the mean achievement scores of students taught essay writing using team-teaching method and those taught using the one-teacher method.

Table 2: Analysis of Covariance (ANCOVA) of the Mean Achievement Scores of Students Taught say Writing Using Team-teaching Method and Those Taught Using the One-teacher Method

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	8629.709 ^a	4	2157.427	60.578	.000
Intercept	8572.302	1	8572.302	240.700	.000
Pre-test	2201.377	1	2201.377	61.812	.067
Group	5321.181	1	5321.181	149.412	.000
Gender	84.446	1	84.446	2.371	.125
Group* Gender	295.908	1	295.908	8.309	.004
Error	6980.351	196	35.614		
Total	133847.000	201			
Corrected Total	15610.060	200			

a. R Squared = .553 (Adjusted R Squared = .544)

The result in Table 2 shows that an F-ratio of 149.412 with associated probability value of 0.00 was obtained with regards to the mean achievement score of pupils taught essay writing using team-teaching method and those taught using the one-teacher method. Since the associated probability (0.000) was less than 0.05, the null hypothesis (H_{01}) which state that there is no significant difference in the mean achievement scores of students taught essay writing using team-teaching method and those taught using the one-teacher method was rejected. Thus, there was a significant difference in the mean achievement scores of students taught essay writing using team-teaching method and those taught using the one-teacher method. This implies that the use of team teaching method improves achievement of students in essay writing.

Finding of the Study

The result of this study shows that team teaching method leads to increased students' achievement in essay writing more than the lecture method.

Educational Implications of the Study

The findings of this study have provided empirical evidence for the use of team teaching in learning English Language. The findings of this study have some implications for teachers and students, policy makers and curriculum developers. One obvious implication is that English teachers would promote achievement and interest in English language teaching by developing and sustaining students' interest in the subject. This can be achieved through the

use of team teaching method in the teaching and learning of the subject. Furthermore, leading students to develop and use team teaching method will assist the teacher in providing learning environment that will be conducive for the teaching and learning of English Language. For curriculum planners, this does suggest a careful reappraisal of English language curriculum implementation strategies to ensure the incorporation of activities that will encourage the use of team teaching.

Recommendations

The following recommendations have been made based on the findings of this study:

1. English Language teachers should endeavour to develop and adopt the use of team teaching method as it would enhance overall achievement in the subject.
2. Regular sensitization workshops, seminars; symposia and conferences should be organized and made compulsory for secondary school English teachers as in- service training to acquaint them with versatile teaching methods and remove the obsolescence from their practices.
3. Government, in conjunction with other professional bodies, should sponsor further research on the use of team teaching method.

References

- Adegbite, W. (2005). Curriculum development in English studies in Nigerian secondary schools. In A. Dada, A. Abimbade & C. Kolawole (Eds), *Issues in language, communication and education* (pp, 110-124). Ibadan, Nigeria: Constellation books.
- Akinwamide, T.K. (2010). The basics approaches to the teaching of writing. In G.O. Oyinloye (Ed). *Language and literature teaching methods* (pp. 21-27). Lagos, Nigeria: Matori Bifocal Publishers.
- Aladeyomi, S.A & Adetunde A.K (2007) A balanced activity approach to the teaching learning of essay writing in English in Nigeria secondary schools, *Medwell Journals, the Social Sciences* 2(3), 298-301.
- Amuseghan, S.O. (2007). ESL curriculum in secondary schools in Nigeria: Issues and challenges towards communicative competence. *Nebula* 4(2) 1-5. Retrieved from [http:// www.Aypf.Org/ publications/ special edpdf](http://www.Aypf.Org/publications/special edpdf).
- Aniekwe, J.U. (2006). *Effect of constructivist based instructional model on students interest and achievement in French language in Anambra State*. PhD. Thesis, University of Port Harcourt.
- Ayodele, S, O.(2001). *The use of English language for the education youths: From the problems to the solution. University of Ibadan Inaugural Lectures*. Ibadan, Nigeria: Power House Press and Publishers.

- Collins, H., (2010), Understanding persuasive essay writing: *Linguistic/rhetorical Approach* Text5 (4),309-326.
- Green, A.(2011). *Becoming a reflective English teacher*. London, U.K.: Mc Graw Hill Open University Press.
- Ibegbu, V.O. (2010). Effect of team teaching on secondary school students achievement in business studies. *Journal Home*, 3 Retrieved from <http://doi.org/10.4314/afrev.v4i3.60215>.
- Mbakwem, J. N. (2010). Effects of team teaching and class text – based interaction approaches on Imo state university students' social studies concept of achievement. In J. B. Babalola, L. Popoola, A. Onuka, W. Olatokun, & R. Agbonlahor (Eds.), *Towards quality in African higher education*. (pp. 218 - 230). Higher Education Research and Policy Network. Retrieved from www/goggle.com.
- Mitchell, S. & Riddle, M. (2000) *Improving the quality of argument in higher education*. Middlesex, U.K: University of Middlesex.
- Federal Republic of Nigeria (2004). *National policy on education*. Abuja: Author.
- Obanya, P.A.I (2004). *Educating for the knowledge economy*. Ibadan, Nigeria: Mosuro Publishers.
- Obiezu.M.N. (2012). *Effect of manual games on junior secondary school students achievement and motivation in English language vocabulary in Enugu Education Zone*. M.Ed Project, University of Nigeria, Nsukka.
- Ohia I., & Adeosun, O. (2002). ESL course books and self-instruction: A pedagogical evaluation. In L. I. Adebayo, I. Abanike, & I. Ohia (Eds.). *Perspectives on Applied Linguistics in English language*. Ibadan, Nigeria: Stirling-Horden Pub (Nigeria).
- Oluikpe, E.N. (2004) *Effects of English for academic purposes (EAP) method on the achievement of University of Nigeria education students in expository writing*. Ph.D. Thesis University of Nigeria, Nsukka.
- Olu, O.G. & Gbenedio, U.B. (2010). Effect of methods with linguistic packages and socio-economic background on the overall achievement of senior secondary school students in essay writing. *International Journal of African Studies*, 5, 4-10.
- Sule, A.R.O. (2008). *Team teaching approach in Mathematics as a function of students achievement in Kwara State secondary school*. Ph.D Thesis, University of Illorin.
- Tankersly, K. (2003). *Threads of reading: Strategies for literacy development*. Alexandria, VA: Association for Supervision and Curriculum Development.

Effect of Instruction on Location of Topic Sentence on Academic Achievement of Rural and Urban Students in Reading Comprehension

Adewole Olubunmi Adedekun, PhD

School of Undergraduate Studies

Jigawa State College of Education, Gumel, Jigawa State, Nigeria

Email: wolebunmi@gmail.com

Abstract

This study investigated the effect of instruction on location of topic sentence on the achievement of rural and urban students in reading comprehension. The study adopted a quasi-experimental and non-randomized control group, pre test, post test design. Four hundred and twenty (420) senior secondary school level two students from four sampled schools were purposively sampled from the population of 3,315 SSS11 students in 12 public secondary schools in Gumel Emirate, Jigawa State. Two research questions and two hypotheses guided the study. Students in Experimental Group 1, Experimental Group 2 and Control Group were taught by research assistants with Location of Topic Sentence (LOTS) reading strategy, while English Language Comprehension Passage Questions (ELCPQ) served as instrument for data collection. The scorer reliability of the pre test and post test instruments computed using Kendall coefficient of concordance yielded the reliability index of .78 and .73 respectively. Mean and standard deviation were used in answering the research questions while the analysis of covariance (ANCOVA) was used to test the hypotheses. The finding revealed that location had a significant effect on students' achievement in reading comprehension. The rural students had higher achievement than their urban counterparts when topic sentences were located at the middle and end of paragraphs. The urban students only had higher achievement when the location of topic sentence was placed at the beginning of paragraphs in reading passages. To enhance students' comprehension of texts and achievement in English language, LOTS strategy was recommended for English language teachers for teaching reading comprehension in schools.

Keywords: Rural, urban, topic sentence, reading comprehension, strategy, academic achievement

Introduction

A number of problems have been identified as confronting the teaching of reading in Nigerian schools. The problems cut across all levels of the educational system. At the

primary school level, Oyetunde and Muodumogu (1999) listed lack of materials, poor preparation of teachers, lack of interest, poor libraries, home background and lack of adult readers as models as some of the problems that are associated with the teaching of reading in primary schools. For Akinbote, Kolawole and Kolawole (2007), reading skills were not being taught properly at the primary school level. This implies that language teachers do not use effective methods and strategies to teach reading to pupils. The teaching of reading to learners acquiring the second language requires the language teachers to search for effective methods, strategies and techniques to help them overcome their reading problems.

Difficulties in teaching reading to English as second language (ESL) learners in Nigeria are not limited to primary school pupils. Andzayi (2004) observes that the teaching of reading in secondary schools is plagued with poor methodology, insufficient qualified teachers, inadequate library facilities, home background, lack of interest and absence of reading on the time table. As in Nigeria, Yadav (2014) recognizes the major challenges in teaching reading to English Foreign Language (EFL) learners in secondary schools in Nepal as selecting appropriate text, no reading culture, designing reading task, lack of Schema activation, lack of knowledge of target culture, difficult vocabulary, too much emphasis on bottom up approach by the teacher, lack of motivation to read on the part of the students and no sufficient preparation in teaching by English language teachers. It shows that English teachers often fail to make use of appropriate strategies to teach reading skills. Amutheazi (2000) argues that some English language teachers fail to use appropriate approaches and methods to teaching reading comprehension. Similarly, Oyetunde and Muodumogu (1999) mention ignorance of what reading entails, inadequate preparation of teachers and poor methodology as reasons for reading failure in schools. These are the obvious reasons why a good number of Nigerian secondary school students are said to be poor at reading and in reading comprehension. The teaching of reading in schools should not only help students to read fluently and develop appetite for reading, it should also empower them to comprehend what they read. That is why Oyerokun (1993) emphasizes the need to use appropriate techniques and materials in teaching reading in secondary schools in Nigeria.

Ability to read effectively, intensively and extensively is an asset to students during and after schooling. Reading serves as one of the language skills employed for effective academic pursuits. Reading will not only assist students to organize their thoughts and jot down important facts while reading, but also equip them to comprehend entire texts. The reasoning from this is that comprehension remains as the ultimate goal of all reading endeavours. Reading comprehension is the ability to understand what is being read in a material. It is a process of constructing and extracting meaning through interaction with text (Abidin, Pour-Mohammadi, Mohamad and Zainol, 2012). This signifies that reading comprehension involves the capability to perceive and understand the meanings communicated by texts. Reading comprehension from this requires the reader to be able to understand and interpret what is read. It invariably implies that reading takes place when the

reader understands and can interpret what has been encoded. Thus, reading goes beyond being able to identify orthographic letters; the reader must be able to mentally give correct interpretations to the written symbols.

Reading comprehension is a complex cognitive activity that involves ability to process texts and extracting the embedded information from them. As much as reading comprehension is inseparably linked to success in education, many students read without understanding what they read. Woeful performances in different subjects, especially in English language, have always been the repercussion of this. While reading, the reader is supposed to act as an equal and active partner with the text in the meaning-making process of comprehension. By interacting between the background knowledge and the information in the text, the reader will be able to comprehend what he/she reads.

The teaching of reading comprehension in secondary schools in Nigeria is dominated with conventional strategy in which the language teacher presents reading lesson step by step with teachers completely overshadowing the lesson as the general superintendent. Scholars like Oyetunde and Muodumogu (1999), Adeniji and Omale (2010) and Adedokun (2017) have criticized the conventional strategy for its ineffectiveness and teacher-centeredness. Similarly, results of different studies and reports of the West African Examinations Council (WAEC) Chief Examiners on English language decry the inability of students to comprehend passages and properly interpret questions. According to them, students are found to be deeply involved in lifting answers copiously from compression passages. As a result of the ineffectiveness of the conventional strategy popularly used in teaching reading comprehension in Nigeria, this study seeks to determine the achievement of rural and urban secondary school students in reading comprehension.

Location has attracted several definitions among scholars. It can be described as a place where you can find something, a site or a parcel of land that has been identified, surveyed and marked off. Location, in this sense, is used to depict the rural or urban nature of an area. Location is a particular place in relation to other areas (Quirk, 2008). Different appellations are used to describe human settlements across the world. These terms include continents, countries, regions, states, cities, towns, villages, etc. This implies that people, for diverse reasons, live in different locations which can either be urban or rural. McCracken and Barcinas (1991) contend that the definitions of urban and rural schools revolve around the fact that urban schools are located in countries with more than 200,000 population and inside a standard metropolitan area, while rural schools are situated in rural area which is a geographical area that is located outside cities and towns. It is obvious from this that the rural area is sparsely or less populated while the urban area is characterized with dense population.

School location can be simply termed as urban and rural schools. Akpan (2009) indicates that schools in urban areas have electricity, water supply, more teachers more learning facilities and infrastructure, while Ezike (2001) states that urban areas are those with high population while rural areas are those with low population and subsistence mode of life. Nuthalap (2007) submits that it is a general belief among the educators and the

general public that students from smaller and rural schools receive education that is inferior to that of students from larger urban or suburban schools. The researcher claims further that many problems such as finances, shortage of teachers, changing social values, and special interest groups are magnified in small schools, and that due to small size, they offered the best opportunities to create a school climate conducive to the best teaching and learning.

Research has shown that the location of a school can determine the scholastic achievement of students. Owoeye and Yara (2011) indicated in their studies that schools in urban locations had better academic achievement than their rural counterpart, while Onah (2011) and Owoeye (2002) confirmed further that schools in the urban areas achieved more than schools in the rural areas in science subjects. On the contrary, Ezeudu and Obi (2013) and Bosede (2010) showed that location has no effect on students' academic achievement. Galadi (2018) investigated the patterns of interference errors in English tenses among Hausa/English bilinguals in institutions of higher learning in Jigawa State, Nigeria. His finding showed no significant difference in the interference errors committed by urban and rural students in institution of higher learning in English verb tenses. The study of Akabogu and Ajiwoju (2015) that examined the effects of gender and school location on students' achievement in English vocabulary in junior secondary schools in Akoko South Education Zone, Ondo State, also showed that school location had significant effect on students' achievement in English language vocabulary. In contrast to the previous studies was the result of Joseph (2012) that worked on the extent to which the school variables (school location, school type and school proprietorship) relatively and collectively contribute to students' performance in English studies in Akwa Ibom State, Nigeria. The study established that school location had a significant effect on students' performance in English studies.

The location of schools is of critical importance for effective teaching and learning because the environmental conditions and the facilities available affect the students' achievement. Studies on relationship between school location and students achievement have continued to generate different results. Considering the conflicting results, this study will further determine whether location will have effect on students' achievement in reading comprehension when taught with Location of Topic Sentence (LOTS) strategy.

Problem of the Study

Various reports of WAEC Chief Examiners on English language examination show that students find it difficult to comprehend comprehension passages. The reports indicate that students often result into lifting answers copiously from passages as a result of their inability to interpret questions. Thus, incomprehension of texts has been identified as one of the factors that are responsible for the persistent low achievement of students in English language in Senior Secondary School Certificate Examination (SSSCE) in Nigeria. Results of different studies show that students encounter difficulties in reading. They have also faulted the teaching of reading skills by language teachers. The conventional strategy that teachers use to teach reading comprehension in secondary schools has been criticized for its

teacher-centeredness and ineffectiveness in enhancing students' comprehension of passages and good achievement in English language. Location is among the variables that determine the achievement of students in schools. Results of studies are in conflict on the achievement of rural and urban students in English language. Therefore, the aim of the study was to establish the effect of LOTS reading strategy on the achievement of rural and urban students in reading comprehension in the sampled secondary schools in Gumel Emirate of Jigawa State.

Purpose of the Study

The study specifically sought to:

1. Find out the achievement scores of rural and urban students taught with LOTS strategy at the beginning and those taught with LOTS strategy at the middle and at the end of the paragraphs.
2. Identify the interaction effect of treatment and location on the achievement of students in reading comprehension.

Method

The study adopted a quasi-experimental and non-randomized control group, pre test, post test design. The population of the study consisted of all the 3,315 students at senior secondary school class two level (SSS 11) in all the 12 public secondary schools in Gumel Emirate of Jigawa State in 2015/2016 academic session. Purposive sampling technique was used to select respondents for the study because it allowed the researcher to use his own discretion to choose members of population. The following were the stages of the sampling: first, the 14 public secondary schools in the emirate were stratified into co-educational and single-sex schools. Two, the schools were further stratified into urban and rural. Three, using simple random sampling technique, two schools were drawn from the urban location, while two schools were also drawn from the rural location of the emirate for the study. Four hundred and twenty (420) students in the twelve (12) intact classes were used for the study. Balloting was used to assign schools to experimental group 1, experimental group 2 and control group 3 in each location/school. Also, balloting was used to select three intact classes to be used for the experiment in each school. The study was guided by two research questions and two hypotheses. English Language Comprehension Passage Questions (ELCPQ) which was validated by three experts served as the instrument for the study. Kendall coefficient of concordance was used to compute the scorer reliability of the pre test and post test instruments and it yielded the reliability index of .78 and .73 respectively. ELCPQ contained six (6) explorative passages on test of comprehension, three (3) passages for pre test and three (3) equivalent passages for post test. Location of topic sentence (LOTS) reading strategy was developed by the researcher for research assistants to teach 4 explorative passages for Experimental Group 1 (with topic sentences located at the middle of paragraphs), 4 explorative passages for Experimental Group 2 (with topic sentences located at the ending of paragraphs) and 4 explorative passages of Control Group (with topic

sentences located at the beginning of paragraphs) respectively. The pre-test passages were administered in the four sampled schools before the treatment exercise which lasted for four weeks and the post-test passages were equally administered at the end of the treatment by the research assistants. Mean and standard deviation were used in answering the research questions while the analysis of covariance (ANCOVA) was used to test the hypotheses.

Though many readers conventionally believe that writers always place the topic sentence at the beginning of a paragraph, they also insert the topic sentences at the middle or at the end of a paragraph in a reading passage. LOTS helps students to identify and discuss the main ideas in topic sentences and the sub-ideas that provide more information about the main ideas in supporting sentences in a paragraph. This study, therefore, seeks to determine how the identification of topic sentences in paragraphs can help urban and rural students comprehend passages better. LOTS reading strategy involves the following levels and stages in teaching reading comprehension (Adedokun, 2013, 2017):

1. **PRESENTATION**
Stage 1: Teacher introduces the new task
Stage 2: Teacher and students discuss the concept of topic sentence and its main idea
Stage 3: Teacher and students discuss the sub-ideas in paragraphs
2. **EXPLORATION**
Stage 4: Students read the passage to identify, mark out or write out topic sentences, main ideas and sub-ideas in paragraphs of a reading passage
3. **DISCUSSION**
Stage 5: Students discuss the identified topic sentences, main ideas and sub-ideas in paragraphs of the passage, while the teacher guides.
4. **APPLICATION**
Stage 6: Teachers and students identify and discuss difficult words and expressions in the passage
Stage 7: Students relate the main ideas and sub-ideas to questions on the reading passage.
5. **EVALUATION**
Stage 8: Assessment of students on the passage.

Data Analysis

Research Question 1: What are the mean achievement scores of rural and urban students taught with LOTS strategy at the beginning and those taught with LOTS strategy at the middle and at the end of the paragraphs?

Table 1: Mean and Standard Deviation of Achievement Scores of Urban and Rural Students Taught with LOTS Strategy at the Beginning and Those Taught with LOTS Strategy at the Middle and at the End of the Paragraphs.

Location	Pre test			Post test		
	N	Mean	SD	Mean	SD	Mean Gain
Urban	229	48.51	15.73	59.25	15.97	10.74
Rural	190	41.73	13.44	65.58	14.55	23.85

Analysis of data in Table 1 reveals that urban students taught with LOTS strategy at the beginning and those taught with LOTS strategy at the middle and at the end of the paragraphs had mean achievement score of 59.25 with a standard deviation of 15.73 at the post-test while their rural counterparts taught with LOTS strategy at the beginning and those taught with LOTS strategy at the middle and at the end of the paragraphs had mean achievement score of 65.58 with a standard deviation of 14.55. Mean gain scores of 10.74 and 23.85 for urban and rural students respectively indicate that rural students had higher mean achievement score than their urban counterparts in reading comprehension. There was a significant difference between the mean achievement scores of urban and rural students in reading comprehension in favour of the rural students.

Research Question 2: What is the interaction effect of location of topic sentence (LOTS) and location on the mean achievement of students in reading comprehension?

Table 2: Mean and Standard Deviation of Achievement Scores Students for the Interaction Effect of Location of Topic Sentence (LOTS) and Location on the Achievement of Students in Reading Comprehension.

Location of Topic	Location	Number	Pre test		Post test	
			Mean	Std. Deviation	Mean	Std. Deviation
Beginning	Urban	71	43.31	15.98	62.74	17.14
	Rural	61	41.37	12.15	52.79	11.59
Middle	Urban	80	49.46	15.79	56.56	14.04
	Rural	65	40.64	14.90	72.69	18.59
End	Urban	78	43.14	13.90	52.79	11.88
	Rural	64	43.17	13.11	61.05	8.65

Table 2 reveals that urban students who were exposed to topic sentence located at the beginning of paragraphs had mean achievement score of 62.74 with a standard deviation of 17.14 at the post-test while their rural counterparts had mean achievement score of 52.79 with a standard deviation of 11.59. The rural students who were exposed to topic sentence located at the middle had mean achievement score of 72.69 with a standard deviation of 18.59 while their urban counterparts had mean achievement score of 56.56 with a standard deviation of 14.04 at the post-test. Urban students who were exposed to topic sentence located at the end of paragraphs had mean achievement score of 52.79 with a standard deviation of 11.88 at the post-test while their rural counterparts had mean achievement score of 61.05 with a standard deviation of 8.65. This indicates rural students achieved higher than the urban students when topic sentences were located at both the middle and the end of paragraphs. The urban students achieved higher than the rural students only when the location of topic sentence was at the beginning.

Hypothesis 1: There is no significant difference in the mean achievement scores of rural and urban students in reading comprehension.

Table 3: Analysis of Covariance (ANCOVA) of the Difference in Mean Achievement Scores of Rural and Urban Students Presented with Topic Sentence at the Beginning, at the Middle and at the End of the Paragraphs of a Reading Passage

Source	Types III Sum Squares	Df	Mean square	F	Sig.
Corrected Model	45178.352*	23	1964.270	13.581	.000
Intercept	115042.166	1	115042.166	795.379	.000
Pretest	424.101	1	424.101	2.932	.088
Group	5064.780	2	2532.390	17.508	.000
Gender	4903.504	1	4903.504	33.902	.000
Location	2048.964	1	2048.964	14.166	.000
SubjectMatterSpecialization	851.054	1	851.054	5.884	.016
Group*Gender	5568.858	2	2784.429	19.251	.000
Group*Location	4327.623	2	2163.812	14.960	.000
Group*	473.726	2	236.863	1.638	.196
SubjectMatterSpecialization					
Gender*Location	2620.683	1	2620.683	18.119	.000
Gender*	533.966	1	533.966	3.692	.055
SubjectSpecialization					

Table 3 shows that the calculated value of F (14.166) for the difference in the mean achievement scores of urban and rural students is 0.000. Since the probability value of .000 is less than the .05 level of significance ($p < .05$), the null hypothesis was rejected meaning that there is a significant difference in the mean achievement scores of urban and rural students in reading comprehension.

Hypothesis 2: The interaction effect of location of topic sentence (LOTS) and school location on students' mean achievement scores in reading comprehension will not be statistically significant.

Table 3 above reveals that the calculated value of F (14.960) for the interaction effect of location of topic sentence and school location on students' achievement in reading comprehension has a probability value of 0.000. Since the probability value of 0.000 is less than 0.05 level of significance, the null hypothesis was rejected. Thus, there is a significant interaction effect of location of topic sentence (LOTS) and school location on students' mean achievement scores in reading comprehension.

Discussion

The finding of this study revealed that location had a significant effect on the achievement of students in reading comprehension. It has also established a significant interaction effect of LOTS strategy and location on students' mean achievement scores in reading comprehension. Finding based on location in Tables 3 showed that there was a significant difference between the mean achievement scores of urban and rural students in reading comprehension in favour of the rural students. Also, the rural students had higher mean gain scores than their urban counterparts. The rural students achieved higher than the urban students when topic sentences were located at both the middle and the end of paragraphs. The urban students achieved higher than the rural students only when the location of topic sentence was at the beginning.

The finding vividly showed that rural students highly achieved higher than the urban students. Hypothesis 1 showed a significant difference in the mean achievement scores of urban and rural students in reading comprehension in favour of the rural students, The second test of hypothesis also indicated a significant interaction effect of location of topic sentence (LOTS) and school location on students' mean achievement scores in reading comprehension. The result is in tandem with Nuthanap (2007) whose study showed that rural students had better study habits and self-concept than urban students. It also supported the finding of Okeke (2013) who indicated that location had significant influence on students' achievement. Though this finding agreed with the results of Ene (2002), Okeke (2008), Owioye (2002), Nuthanap (2007) and Egbe (2015) that location was a significant factor in students' achievement, it disagreed with their conclusion that put better achievement in favour of urban students. The result was also opposed to Bosede (2010) and Ezeudu (2013) whose studies showed that location had no effect on students' academic achievement. This

study further established the results of Ene (2002) and Egbe (2015) who concluded that there was significant interaction effect of method and school location on students' achievement in different aspects of English language investigated in their studies. Also, the school location was found to be significant in the academic achievement of students with rural students surpassing the urban students with higher mean achievement scores when exposed to topic sentence located at the beginning and end of paragraphs in reading passages. The implication of this is for English teachers to be adequately prepared in terms of methodology, competence and the knowledge of the subject matter to teach students irrespective of the location of schools.

Recommendations

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

1. School location has been empirically established to have a significant effect on students' achievement in reading comprehension. It is recommended that more researches should be undertaken to further prove this in reading comprehension.
2. The study has provided empirical evidence that Location of Topic Sentence (LOTS) can be used by English language teachers to effectively teach reading comprehension in secondary schools. The onus is on them to adopt the strategy as an alternative to the ineffective conventional strategy (CS) that is commonly used to teach reading comprehension in secondary schools.
3. Students should be encouraged by English language teachers to use the LOTS strategy to process texts, whether the reading is for pleasure, academic or information. It is hoped that this will lead to accelerated improvement in their comprehension ability and achievement in English language and other subjects of study in the school curriculum.
4. More researches should be conducted to test further the efficacy of LOTS strategy in teaching comprehension and summary to students.
5. Further researches also should be conducted on location especially in lower schools to further determine students' achievement in reading comprehension.

Conclusion

The findings in this study showed a significant difference between the mean achievement scores of urban and rural students in reading comprehension in favour of the rural students. There was a significant interaction effect of location of topic sentence (LOTS) and school location on students' mean achievement scores in reading comprehension. The finding indicated that rural students had higher achievement than their urban counterparts when topic sentences were located at the middle and at the end of paragraphs in reading passages. The urban students only had higher achievement than the rural students only when the location of topic sentence was at the beginning in paragraphs. Furthermore, the study has established a significant interaction effect of LOTS strategy and location on students' achievement in reading comprehension.

The findings have established some pedagogic implications for the teaching and

learning of English language in schools. Results of many studies indicate that urban students always achieve better than the rural students. But contrary is the finding in this study. Though it affirms a significant effect of school location on students' achievement, the rural students highly achieved better than the urban students. The result implies that school location is a major barrier to students' achievement in English language. It shows that students can attain higher achievement in any subject in the curriculum irrespective of the school location provided they are effectively taught by their teachers using effective strategies.

References

- Abidin, Pour-Mohammadi, Mohamad and Zainol (2012). Test-taking strategies, schema theory and reading comprehension test performance. *International Journal of Humanities and Social Science*, 1 (18), 2-7
- Adedokun, A.O. (2013). *A comprehensive English grammar for schools and colleges*. Ibadan, Nigeria: Dayspring Publications.
- Adedokun, A.O. (2017). *Effect of location of topic sentence on senior secondary school students' achievement in reading comprehension in Jigawa State, Nigeria*. Ph.D Thesis, University of Nigeria, Nsukka.
- Adeniji, M. A. & Omale, A. (2010). *Teaching reading comprehension in selected primary schools in Oyo State, Nigeria*. Retrieved from <http://digitalcommons.unl.edu/libphilprac/349>.
- Akabogu, J. & Ajiwoju, J. A. (2015). Effect of gender and school location on school students achievement English vocabulary in junior secondary schools in Akoka South education zone Ondo State. *International Journal of Research in Humanities*, 3(6), 44-52.
- Akinbote, P.O., Kolawole, C.O.O & Kolawole, A.O. (2007). Problems of teaching rSkills in English language in the lower classes of primary school in Ibadan, Nigeria. Paper presented at the 1st Mid-Term Conference of the Reading Association of Nigeria, Ibadan.
- Akpan, B.B. (2009). *Nigeria: The future of science education*. Ibadan, Nigeria: Oluseyi Press Limited.
- Amucheazi, E. (2000). Education and the challenge of patriotism in Nigeria: A goodwill message. In K.Babarinde. (Ed.). *Education and the challenge of patriotism in Nigeria*. A publication of Philosophy of Education Association of Nigeria.
- Andzayi, A. (2004). Reading problems and special education. In T. O. Oyetunde, Y. A. Mallum and C.A. Andzayi (Eds). *The Practice of teaching: Perspectives and strategies* (pp. 10-20). Jos, Nigeria: LECAPS Publishers

- Bosede, A.F. (2010). Influence of sex and location on relationship between students' problem and academic performance. *The Social Science*, 5 (4), 340-345.
- Egbe, C. I. (2015). *Effect of integrative language teaching approach on secondary school students' achievement and interest in English grammar*. Ph.D Thesis, University of Nigeria, Nsukka.
- Ene, F.N. (2002). *Effect of the close instructional approach on senior secondary school students' achievement in reading comprehension*. Ph.D Thesis, University of Nigeria, Nsukka.
- Ezike, B.U. (2001). *The effect of resources distribution and utilization on the performance of students in Chemistry*. M.Ed.Project, University of Ibadan, Nigeria.
- Galadi, D.H. (2018). *Patterns of interference errors in English tenses among Hausa/English bilinguals in institutions of higher learning in Jigawa State, Nigeria*. Ph.D thesis. University of Nigeria Nsukka.
- Joseph, E. U. (2012). School variables and English studies performance among students in Akwa-Ibom State. *Journal of Educational and Social Research*. 2 (3), 51-59.
- McCracken, J. D. & Barcinas, J. D. (1991). Differences between rural and urban schools, student characteristics, and student aspirations in Ohio, *Journal of Research in Rural Education*, 7 (2), 29-40.
- Nuthanap, G. (2007). *Gender analysis of academic achievement among high school students*. Retrieved from <http://etd.uasd.edu/ft/th9534pdf>.
- Okeke, E.A.C. (2008). Clarification and analysis of gender concepts: Focus on research, reproductive health education and gender sensitive classrooms. *Science Teachers Association of Nigeria-Gender and STM Education Series*, 2 (2), 5-8.
- Onah, E.F. (2011). Influence of sex and school location on students' achievement in agricultural science. *African Journal of Science, Technology and Mathematics Education (AJSTME)*, 1 (1) 96- 102.
- Owoeye, J.S. (2002). *The effect of integration of location, facilities and class size on academic achievement of secondary school students in Ekiti State University, Nigeria*. Ph.D Thesis, University of Ibadan, Nigeria.
- Owoeye, Y. S. & Yara, P. O. (2011). School location and academic achievement of secondary school students in Ekiti State, Nigeria. *Asian Social Sciences* 7 (5), 78-89. Retrieved from Ccesent.org/ass.
- Oyerokun, S. O. (1993). *Listening comprehension skills*. Ibadan, Nigeria: Adebanye Commercial Press.

- Oyetunde and Muodumogu (1999). *Effective English teaching in primary and secondary schools*. Jos, Nigeria: Cell.
- Quirk, R. (2008). *Longman dictionary of contemporary English*. London, U.K: Pearson Education.
- West African Examinations Council (2016) *Chief Examiners' Report*. Retrieved from <https://www.examinations.ie/?1=en&mc=en&sc.cert>
- West African Examinations Council (2016). *WASSCE English language syllabus*. Yaba, Nigeria: Author.
- Yadav, G. (2014). *Issues and challenges in teaching reading in EFL classrooms*. Retrieved from <http://eltchoutari.com/2014/12/issues-and-challenges-teaching-reading-in-efl-classrooms>.

Socio-Economic Variables as Predictors of Teacher Trainees' Achievement in Oral English Via the Digital Language Laboratory

Edith Eze

Department of Language Studies, School of Education, Enugu
State College of Education (Technical), Enugu.
E-mail: editheze55@gmail.com

Abstract

This study was designed to examine the significance of the individual and collective contributions of socioeconomic variables to the learning of oral English via the digital language laboratory. Based on this, two hypotheses were formulated to guide the study. The study adopted the quasi experimental design which involved the use of intact classes. All seventy-seven year one students of the Department of Language Studies, Enugu State College of Education (Technical) ESCET, Enugu and sixty students of the Department of Language Studies, Institute of Ecumenical Education, Thinkers Corner, Enugu were used for the study. In assigning the subjects to control and experimental groups, the seventy-seven students of ESCET and sixty students of Institute of Ecumenical Education were used respectively. The population was made up of students from both high and low class families. The instrument used for the study was Oral English Achievement Test. The scores obtained from the pretest were used for item analysis and calculation of reliability indices. Applying Kuder-Richardson formula 20 the reliability indices of 0.98 was found. The mean scores and the standard deviations were computed and were used for answering research questions, while the analysis of covariance was adopted to test the hypotheses. It was found that students from higher socio-economic background performed better in oral English than those from lower socio-economic background. The results of the study show that the use of digital language laboratory enhances instruction in oral English. It was recommended that oral English teachers should adopt the use of digital language laboratory as a resource of teaching phonetics and phonology.

Keywords: Oral English, socio-economic variables, teacher trainees' achievement, academic achievement, digital language laboratory

Introduction

Language is recognized as one of the greatest human achievements. The acquisition of language is unique to human beings. Although other species can communicate in their own way, only humans have attained the most highly developed system of communication by the

use of words and expressions (Bell, 1981). Communication is the transfer of message from one party to another so that it can be understood and acted upon (Eyre, 1983). This goes to show how important language is to human beings.

Language can be acquired and can be learned. For language acquisition, it is the term most commonly used to describe the process whereby children become speakers of their native language. Language learning can best be explained as a process of problem-solving in which the learner is exposed to the language data in a conscious environment and under the instruction. Language learning is also a term commonly used to describe the process whereby children and adults formally learn a language mainly a second language.

In Nigeria English is the second language. It is a second language because there are other indigenous languages. Nigeria had about two hundred and fifty indigenous languages in use before the introduction of the English Language (Anibueze, 2007). English is firmly established as the official language and outside the mandatory official context, English is the major language of instruction, social services, business communication and occupational purposes. It is notionally considered as a measure for literacy and outstanding status. It is the language for scientific and technological innovation. It is also used for international trade and conferences. English is virtually the language now in use at home, in market places, in religious houses, in playgrounds, in social and political gatherings.

English is necessary for accessing discourse at the global level, from international relations to popular culture and to academic (Makay, 2002). English language is the first and foremost medium of national and international communication in this present time. Nigerians need English so as to be able to communicate and interact with the native speakers and non-native speakers. The Nigeria child needs English language to be able to communicate with his neighbours. Indeed, the Nigeria child requires proficiency in it so as to be able to express his everyday experiences. Nigerian children have to understand other people and be understood with less difficulty (Azikwe, 2007).

English language is needed in Nigeria for individual development and educational advancement and employment. This is true when the mental exercise that are needed to be accurate in writing and reading, speaking and listening in foreign language other than the mother tongue is considered. The teaching of the English language in Nigerian schools and colleges is organized around these four language skills: listening, speaking, reading, and writing, but despite all effort made to teach these skills, the Nigerian students' level of language proficiency is still below expectation.

The English language paper is presently divided into three broad groups; paper I_ Essay, comprehension and summary, paper II_ Objective questions and paper III_ test of orals. The little emphasis placed on test of oral is evident as paper I gets the lion share of the mark allocation of 100 while paper II-objectives has 80 marks and paper III has an insignificant marks of 60. Also in the planning of the time table, the time table planners usually see English as one subject and allot equal number of time to English as other subjects. When this happens, the subject teacher only concentrates on essay and comprehension that

will provide him with enough exercises as would be demanded by the principals and state supervisors.

In view of the above when a teacher is assigned to teach English language as a subject the teacher finds it very difficult to cope with limited number of period of time. The teachers often touch only the areas that they may likely be conversant with and neglect other components like the oral English. Since a teacher must show evidence of sufficient written work for him to be regarded as doing his work well before the school principal and supervisors, his concentration will be heavier only on essays and comprehension which provide him such evidence. Oral English does not provide teachers such opportunity since according to Onovo (2001), it is practically oriented exercises which are informed by the fact that the language, particularly speech is more or less a habit, better learned by imitation, activities and practice.

Furthermore, many authors like Tifen (1980) cited in Okoye (2010) feel that oral English is not taught using proper strategies like drills in secondary schools. This results in the students being faced with the problems of oral communication in higher institutions of learning. All these problems could be overcome if teachers, students and school administrators could adopt good strategies which the digital laboratory can provide to the teaching of oral English.

In educational setting it is believed that man is a bi-product of nature and nurture. Hence, man can have his potential adversely affected by the environment. This is why it is today believed that no race is endowed with more innate superiority than others but that differences in mental ability are caused by the environment. The home plays great roles in the shaping of the child and his performance in the school. It is in realization of the above fact that Egbe and Omeje (2005) state that one of the important consequences of formal education is the Progressive removal from the family of its education function. They maintain that even in the most advanced countries of the world, the school does not take over completely from the family. The family shapes the character of the child who, before he commences school and even after starting school, continues to live with his parents and is deeply influenced by them.

Writing on the impact of the home environment as a major factor in language development, Adeniran (1987) cited in Ikonta and Maduekwe (2006) states that there is high correlation between a child's performance in school and his socio-economic environment. The author states that children of middle class and upper strata of the social milieu perform better in school in English language due to a combination of factors such as the use of English language in family communication and availability of stimulating facilities such as library, films and other electronic gadgets that enhance or build up the children's intellectual abilities.

Children who come from higher socio-economic homes are more highly motivated at home to read than children who come from lower socio-economic homes (Okonkwo, 1998). The author maintains that elite parents make sure that their children acquire English at

the appropriate time. But children who come from lower socio-economic homes have a problem in learning English because there might not be sufficient books to read. Such parents may not teach their children nursery rhymes or tell them bed time stories in English. If they do at all, they do that in vernacular.

Parents with high academic attainment prepare their children towards learning and this encouragement is reflected in their children's academic achievements (Mayorie, 1980). The educated parents use Received Pronunciation while the illiterate parents use vernacular in their every day communication. Consequently, the children from the lower class families find it difficult and emotionally disturbing to change from their sub-group language to literate or received pronunciation. Taylor (1987) observes that educated parents place relatively high premium on education stressing that this serves as a positive catalyst to their children who strive to attain the maximum potentials. These potentials are demonstrated among many children who eventually take up courses in teacher training institutions where they are trained to become teachers on graduation. Students found under these trainings are referred to as teacher trainees.

A teacher trainee in English language, for instance, should be both linguistically and communicatively competent to be able to make impact on the learner. If he or she lacks competence in any aspect of the English Language, the teaching and learning will be seriously jeopardized. The training of such potential teachers should not be handled with a wave of the hand rather they should receive quality instruction that could be provided by a well equipped digital language laboratory.

The digital language laboratory as opined by Ezema (2008) is a teaching aid which can provide useful practice both oral and skills and also to a certain extent in reading and writing. The teacher's role in the laboratory is that of a manager. He makes sure that students exploit fully the laboratory facilities to good effect.

The digital language laboratory is however, an aid of a rather-difference sort from those which have available to teachers of modern languages. The Encyclopedia Britannica defines digital language laboratory as study room equipped with electronic sound reproduction devices, enabling students to hear model pronunciation of foreign language and to record and hear their own voices as they engage in pattern drills.

The digital language laboratory owes its existence to the recognition that the spoken form of the language is central to effective communication and that it should have as large a share in instruction as the written form. In order to implement this, the textbook (which is essentially graphic) is supplemented with the sound recording of the native speakers. Initially, the learning of English was confined mostly to the classroom. There was equally over-reliance on textbooks and letters of the alphabet as cues to pronunciation.

It is therefore presumed, that more was needed than conversation. Carefully structured audio-lingual excises which the student participate in a controlled way were needed. Learning of a foreign language is promoted by an attractive foreign atmosphere which can be created by the careful planning and installation of a digital language laboratory.

It is important that teachers adopt the use of digital language laboratory in their language classes especially in oral English because of the extreme mother tongue interference. Due to the impact and influence of information technology on society and education, digital language laboratory should become the trend in foreign language teaching and learning.

Research Questions

Specifically, this study attempts to answer the following research questions:

1. How does teacher-trainees' socio-economic background affect their achievement in Oral English when taught via the digital language laboratory?
2. What are the mean achievement scores of teacher trainees from higher and lower socio-economic status taught oral English via the digital language laboratory?

Hypotheses

1. There is no significant difference in the mean achievement scores of teacher trainees with high and low socio-economic level.
2. There is no significant difference in the mean achievement scores of teacher trainees from higher and lower socio-economic status taught oral English via digital language laboratory.

Method of data collection and method of data analysis

Design of the study

This study is a quasi experimental design. It is a true quasi experiment because the study involved the use of intact classes. The equivalence of the treatment and control group was attained by assignment of subjects to treatment and control conditions (Ali, 1996).

Area of the study

This study was carried out in Enugu Urban Area in Enugu State. The study was carried out precisely at the Enugu State College of Education Technical (ESCET), and Institute of Ecumenical Education Thinkers Corner. All these institutions are located in Enugu urban, the capital of Enugu State. The institutions were chosen because they are educational institutions that train students who will become teachers of oral English on graduation.

Population of the study

The population of this study consists of all the year one students offering English in the Department of Language Studies of both the Enugu State College of Education Technical and Institute of Ecumenical Education Thinkers Corner Enugu. There are 77 students from Enugu State College of Education Technical and 60 students from Institute of Ecumenical Education Thinkers' Corner, all in Enugu giving a total of 137 students. This population involves 48 female students and 29 male students from Enugu State College of Education Technical and 40 female students and 20 male students from Ecumenical, giving a total of 77 female students and 60 male students.

Sample and Sampling Technique

All the 77 year one students of English department, Enugu State College of Education Technical Enugu and 60 year one students of the Institute of Ecumenical Education Thinkers' corner Enugu for the 2009/2010 academic year were used for the study. The two higher institutions were selected by purposive sampling. Purposive sampling was used because the researcher's discretion is needed in selecting the school that are appropriate for the study. The criteria for this selection are based mainly on the higher institutions in the locality that have departments of language studies. In assigning the experimental and control group, the 77 students from Enugu State College of Education Technical were purposively assigned to the control group while the 60 students of Ecumenical were assigned to the experimental group. This is so because there is no digital language laboratory in Enugu State College of Education Technical while Institute of Ecumenical Education has a digital language laboratory.

Each group received the same course content but with a different approach and method.

Instrument for Data collection

The research instrument used to find out the socio-economic variables as predictors of teacher trainees' achievement in oral English via digital language laboratory is Oral English Achievement Test (OEAT). The OEAT comprises two sets of oral tests for each set. For the listening comprehension tests, there is the question pattern and the Narrative pattern. For the speaking test, there are two patterns; too the pronunciation pattern and the sentence pattern. Each question attracts $2\frac{1}{2}$ marks making a total of 100 marks. The instrument made use of Received Pronunciation (RP) and was adapted from an Oral English Course for Teachers Colleges compiled from the West African Examination Council (WAEC) which makes it standardized.

Validation of Instrument

The Oral English Achievement Test (OEAT) was face validated by two specialists in Language Education from Arts Education Department and two other specialists in measurement and evaluation from the Department of Science Education all from the University of Nigeria, Nsukka. The validators were required to go through the items of the oral tests for proper wording of the items and clarity of the instruments.

Reliability of the Instrument

The instrument was administered to year one students of English at Our Saviour Institute of Science and Technology (Osisatech) Enugu. The instrument was shared to the students so as to listen to the tape and identify the answers. At the end of the tape the instrument was collected immediately. The scores of the response of the students from the trial testing were used in computing the reliability of the test. Applying Kuder-Richardson formula R-20 the reliability was found to be 0.99.

Experimental Procedure

The researchers organized an orientation programme for the teachers who will be used in the study. The programme covered the following areas: The purpose of the research, a rehearsal on the oral achievement test that was to be taught and the procedure for administering the instruments. This is to ensure homogeneity of instructional situations across all groups.

Intact classes were assigned to experimental (treatment) and control groups after which the pre-test was administered by the researchers before the commencement of the experiment. The same regular teachers in each school taught the experimental and control groups. This is to reduce teacher variable.

In each of the selected schools, the experimental group was taught in the normal traditional classroom. The experimental treatment lasted for a period of six weeks. The subjects were tested on the dependent variable that is achievement in oral English after experimental treatment.

Control of Experimental Bias: The actual teaching of the experimental and control groups were not done by the researcher. The regular English lecturers carried out this assignment. This is to avoid possible bias by the researcher. To further control bias the regular lectures who were to handle the control group were given lesson notes developed by the researcher on oral test. The same regular teachers for the experimental group were trained on the use of digital language laboratory facilities.

Control of the effects of pre-test on post: The period between the pre-test and post-test is six weeks. A delayed post-test was administered after two weeks. This period was long enough to disallow the pre-test from affecting the pre-test scores and to eliminate the possibility of students becoming test wise.

Control of Hawthorn Effect: Hawthorn effect occurs when the students' performances are affected by virtue of the fact that students are subjects of an experiment. To control this problem, the regular lecturers were used for both the experimental and control groups.

Trial-Testing of the instrument: In order to complement the observation of the valuator, the researcher subjected the instrument to trial testing by administering the questions to year one students in Department of Language Studies of Our Saviour Institute of Science and Technology (Osisatech) Enugu. A total number of twenty students were used for this purpose. The essence of this exercise is to estimate the reliability of the final version of the test, determine its suitability to the intended group, select and identify good items and either eliminate or modify faulty or poor items by items analysis in terms of difficulty and the power of each item to discriminate between good and poor students.

Lesson notes

Two types of lesson plans were drafted. One lesson plan is on the digital language laboratory method. The initial drafts of the lesson notes were face validated by two English lecturers in the Language Arts Education Studies of the University of Nigeria, Nsukka. Their comments were used for the review of lesson plans.

Data Analysis

Research Question 1: How does teacher trainees' socio-economic background affect their achievement in Oral English?

Table 1: Mean and Standard Deviation of Achievement Scores for Teacher Trainees with Parental Socio-economic Levels (Higher and Lower)

Parental Educational Background	N	Pre-test Scores		Post-test Scores		Gain Score
		Mean	SD	Mean	SD	
Higher	94	44.01	11.28	54.62	12.10	0.69
Lower	43	44.70	12.01	51.		

Table 1 shows mean and standard deviation of achievement scores for teacher trainees with parental socio-economic levels (Higher and Lower). The results on the table reveal that mean of the pre-test scores for both higher and lower levels are 44.01 and 44.70 respectively; while the mean for the post-test scores for higher and lower levels are 54.62 and 51.98 respectively. Similarly, the mean difference for both pre and post test scores for teacher trainees are 0.69 and 2.64 respectively. Therefore, it can be concluded that the students from higher educational level parents achieve higher than the students teacher trainees from lower educational level parents.

Research Question 2: What are the mean achievement scores of teacher trainees from higher and lower socio-economic status taught oral English via the digital language laboratory?

Table 2: Mean and Standard Deviation of Achievement scores for Experimental and Control Groups

Groups	N	Pre-test Scores		Post-test Scores		Gain Score
		Mean	SD	Mean	SD	
Experimental	60	55.42	8.33	64.58	6.45	16.69
Control	77	37.06	7.95	45.38	7.50	19.20

Table 2 shows mean and standard deviation of achievement scores for experimental and control groups. The results on the table reveal that mean of the pre-test scores for both experimental and control groups are 53.42 and 37.06 respectively; while the mean for the post-test scores for both experimental and control groups are 64.58 and 45.38 respectively. However, the mean difference for both pre- and test scores are 16.36 and 19.20 respectively. Therefore, it can be concluded that the control group (the group taught with digital language laboratory) achieved higher than the control group (the group taught with conventional approach).

Hypothesis

There is no significant difference in the mean achievement scores of teacher trainees with high and low socio-economic level taught oral English via digital language laboratory

Table 3: ANCOVA Table for Difference in the Mean Achievement Scores of Teacher Trainees with High and Low Socio-economic Level Taught Oral English via Language Laboratory.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	12743.8	4	3185.99	65.44	.00
Intercept	11311.28	1	11311.28	232.32	.00
Pretest	11.79	1	11.79	.24	.62
Groups	4701.95	1	4701.95	96.57	.00
Level	255.40	1	255.40	5.25	.02
Group* Level	76.13	1	76.13	1.56	.21
Error	6426.89	132	48.69		
Total	415537.00	137			
Corrected Total	19170.86	136			

Table 3 table shows calculated F-ratio for difference in the mean achievement scores of teacher trainees with high and low socio-economic level taught Oral English via language laboratory. Results on the table revealed that for the groups F-calculated (96.57) is significant at 0.00, this F-calculated value is equally significant at 0.05; because 0.00 is less than 0.05, that is ($0.00 < p < 0.05$). Hence, there is significant difference in the mean achievement scores of teacher trainees with higher and lower socio-economic level taught Oral English via language laboratory availability of the teaching aids without considering the extent of the use of the aids of materials in language teaching and learning. Poor achievements in language learning can be closely linked not only as with the availability of the laboratory and its equipments but also with the effective utility of the laboratory both teachers, students and technicians.

Discussion

The major findings in this work showed that there were differences in the mean achievement scores of the two groups taught differently in Oral English. Test of significance showed that there was significant difference in achievement between the experimental and control groups.

The result showed that students who came from higher socio-economic background perform better than those students from lower socio-economic background.

This is because such students from higher socio-economic background are introduced earlier in their life time with relevant literature and language materials that will aid their academic performances. Such materials like text books, novels, audio and visual

materials, cassette and CD players are stock in their libraries right inside their study rooms. These students are trained to visit their own libraries all the time and overtime they will get used to several relevant study materials that enhance learning but students from lower socio-economic background hardly have libraries either in their homes or in their schools.

Conclusion

The analysis of the data obtained from the experiment and the results led to an inevitable conclusion that the digital language laboratory method of teaching is significantly a better method of teaching Oral English.

Curriculum reforms, modification and innovation are usually the offshoots of research findings. Therefore, curriculum planners will have the need to suggest alternative digital language laboratory approaches to the traditional classroom approach for a more effective instruction.

Teachers in education system will learn from these findings that no one method is the best in all situations, and this will enable them to adopt a method depending on the objectives. When teachers try the new method the digital laboratory method in language teaching, it will yield a higher dividend academically.

The digital language laboratory method of language teaching places the learners at the centre of all learning activities. This is because they are motivated and involved in learning. The activity based digital language laboratory does facilitate oral instruction.

Recommendations

Based on the findings of this research and the implications, the following recommendations are made.

1. Regular in-service training and refresher courses should be organized for practicing teachers of English to update their knowledge in the digital language teaching method.
2. Lecturers in the universities and colleges of education should make extra efforts to expose student teachers to different digital language laboratory approaches to English education.
3. Heads of institutions should ensure that serviceable digital language laboratories are installed and used in their institutions, especially for the oral instruction.
4. Heads of institutions should ensure the regular maintenance and servicing of digital language laboratory to provide optimum utility.

References

- Ali, A. (1996). *Fundamentals of research in education*. Awka, Nigeria: Meeks Publishers.
- Anibueze, I. (2009). *Foundation course in language and communication skills in English*. Enugu, Nigeria: Glanic Ventures.
- Azikiwe, U. (2007). *Teaching reading in English language*. Onitsha, Nigeria: African First Publishers, Plc.
- Bell, R. T. (1981). *An introduction to Applied Linguistics: Approaches and methods in language teaching*. London: Bathsford Academic and Educational Ltd.
- Echetabu, A.S (1984). *Available resources for the teaching and learning of French language in Anambra State*. M.Ed. Project, University of Nigeria Nsukka.
- Hurd, P. D. (1977). *New direction in teaching secondary science*. Chicago, Ill: Rand McNally & Co.
- Ikonta, K. & Maduekwe, N. (2006). Lexical deviations in written English among Nigeria high school students: Impact and implication for language instruction. Paper presented at the 2006 Institute of Education, University of Nigeria International Conference.
- Oji, F. C (1977). *Assessment of the performance of students in WAEC biology examination in Anambra State*. B.Ed Project, University of Nigeria, Nsukka.
- Okonkwo (1998). *Effective language and reading skills*. Onitsha, Nigeria: Big Ben Printing and Publishing Ltd.
- Onovo, J. O. (2001). *Oracy skills of the English language and communication*. Enugu, Nigeria: J.T.C. Publishers.
- Taylor, S. (1987). *Importance of education attainment of parents*. New York, NY: Dunk mark Publishers.
- Tiffen, B. (1980). *A language in common: A guide to language teaching in schools and colleges*. London. Longman Press Ltd.

Influence of Location on Teachers' Utilization of Outdoor Educational Activities in English Language Vocabulary Learning in Primary Schools

Ngozi Uche

Department of Arts Education,
Faculty of Education, University of Nigeria, Nsukka
Email: ngoziveronica08@gmail.com

Professor Esther N. Oluikpe

Department of Arts Education
Faculty of Education, University of Nigeria, Nsukka

Abstract

The need for vocabulary development at early stage of schooling cannot be underestimated. However, it has been observed with dismay that most primary school pupil in Nigeria are faced with difficulties in identifying the vocabulary words written in English language text. The inability of students to understand vocabulary words in English language could be attributed to strategies adopted by the teachers. This study assessed the influence of location on teachers' utilization of outdoor educational activities in teaching English language vocabulary in primary schools in Enugu Education Zone, Enugu State. The study adopted descriptive survey design. The population consisted of 729 teachers in rural area and 1363 teachers in urban area. The sample size consisted of six hundred (600) teachers from 107 schools in rural area and 103 schools in urban area. The instrument for data collection in this study was the researcher-made questionnaire entitled: (UOEAVTQ). The result of the study revealed that teacher's utilization of outdoor educational activities enhances the vocabulary development of pupils in learning in primary schools but teachers used it to a low extent in Enugu Education Zone. The result revealed that location of schools influenced the utilization of outdoor educational activities in teaching of vocabulary in primary schools as urban teachers tend to use the activities more than the rural teachers. The result further revealed that there is significant difference between urban and rural teachers on the utilization of outdoor educational activities in teaching vocabulary in primary schools. Based on this result, the study recommended among other things that teachers should incorporate and use the outdoor educational activities outlined in primary 4-6 curriculum for teaching of English language vocabulary, equal opportunity should be given to both rural and urban teachers in terms of availability of fund and materials which is a catalyst for

effective vocabulary learning in outdoor environment.

Keywords: English vocabulary, outdoor educational activities, location

Introduction

The importance of vocabulary learning at formative stage of learning in school cannot be underestimated. For one to read, write, understand language effectively and efficiently, one needs to develop one's vocabulary. For inadequate vocabulary affects the reading, writing and speaking English language by the second language learner. This is in tandem with the Annisa (2013) who stated that without vocabulary, nothing can be conveyed. Vocabulary learning is therefore an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner. Vocabulary can be defined as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman & Dewyer, 2009:p. 385). Hornby (2010) defines vocabulary as the "total number of words in a language; vocabulary is a list of words with their meanings". Nation (2001) further stated that vocabulary is the knowledge of words and word meanings." Based on these definitions above, it can be concluded that vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. That is the reason why it is important to learn vocabulary.

Despite the importance of vocabulary in language learning, it has been observed that most primary school pupils find it difficult to read and understand textual material due to difficulties posed by specialized terms and expression or words that acquire specialized meanings in different subject area (Agwu & Ochogwu, 2009). Apart from the difficulties above, primary school pupils are faced with the problem of shift in perception of words. In order to improve the teaching of English language vocabulary at this early stage of school, teachers need to adopt strategies or activities that will help the overcome these hurdles so that they can read, write and speak at proficient level in English language. This is because, English language is an official language for communication and for teaching in our schools today. Thus, the inability to develop their skills in vocabulary invariably would affect their general performance in other school subjects. Primary school pupils need to approach the meaning of words through its origin, root, sound, source of loaned word, word class/category, word form, word history, dictionary definition, and context of use and intuition. Based on this, there is need for teachers to utilize activities that is capable of helping the pupils develop their vocabulary at proficient level. One of such activities is the outdoor educational activities.

Outdoor educational activities have been subject to various definitions depending on context, from which it is viewed. Sobel (2007) defined outdoor educational activities as learning experience that takes place outside the classroom environment for the purpose of

learning. Sobel added that outdoor educational activities provide learner with content that is specific to the dynamics of a place, are multidisciplinary (Science and Language), and enhance students' appreciation for the natural world among other things. Lappin (2000) maintained that outdoor educational activities are ways of implementing the curriculum, whereby the process of learning takes place outside the classroom. Outdoor educational activities broadly include environmental learning, adventure, and school camping, recreation and word identification among other things. Lund (2002) added that outdoor educational activities are learner-centred since they give pupils the opportunities to resolve problems under the guidance of teachers. In the context of this study, outdoor educational activities refer to activities carried out by teachers and pupils outside the classroom which have identification, relaxation and fun as their techniques but learning new words as their ultimate goal. Outdoor educational activities have a lot of advantage in learning vocabulary, some of which are explained by Maata, Dobb and Outlund (2006) as having high interest values and can encourage creativity, increase concentration, sharpen problem-solving skills and provide realistic socio-cultural context for language learning. Munrad (2009), in explaining the strategies of vocabulary instruction in school, laments that the classes are still dominated by the teachers with little or no opportunities for pupils' input and the only activity used is recreation without the much needed variety. The researcher has observed that the explicit method of vocabulary instruction still predominates in primary schools as most teachers often use "talk and chalk" method in teaching students vocabulary. This traditional method has been criticized by Schell (2008,p. 39) who explained that today's "Net Generation" or "Digital Natives" have become disengaged with traditional instruction. According to Schell (2008), "learners of language require multiple streams of information, prefer inductive reasoning, want frequent and quick interactions with content and have exceptional visual literacy skills"(P.9). These needs of learners in modern time can be made possible with the use of outdoor educational activities. Outdoor educational activities if properly utilized and matched to the syllabus by the teacher can generate new words which can help to consolidate words which have been learnt in the classroom.

Outdoor educational activities can be used to foster the spirit of inquiry or search for new words in the learner. It can engage the pupils actively throughout the period of vocabulary instruction in outdoor. A variety of outdoor activities such as playing, word identification, spelling, and among others can transform the monotony associated with word learning into pleasure and in so doing increase pupils' performance The extent to which primary school teachers utilize outdoor educational activities as well as their numerous advantages however may depend on many moderating factors which include gender, experience, qualification and location among other things. However, in the context of this article, location has been conceived as variable that could influence the extent of teachers' utilization of outdoor educational activities in teaching English language vocabulary in primary schools.

Location is the place a school is cited which could be urban or rural. Urban area is

characterized by good roads, pipe-borne water, electricity, internet facilities, etc whereas rural area is characterized by low and isolated places with or without electricity, roads, and hospitals (Modupe, 2012). Similarly, Oghurhu (2008) found out that distribution of qualified teachers in rural schools is usually low because teachers do not readily accept postings to rural areas due to lack of good roads, electricity, and pipe-borne water, among others. However, in rural area, there are some natural places where teachers could use as improvised materials for teaching and learning vocabulary for primary school pupils such as caves, plains, valleys, hills among others. On the other hand, teachers in urban areas can take their student on a trip to state library, archives, and language laboratory for students to learn new words and develop their vocabulary in English language. There is need to find out in this study whether location of schools influences teachers' utilization of outdoor educational activities in teaching vocabulary in primary schools.

Outdoor educational activities can foster interaction between what is taught in the classroom with things in the pupils' environment. The absence of this needed meaningful interaction in teaching vocabulary therefore creates a gap in what is taught in the classroom, experiences and activities that the pupils meet outside the classroom. It is therefore critical that vocabulary teaching not only seek to bridge this gap in order to make this world of learning closer, but also harnessed the power of outdoor activities for instructional benefits. It is against this background that this study assessed influence of location on teachers' utilization of outdoor educational activities in teaching vocabulary in primary schools in Enugu Education Zone, Enugu State.

Statement of the Problem

The value of vocabulary development at formative stage of life in any language learning cannot be underestimated. Pupils who develop vocabulary in early stage are usually effective and efficient in reading, writing and speaking particularly in second language. Nevertheless, it has been observed that most primary school pupils find it difficult to write, read, speak and understand the contextual meaning of words used in passages. This inability to understand vocabulary words could be attributed to low standard of education in Nigeria. This is because primary school is the formative stage of schooling where pupils are given intensive care and preparation before setting to the wider institutions of learning. As such anything that happens to them at that level will invariably affect them academically, socially, and otherwise. In solving the pupils' problem of poor vocabulary development, there is need to look into ways of making the teaching and learning of vocabulary less abstract as it is evident that the traditional lecture methods are teacher-centred, boring and ineffective. This can be done by creating practical ways in which pupils not only learn new words but see and learn words in a relaxed and interesting atmosphere where they are free to learn at their own pace and above all are given the opportunity to encounter words in real sentences and practice them. In view of this, several approaches for encouraging students to read wide and keep personal word glossy the use of computers for vocabulary instruction as well as use of

games have been suggested by other researchers like Harmon, Wood and Keser (2009), Agwu and Ochogwu (2009), but little or no work seems to have been done on how performance in English language can be improved by tapping from the social interests, needs and activities around learning which engage and interest the learner, modifying the needs to have educational goals and relating them to vocabulary instruction. It is against this background that this study assessed the extent of teachers' utilization of outdoor educational activities for vocabulary learning in primary schools in Enugu Education Zone of Enugu State.

Purpose of the Study

The main purpose of this study is to ascertain the influence of location on teachers' utilization of outdoor educational activities for vocabulary learning in primary schools in Enugu Education Zone of Enugu State. Specifically, the study sought to;

1. Determine the extent to which teachers utilize outdoor educational activities in the teaching of English language vocabulary in primary schools.
2. Determine the influence of location of schools on the utilization of outdoor educational activities in teaching English language vocabulary in primary schools in terms of rural and urban

Method

The specific design for this study was descriptive survey design. A descriptive design describes what exists or the present status of existence or absence of what is being investigated. Mallini and Cowan (2010) defined the design as the representative sample of the population consisting of individuals of different ages. This design was used to assess the influence of location on teachers' utilization of outdoor educational activities in teaching English language vocabulary in primary schools in Enugu Education Zone. This study was carried out in Enugu Education Zone of Enugu State. Enugu State is bounded in the North by Kogi State; in the south by Ebonyi State; in the East by Anambra State and in the West by Benue State respectively. Enugu State is made up of six educational zones via: Awgu Education Zone, Agbani Education Zone, Nsukka Education Zone, Enugu Education Zone, Udi Education Zone and Obollo-Afor Education Zone. Enugu Education Zone is made up of three local government areas- Enugu East, Enugu North and Isi-Uzo LGAs respectively. The choice of Enugu Education Zone is that it is made of museum, Zoos, leisure places and other resource centers which English teachers could utilize to improve the teaching of English language in primary schools. The area also hosts Enugu State College of Education (Technical), Institute of Management and Technology (IMT), Enugu State University of Science and Technology (ESUT), University of Nigeria Enugu Campus (UNEC) and others where the teacher could utilize their facilities for Outdoor educational activities in teaching of English language vocabularies. The population of this study consisted of two thousand ninety two (2092) teachers from two hundred public primary schools in Enugu Education Zone of Enugu State. The choice of using all the teachers in primary school is because there is

no specialization as teachers teach all subjects. Data from Enugu State Universal Basic Education Board (ENSUBEB) as at September, 2015 shows that there are sixty five (65) primary schools in Enugu East (27 Rural and 38 Urban), fifty five (55) primary schools in Enugu North (0 in Rural and 55 in Urban) and eighty (80) primary schools in Isi-Uzo (Rural 80 and 0 in Urban) Local Government Areas respectively.

The sample size of this study consisted of six hundred (600) from 107 schools in rural area and 103 schools in urban area in Enugu Education Zone of Enugu State. From the population of the study, there are 729 teachers in rural area and 1363 teachers in urban area. A non-proportionate stratified random sampling technique was used to select 150 teachers in rural areas and 450 teachers in urban areas. Simple random sampling technique was used to select 3 teachers in each of the three classes that make up Middle Basic Education Levels (Primary 4-6) from each of the 200 schools in the study areas which gave a total of 600 respondents. The choice of using non-proportionate stratified random sampling technique is because the relative proportion of each strata in the parent population are not equal so the researcher is free to weight the strata in the population in a manner that is appropriate and convenient for the research purpose.

The instrument for data collection in this study was the researcher-made questionnaire entitled "Utilization of Outdoor Educational Activities in Vocabulary Teaching Questionnaire" (UOEAVTQ). The questionnaire is made up of 30 items and it is divided into two sections A and B. Section A of the instrument elicited information on the teacher's personal data like the name of their schools, their location of school, Section B elicited information on the extent the respondents use the outdoor educational activities in teaching of English language vocabulary in primary schools in Enugu Education Zone which is made up of three clusters. Item 1-10 covered topics as stated on the teachers activities column of the 9-year Basic English language curriculum for primary 4, item 11-20 covered topics as specified on the teachers activities column of 9-year Basic English Language curriculum for primary 5 while item 21-30 covered topics mentioned on the teachers activities column of the 9-year Basic English language curriculum for primary 6 respectively. The mean scale for all the respondents was Very High Extent for 3.50-4.00, High Extent for 2.50-3.49, Low Extent for 1.50-2.49 while Very Low Extent for 0.50 to 1.49. The instrument was face validated by three experts in the Faculty of Education (two experts from language education and one lecturer from measurement and evaluation), University of Nigeria Nsukka. In order to determine the reliability of the instrument, the researcher administered the instrument to 40 (forty teachers) in 20 (twenty public secondary schools) in Awgu Education Zone. The responses of the teachers were collected and subjected to measures of internal consistency using Cronbach Alpha method with the aid of Statistical package for Social Sciences (SPSS) which yielded the reliability index 0.85, 0.88, and 0.85 were obtained for primary 4, 5, & 6 respectively

Data Analysis

Research Question 1: To what extent do teachers' utilize the outdoor educational activities in teaching of English language vocabulary in primary schools?

Table 1: Mean Rating of Primary Four Teachers to the Extent They Utilize the Outdoor Educational Activities in Teaching of English Language Vocabulary in Primary Schools

S/N	Items Description	Mean	Standard Deviation	Decision
1	I take pupils to outdoor environment to identify new words individually and ask questions in group in order to develop their vocabulary.	2.84	1.22	HE
2	I engage pupils in dialogue outside the classroom to have full sense of word meaning and word consciousness and make sentence in group.	2.65	0.60	HE
3	I engage pupils in activities to links between new information and previously known information about word.	2.39	0.72	LE
4	Outdoor activities are used to teach pupils independent word learning strategies, including the use of context clues, the use of word parts in making sentences.	2.46	0.16	LE
5	I take pupils to zoo, museum, to see and comprehend the meaning of things as read in their English passage.	2.36	0.58	LE
6	I take pupils to leisure places to observe different eating habits among Nigerians e.g. Crunches, Mr. Biggs, Shoprite, etc.	2.41	0.36	LE
7	I pay attention to pupils' speech placement, intonation, choice of words and verb forms in debate outside the classroom.	2.64	0.56	HE
8	I take pupils to language laboratory centres outside the classroom to distinguish sound or words in each pair.	2.60	0.40	HE
9	I take pupils to play grounds to form a group and make question tag and response e.g. he hasn't arrived, has he? She can't swim, can she?	2.09	1.64	LE
10	I take pupils to the market to compare items according to weight, size, height, distance, shape and quality.	2.30	0.80	LE
Average Mean Score = 2.47				

The analysis of research question 1 in Table 1 for primary four classes revealed that the mean scores of respondents of items 3, 4, 5, 6, 9 and 10 ranged between 2.09 to 2.46 which are below cut-off mark of 2.50. This indicates that the respondents disagreed to the 6 items as outdoor educational activities used in the teaching of English language vocabulary. The analysis also showed that the mean scores of respondents in items 1, 2, 7 and 8 had mean scores ranged 2.60 to 2.84, which are above cut-off of point of 2.50 showed that the respondents agreed to the items as outdoor educational activities in teaching English language vocabulary to a high extent. The average means scores of the scores of the entire item is 2.47 which indicated that primary four teachers use outdoor educational activities to low extent.

Table 2: Mean Rating of Primary Five Teachers on the Extent They Utilize the Outdoor Educational Activities in Teaching English Language Vocabulary in Primary Schools

S/N	Items Description	Mean	Standard Deviation	Decision
11	I take pupils to outdoors to read poems and identify words for vocabulary development.	2.44	0.49	LE
12	I take pupils outside the classroom to tell stories and develop their speaking vocabularies.	2.63	0.72	HE
13	I take pupils to outside libraries and encourage them to participate in the intensive reading program to develop new words.	2.48	0.08	LE
14	I lead pupils outside classroom where they can compare objects and people and develop their vocabularies.	2.49	0.28	LE
15	I guide pupils to collect soil samples from play ground, erosion site etc to write composition on soil types and properties.	2.56	0.49	HE
16	I take a field trip to important places to help pupils explore information and describe about their environment.	2.46	0.40	LE
17	I take pupils to observe a meeting in their local communities to learn English sounds, stress and rhythm.	2.39	0.66	LE
18	I guide pupils on discussions in outdoor environment to speak in groups and identify vocabulary words and its meaning.	2.49	0.08	LE
19	I take pupils on study walk around, the school to present short dialogues containing proper nouns with names of person.	2.50	0.93	HE
20	I pay attention to pupils' speech in distinguishing between command and request intonations in form of debate outside the classroom.	2.38	0.69	LE

Average Mean Score = 2.48

The analysis of research question 1 for primary 5 classes in Table 2 reveals that the mean scores of items 11, 13, 14, 15, 16, 17, 18 and 20 is ranged from 2.38 to 2.49. This indicated that the mean scores are below the cut-off point of 2.50 which invariably showed that the respondents disagree to the 7 item as the outdoor educational activities engaged pupils in teaching English language vocabulary. The analysis also reveals that the mean scores of the respondents in items 12, 15 and 19 is ranged between 2.50 to 2.63 which indicated that the respondents agreed to the 3 items as outdoor educational activities engaged the pupils in teaching English language vocabulary. The average mean score of all the item in table 2 is 2.48. This indicated that teachers of primary five classes use outdoor educational activities in the teaching English language vocabulary to low extent.

Table 3: Mean Rating of Primary Six Teachers on the Extent They Utilize the Outdoor Educational Activities in Teaching English Language Vocabulary in Primary Schools

S/N	Items Description	Mean	Standard Deviation	Decision
21	I take pupils outside the classroom in groups to play with variety with word games like imaginative pay to develop their oral vocabulary.	2.41	0.11	LE
22	I take pupils to walk in groups outside the classroom to explain and dramatize the poem and develop their oral vocabulary.	2.45	0.21	LE
23	I give pupils discussion time in small groups after the session to learn correct speech habits e.g. pronunciation, stress and intonation.	2.45	0.65	LE
24	I take pupils to read interesting articles published in newspapers to have stock of vocabularies and its usage in expression.	2.37	1.15	HE
25	I take pupils to rivers, streams, cave, wells, boreholes, etc to know the differences between clean and unclean water in order to develop writing vocabulary.	2.45	0.67	HE
26	I lead pupils to speak up at parties to discuss on the topic which will be said orally.	2.46	0.38	LE
27	I journey with pupils often times to interview centers to identify good behavior pattern at interviews to develop oral vocabulary.	2.50	0.16	HE
28	I take pupils to language laboratory centers to demonstrate the pronunciation as contained in their text.	2.56	1.10	HE
29	I take pupils outside the classroom to identify objects or words that are synonymous with one another.	2.56	1.10	HE
30	I take pupils to excursion to language laboratory outside the classroom to show them English words with sound contrast e.g. seat/sit, had/hard etc in order to develop their spelling ability.	2.58	0.67	HE

Average Mean Score = 2.479

The analysis of research question 1 in Table 3 revealed that the mean scores of item 21, 23, 24, 25 and 26 is ranged between 2.37 to 2.46. These mean scores are below 2.50 indicating that the respondents disagree with the 6 items as the outdoor educational activities utilized by teachers for teaching English language vocabulary to low extent. The analysis also revealed the mean scores of items 27, 28, 29 and 30 is ranged between 2.50 to 2.58 which indicates that the respondents agree with the 4 items as outdoor educational activities utilized in the teaching of English language vocabulary. The average mean score of all the item is 2.479 which is lower than 2.50. Therefore, teachers utilized outdoor educational activities in teaching of English vocabulary to low extent in primary six.

Research Question 2: To what extent does location of schools influence the utilization of outdoor educational activities in teaching English language vocabulary in primary schools in terms of rural and urban?

Table 4: Mean Rating of Rural and Urban Teachers on the Extent They Utilize the Outdoor Educational Activities in Teaching English Language Vocabulary in Primary Schools Four Classes

S/N Items	Rural Teachers			Urban Teachers		
	\bar{X}	SD	Decision	\bar{X}	SD	Decision
1 I take pupils to outdoor environment to identify new words individually and ask questions in group in order to develop their vocabulary.	2.89	0.80	HE	2.47	0.64	LE
2 I engage pupils in dialogue outside the classroom to have full sense of word meaning and word consciousness and make sentence in group.	1.33	0.73	VLE	2.43	0.63	LE
3 I engage pupils in activities to links between new information and previously known information about word.	2.49	0.70	LE	2.41	0.51	LE
4 Outdoor activities are used to teach pupils independent word learning strategies, including the use of context clues, the use of word parts in making sentences.	2.38	0.76	LE	2.57	0.52	HE
5 I take pupils to zoo, museum, to see and comprehend the meaning of things as read in their English passage.	2.19	0.73	LE	3.95	0.68	VHE
6 I take pupils to zoo, museum, to see and comprehend the meaning of things as read in their English passage.	2.40	0.67	LE	2.45	0.74	LE
7 I pay attention to pupils' speech placement, intonation, choice of words and verb forms in debate outside the classroom.						
I take pupils to language laboratory centres	2.46	0.66	LE	2.68	0.65	HE

S/N	Items	Rural Teachers			Urban Teachers		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
8	outside the classroom to distinguish sound of words in each pair.						
	I take pupils to play grounds to form a ground	3.10	0.16	VHE	2.49	0.60	LE
9	and make question tag and resource e.g. he hasn't arrived, has he? She can't swim, can she?						
	I take pupils to the market to compare items	2.43	0.99	LE	2.88	0.76	HE
10	according to weight, size, height, distance, shape and quality.						
		2.50	0.71	HE	2.77	0.54	HE
Average Mean		2.42	0.89		2.71	0.63	

The analysis of research question 2 in Table 4 revealed that the respondents in item 1-10 for rural schools have mean scores of 2.89, 1.33, 2.49, 2.38, 2.19, 2.40, 2.46, 3.10, 2.43 and 2.50 respectively. This indicates that rural teachers items 1 and 10 to high extent as item 8 to very high extent while item 2, 3, 4, 5, 6 and 7 are utilized to low extent as the outdoor educational activities for teaching of English language vocabulary. The result equally revealed that the mean scores of the respondents for rural schools have the mean scores of 2.47, 2.43, 2.41, 2.57, 3.95 2.45, 2.68, 2.49, 2.88 and 2.77 respectively. This indicates that the urban teachers utilized item 4, 7, 9 and 10 to high extent and item 5 to very high extent while item 1, 2, 3, 6 and 8 are utilized to low extent. The average mean score of all the items in rural and urban is 2.41 and 2.71. This indicates that urban teachers utilized outdoor educational activities for teaching of English language vocabulary in primary four classes than the rural teachers.

Table 5: Mean Rating of Rural and Urban Teachers on the Extent They Utilize the Outdoor Educational Activities in Teaching English Language Vocabulary in Primary Schools Five Classes

S/N	Items	Rural Teachers			Urban Teachers		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
11	I take pupils to outdoors to read poems and identify words for vocabulary development.	3.00	0.81	HE	2.82	0.88	HE
12	I take pupils outside the classroom to tell stories and develop their speaking vocabularies.	2.98	1.09	HE	2.17	0.75	LE
13	I take pupils to outside libraries and encourage them to participate in the intensive reading program to develop new words.	2.17	0.61	LE	2.57	0.78	HE

S/N	Items	Rural Teachers			Urban Teachers		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
14	I lead pupils outside classroom where they can compare objects and people and develop their vocabularies.	3.28	0.74	VHE	2.30	0.72	LE
15	I guide pupils to collect soil samples from play ground, erosion site, etc. to write composition on soil types and properties.	2.29	0.90	LE	2.45	0.60	LE
16	I take a field trip to important places to help pupils explore information and describe their environment.	2.95	0.81	HE	2.42	0.71	LE
17	I take pupils to observe a meeting in their local communities to learn English sounds, stress and rhythm.	2.45	0.89	LE	2.56	0.83	HE
18	I guide pupil on discussion in outdoor environment to speak in groups and identify vocabulary words and its meaning.	2.44	0.68	LE	2.41	0.60	LE
19	I take pupils on study walk around the school to present short dialogues containing proper noun with names of persons.	2.38	0.71	LE	2.43	0.54	LE
20	I pay attention to pupils speech in distinguishing between command and request intonations in form of debate outside the classroom.	2.44	0.80	LE	2.38	0.64	LE
Average Mean		2.64	0.80		2.45	0.71	

The analysis of research question 2 in Table 5 revealed that the respondents of item 11-20 for rural schools have the mean scores of 3.00, 2.98, 2.17, 3.28, 2.29, 2.95, 2.45, 2.44, 2.38 and 2.44 respectively. This indicates that teachers in rural schools utilized item 11, 12, and 16 to high extent and item 4 to very high extent while item 13, 15, 17, 18, 19 and 20 are utilized to low extent as the outdoor educational activities for teaching English language vocabulary. The results also revealed that the respondents in item 11-20 for urban schools have the mean scores of 2.82, 2.17, 2.57, 2.30, 2.45, 2.42, 2.56, 2.41, 2.43 and 2.38 respectively. This indicates that the urban teachers utilized item 1, 3 and 7 to high extent while item 12, 14, 15, 16, 18 and 20 is to low extent as outdoor educational activities for teaching English language vocabulary in primary 5 classes. The average mean score for all the items in table 14 is 2.64 and 2.45. This showed that rural teachers in primary five classes utilized outdoor educational activities for teaching English language vocabulary than the urban teachers.

Table 6: Mean Rating of Rural and Urban Teachers on the Extent they Utilize the Outdoor Educational Activities in Teaching English Language Vocabulary in Primary Schools Six Classes

S/N	Items	Rural Teachers			Urban Teachers		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
21	I take pupils outside the classroom in groups to play with variety with word games like imaginative play to develop their oral vocabulary.	2.63	0.80	HE	2.41	0.74	LE
22	I take pupils to walk in groups outside the classroom to explain and dramatize the poem and develop their oral vocabulary.	2.53	0.73	HE	3.43	0.63	VHE
23	I give pupils discussion time in small groups after the outside session to learn correct speech habits e.g. pronunciation, stress and intonation.	2.41	0.70	LE	2.45	0.71	LE
24	I take pupils to read interesting articles published in newspapers to have stock of vocabularies and its usage in expression.	3.38	0.76	VHE	2.57	0.52	HE
25	I take pupils to rivers, streams, caves, wells, boreholes, etc to know the difference between clean and unclean water in order to develop writing vocabulary.	2.64	0.73	LE	2.95	0.68	HE
26	I lead pupils to speak up at parties to discuss on the topics which will be said orally.	2.59	0.76	HE	2.48	0.73	LE
27	I journey with pupils often times to interview centres to identify good behaviour pattern at interviews to develop oral vocabulary.	2.39	0.66	LE	2.50	0.69	HE
28	I take pupils to language laboratory centres to demonstrate punctuation as contained in their text.	2.44	0.71	LE	2.47	0.92	LE
29	I take pupils outside the classroom to identify objects or words that are synonymous with one another.	2.57	0.80	HE	2.49	0.66	LE
30	I take pupils to excursion to language laboratory outside the classroom to show them English words with sound contrast e.g. seat/sit, had/hard, etc in order to develop their spelling ability.	2.33	0.86	LE	2.61	0.59	HE
Average Mean		2.59	0.75		2.64	0.69	

The analysis of research question 2 in Table 6 revealed that the respondents of item 21-30 for rural schools have the mean scores of 2.63, 2.53, 2.41, 3.38, 2.64, 2.59, 2.39, 2.44, 2.57 and 2.33 respectively. This indicates that teachers in rural schools utilized item 21, 22, 25, 26, and 29 to high extent and item 24 to very high extent while item 23, 27, 28 and 30 are utilized to low extent as the outdoor educational activities for teaching English language vocabulary. The results also revealed that the respondents in item 21-30 for urban schools have the mean scores of 2.41, 3.43, 2.45, 2.57, 2.95, 2.48, 2.50, 2.47, 2.49 and 2.61 respectively. This indicates that the urban teachers utilized item 24, 25 and 27 to high extent and item 22 to very high extent while item 23, 26, 28, 29 and 30 is to low extent as outdoor educational activities for teaching English language vocabulary in primary 5 classes. The average mean score for all the items in table 14 is 2.59 and 2.64. This showed that rural and urban teachers in primary five classes utilized outdoor educational activities for teaching English language vocabulary to high extent.

Hypotheses

HO. There is no significant different in the mean rating of teachers in rural schools and teachers in urban schools on the utilization of outdoor educational activities in the teaching of English language vocabulary in primary schools.

Table 7: t-test Summary of Urban and Rural Teachers on the Utilization of Outdoor Educational Activities in the Teaching of English Language Vocabulary in Primary Schools

Variables	N	Mean	SD	t-cal	Df	Sig.(2-tailed)	Decision
Urban	150	1.9695	0.78175	-10.702	598	0.000	S
Rural	450	2.5967	0.55841	-9.084			

Data in Table 7 showed that the mean scores of urban and rural teachers on the utilization of outdoor educational activities in the teaching of English language vocabulary in primary schools were 1.9695 and 2.5967 with the standard deviation of 0.78175 and 0.55841 respectively. Rural teachers indicated greater use of outdoor educational activities in the teaching of English language vocabulary in primary schools. It also showed a P-Value of 0.000 which is lower than the chosen level of significance, 0.05. The null hypothesis which stated that there is no significant different in the mean rating of teachers in rural schools and teachers in urban schools on the utilization of outdoor educational activities in the teaching of English language vocabulary in primary schools was rejected.

Discussion

This study assessed the influence of location on teachers' utilization of outdoor educational activities in teaching of English Language vocabulary in primary schools in Enugu

Education Zone, Enugu State. The discussion of the study was done based on the two research questions and one hypothesis developed for the study. The result of the study revealed that teacher's utilization of outdoor educational activities in teaching of English language vocabulary enhances the vocabulary development of pupils in learning in primary schools but teachers used it to low extent in Enugu Education Zone. This findings is in consonance with the findings of Emmanuel and Samuel (2015) who found that students taught Ecological science with outdoor educational activities perform better than those taught using traditional 'talk and chalk' method of teaching (lecture method), and that teachers used these activities to very low extent. In agreement to this findings, Aduwa-Ogiegbaen and Iyanu (2006) who submitted in their findings that teachers do not use variety of activities that promote students' learning of English language but concentrate on the traditional methods of teaching in congested classroom. This method makes learning difficult and does not provide students opportunities in developing vocabularies in English language and other subject areas since English is a language of instruction in Nigeria schools. Rayner, Foorman, Perfeti, Pesetsky and Seidenberg (2001,p.57) ascertained that many good teachers are adaptive rather than rigid in their approach to teaching children and only loosely base their instruction on a given method.

The result of the study also revealed that location of schools influenced the utilization of outdoor educational activities in teaching of English language vocabulary in primary schools as urban teachers tend to use the activities more than the rural teachers in Enugu Education Zone. The finding of research question 5 was in agreement with the result of the null hypotheses that there is significant different in the mean rating of teachers in rural schools and teachers in urban schools on the utilization of outdoor educational activities in the teaching of English language vocabulary in primary schools. This finding underscores the idea that experienced and dedicated teachers are more prevalent in urban schools than rural schools. This finding is in agreement with Modupe and Ahuche (2012) whose findings submitted that distribution of teachers in urban schools is not comparable with rural schools as rural schools lack qualified teachers who can use good method and diverse activities that promote learning. This however could mar the effective teaching of English language vocabulary. Oghurhu (2008) found that school location significantly influence gender distribution of teachers in schools. This could be attributed to the reason for the finding of this study that female teachers utilized outdoor educational activities in teaching of English language vocabulary in primary schools than male teachers and that female teachers dominated male teachers in primary schools in the study area. The finding of this study is also supported by Emmanuel and Samuel (2015) whose findings also revealed that many schools are located in timid environment where movement and activities of teachers and pupils are usually disrupted. This made many schools in rural areas to engage in indoor leaning and avoid any outdoor educational activities in teaching particularly in teaching English language vocabulary in primary schools.

Conclusion

This work has submitted the importance of vocabulary learning of school age children at formative stage of life. It is also an essential part of foreign language learning. An attempt to review the importance of outdoor educational activities in teaching vocabulary at this level of education was discussed. It is important to note that before presenting the meaning or form of vocabulary items, teachers should notice the type of the vocabulary, the students' level and characteristics, and also the value of the strategy for the learners. Teaching primary school pupils in outdoor environments would offer students first hand information on vocabulary words which they usually see in their English language textbooks. It could also help pupils develop cognitive, affective and psychomotor abilities, as well as change their perception or ideas. This invariably would make the pupils to be proficient in reading, writing and speaking the language and maximize their academic achievement since English language is the language of instruction in Nigerian schools. This study therefore concluded that teachers irrespective of their location should always engage students in outdoor learning environment to improve the level of vocabulary development of children at this level because, that level is the foundation of reading and anything that affect them affects their overall academic performance of students.

Recommendations

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

1. Teachers should incorporate and use the outdoor educational activities outlined in primary 4-6 curriculum for teaching of English language vocabulary.
2. Government and educational administrators should re-train teachers on the application of outdoor environment in teaching primary school pupils in order for them to develop their vocabulary in learning English language and other school subjects.
3. Equal opportunity should be given to both rural and urban teachers in terms of availability of fund and materials which is a catalyst for effective vocabulary learning in outdoor environment.

References

- Aduwa-Ogiegbaen, O. & Iyanu, E.O.S. (2006). Factors affecting English language teaching and learning in secondary schools in Nigeria. *College Students Journal*, 40 (3), 1-10
- Agwu, S.N. (2005). *Strategies for teaching the arts and social sciences*. Enugu, Nigeria: Pan-Afric Publishers.
- Agwu, S.N., & Ochogwu, C.E. (2009). Vocabulary strategies for enhancing reading comprehension in secondary school students. *Ebonyi State University Journal of Arts and Social Science Education*, 1(1), 10-15

- Annisa, A. (2013) Techniques in presenting vocabulary to young EFL learners. *Journal of English and Education*, 1(1), 11-20
- Emmanuel, E. A., & Samuel, O.A. (2015).An examination of the extent to which school outdoor activities could enhance senior secondary two students' achievement in Biology. *Journal of Education and E-Learning Research*, 2 (3), 35-41.
- Harmon, J. M., Wood, K. D., & Keser, K. (2009). Promoting vocabulary learning with interactive word wall. *Middle School Journal*, 40(3), 58-63.
- Hornby, A.S. (2010). *Oxford advanced learner's dictionary of contemporary English*, 8th edition. Oxford: Oxford University Press.
- Lappin, E. (2000). Outdoor education for behaviour disturbed students. *Eric Digest*.
- Maata, D., Dobb, F. & Outlund, K. (2006).Strategies for teaching science to English learners. In A. Fashman & D. Crowder (Eds) *English language learner*(pp. 37-59). Artington, VA: Nsta Press.
- Millini, L., & Cowen, L. (2010). *Research method in education* (8th Edition). New York, N.Y: Routledge Publication.
- Modupe, O.M, Ahuche, U. I. (2012). *Effect of school location on students' learning outcomes in practical physics in Ibadan city*. Ibadan, Nigeria: Ife Psychologia Publisher.
- Munrad, T.W. (2009). *The effect of task-based language teaching on developing speaking skills among the Palestinian secondary EFL students in Israel and their attitudes towards English*. Master's Thesis, Yarmouk University, Palestine.
- Neuman, S. B., & Dwyer, J. (2009).Missing in action: Vocabulary instruction in pre-k. *The Reading Teacher*, 62(5), 384-392.
- Oghurhu, E.P. (2008). Distribution of teachers among secondary schools in Delta State: Gender and location analysis. *Journal of Research in National Development*, 6(2), 1-6.
- Palmer, D. H. (2005).A motivational view of constructivist-informed teaching. *International Journal of Science Education*, 27(1), 18-53.
- Rayner, K., Foorman, B.R., Perfeti, C, A., Pesetsky, D., & Seidenberg, M.S. (2001). How psychological science inform the teaching of reading: Psychological science in the public interest. *A Journal of American Psychological Society*, 1 (2), 31-67.
- Schell, J. (2008). *The art of game design: A book of lenses*. Amsterdam, Netherlands Elsevier/Morgan Kaufmann.
- Sobel, D. (2004). *Place-based education: Connecting classroom and communities*. Great Barrington, MA: The Origin of Society.

Improving School-Community Relations for Effective Administration of Secondary Schools in Abia State: Perceptions of Principals

Eke N. Ukpai, PhD

Department of Educational Foundations
Faculty of Education, University of Nigeria, Nsukka
E-mail: eke.ukpai@unn.edu.ng

Evelyn I. Ezepue, PhD

Department of Educational Foundations
Faculty of Education, University of Nigeria, Nsukka

Abstract

This is a survey research aimed at determining the perceptions of principals on the strategies for improving school-community relations for effective administration of secondary schools in Abia State. The study which was guided by two research questions and two null hypotheses was carried out in the public secondary schools in Abia State with a population of 238 subjects. A sample of 119 respondents was selected and used for the study through proportionate stratified random sampling technique using the variable of location. The instrument for data collection was a structured questionnaire that was subjected to validity and reliability tests. Mean and standard deviation were used to answer the research questions whereas the null hypotheses were tested with t-test statistics at 0.05 level of significance. The findings of the study showed, among others, that school-community relations necessary for effective administration of secondary schools is, to a low extent, established and maintained in Abia State and that this can be improved by ensuring that mutual understanding and co-operation exist between the school and the community, developing effective channels of communication for free flow of information between the school and the community, the principal making himself/herself accessible to members of the community, and giving adequate encouragement to the community to participate in the running of the school in its locality. Based on the research findings, it was recommended that the leadership style of principals should be such that encourages effective relationship between the school and the community; schools should establish effective channels of communication for free flow of information between the school and the community, principals should socialize with community leaders and other influential members of the

community by making occasional visits to them, and that the principal, the P.T.A and other influential members of the community should be meeting periodically, among others.

Keywords: School administration, school-community relations, school principals' perceptions.

Introduction

Educational institutions in all nations of the world require effective administration for the achievement of the envisaged educational goals. Obi (2003) lends credence to this assertion by noting that the fundamental goal of school administration is to achieve school goals and objectives effectively and efficiently. No wonder it is through well planned and administered educational system that many nations of the world have succeeded in achieving high level of socio-economic growth and national development.

School administration has been defined in diverse ways by different authors. In this case, Peretomode (2003) defined school administration as an activity that is concerned with the performance of executive duties in a school, the carrying out of policies and decisions to achieve school objectives and the controlling of the day-to-day running of a school. In the view of Ogbonnaya (2009), school administration is essentially a service or activity which involves using human, financial and material resources to direct and control the affairs of a school in order to realize the objectives of the educational process. Implicit in these definitions is the fact that it is through the rational process of administering secondary schools that the objectives of secondary education are realized. It is germane to note that Mgbodile (2004) and Kochhar (2012) identified the establishment and maintenance of school-community relations as one of the operational areas of secondary school administration.

School-community relations has been conceptualized in different ways in educational quarters. According to Oboegbulem (2004), school-community relations is the degree of understanding and goodwill achieved between the school and the community. Onyia (2010) conceptualized school- community relations as the cordial relationship existing between the school and the community which enables the school and the community to see each other as partners in progress. These definitions clearly illustrate that school-community relations is basically the structure for operationalizing the interaction between the school and the community. Consequently, school-community relations is operationally defined in this study as the mutual understanding, co-operation and interaction between the school and the community which form the basis for the community's participation in the administration of the schools in its locality. It follows therefore that secondary school administrators who are popularly known as principals must work co-operatively with community heads to establish and maintain effective school-community relations on the basis of which effective administration of their schools can be engendered.

In highlighting the importance of school-community relations, Ogbonnaya (2004) opined that the importance of school-community relations lies in the fact that it ensures the

involvement of the community in the administration of a school. Okeke (2007) further observed that effective school-community relations is the catalyst for a viable community participation and involvement in the running of the educational institutions in its locality. Mgbodile (2004) had earlier remarked that it is through good school-community relations that a school derives a lot of benefits and support from the community in the form of provision of land for school buildings, the provision of students as well as financial and material donations. These assertions clearly indicate that effective school-community relations is the bedrock of community participation and involvement in school administration and consequently effective administration of urban and rural secondary schools. In relation to this study, urban secondary schools are the secondary schools that are located in towns and cities and they are characterized by modern and adequate physical facilities, equipment, instructional materials, high students' population, high academic achievement of students and high academic exposure of their teachers and principals. Conversely, the rural secondary schools are the secondary schools which are located in the interior parts of the country which are outside the towns and cities. These schools are characterized by poor and inadequate physical facilities, equipment, instructional materials, low students' population, low academic achievement of students and low academic exposure of their teachers and principals.

Regrettably, school-community relations requisite for effective administration of secondary schools appears not to be effectively established and maintained in Abia State. In affirmation to this assertion, Ofojebe (2008) reported that there is generally poor school-community relations in Nigeria (Abia State inclusive) and that this ugly situation has led to a sharp decline in the participation and involvement of communities in school administration. Eze (2017) further observed that in recent times, one can hardly feel the presence and impact of communities in Abia State in the administration of the schools in their localities due to poor school-community relations. Ukpai (2010) had earlier reported that in Abia State, many parents neither belong to nor attend meetings of the Parents-Teachers Association and consequently, they do not care about what is happening in the schools of their community. This is equally an indication of the fact that school-community relations in this area requires strategic improvement. Thus, this worrisome situation called for an empirical investigation of this nature since no study known to the researchers has been carried out on the theme of the present investigation. Therefore, it was the purpose of this study to empirically determine the perceptions of principals on the strategies for improving school-community relations for effective administration of urban and rural secondary schools in Abia State. To achieve this purpose, the study was guided by two research questions and two null hypotheses.

Research Questions

The following research questions guided the study:

1. To what extent is school-community relations necessary for effective administration of urban and rural secondary schools established and maintained in Abia State?

2. What are the strategies for improving school-community relations for effective administration of urban and rural secondary schools in Abia State?

Hypotheses

The following null hypotheses which were tested at 0.05 level of significance also guided the study:

- Ho₁: There is no significant difference ($p < .05$) between the mean responses of urban and rural principals on the extent to which school-community relations necessary for effective administration of secondary schools is established and maintained in Abia State.
- Ho₂: There is no significant difference ($p < .05$) between the mean responses of urban and rural principals on the strategies for improving school-community relations for effective administration of secondary schools in Abia State.

Method

Survey research design was employed in carrying out this study. Best (2007) observed that a survey research design aims at assessing behaviours, preferences, perceptions and opinions of a specified sample. The appropriateness of this research design for this study lies in the fact that this study was generally concerned with assessing the perceptions and opinions of urban and rural principals on the strategies for improving school-community relations for effective administration of secondary schools in Abia State. This study was carried out in the public secondary schools of Abia State with a study population of 238 respondents made up of 137 urban principals and 101 rural principals in the 238 public secondary schools of Abia State (Abia State Secondary Education Management Board, Ohafia Zonal Office, January, 2018). The sample for the study was selected through proportionate stratified random sampling technique using the variable of location. In this case, table of random numbers was used to randomly select 50 percent of the study population as sample for the study in order to ensure adequate representation of the study population in the study sample. This gave a sample size of 119 respondents, comprising 69 principals in urban schools and 50 principals in rural schools.

After reviewing the literature pertinent to this study, the researchers constructed a questionnaire titled "Improving School-Community Relations Questionnaire (ISCRQ)" and used it as the instrument for data collection. The questionnaire consisted of 22 items that were arranged in two clusters, A and B. Cluster A of the research instrument was, in its response mode, structured along a four-point rating scale of Very Great Extent (VGE), 4 points; Great Extent (GE), 3 points; Low Extent (LE), (2) points; and Very Low Extent (VLE), 1 point. Thus, the decision on the extent of adherence was based on the real limit of the number corresponding with the obtained mean score. Therefore mean scores which range from: 0.05-1.49 indicated Very Low Extent; 1.50-2.49 indicated Low Extent; 2.50-3.49 indicated Great Extent and 3.50-4.00 indicated Very Great Extent. Conversely, the response mode of Cluster B of the research instrument was structured along a four-point

rating scale of Strongly Agree (SA), 4 points; Agree (A), 3 points; Disagree (D) 2 points; and Strongly Disagree (SD), 1 point. Consequently, 2.50 and above was the criterion mean and acceptance level of mean scores for the items in Cluster B of the research instrument.

To determine the validity of this instrument, its initial draft was presented to three experts for examination and verification. Two of these experts are in Educational Administration and Planning and one in Measurement and Evaluation at the University of Nigeria, Nsukka. The comments and suggestions of these experts were used to modify and produce the final draft of the instrument. The research instrument also underwent reliability test in which Cronbach Alpha method of estimating reliability was used to establish the internal consistency estimates for the items and this generated an overall reliability coefficient of 0.84. This high reliability index showed that the instrument was reliable enough to collect the required data for the study. The researchers and fifteen research assistants administered the questionnaire to the respondents in their various schools using direct delivery and retrieval technique which ensured 100 percent return of the questionnaire. Descriptive statistics which include mean and standard deviation were used to answer the research questions while inferential statistics of t-test was used to test the null hypotheses of the study at 0.05 alpha level of significance.

Data Analysis

Based on the research questions and hypotheses that guided the study, the results of data analysis are presented on the tables below:

Research Question One

To what extent is school-community relations necessary for effective administration of urban and rural secondary schools established and maintained in Abia State?

The data for providing answers to the above research question are presented on table 1 below:

Table 1: Mean Responses and Standard Deviations of Respondents on the Extent to Which School –Community Relations Necessary for Effective Administration of Urban and Rural Secondary Schools is Established and Maintained in Abia State.

S/N	Questionnaire Items	Urban Principals			Rural Principals		
		\bar{X}	SD	Dec.	\bar{X}	SD	Dec.
1.	Mutual understanding and co-operation exist between the school and the community.	2.57	1.06	GE	2.59	1.04	GE
2.	Principals socialize with influential members of the community	2.46	1.08	LE	2.40	1.08	LE
3.	Important occasions organized in the community are attended by the principal and his staff.	2.59	1.04	GE	2.61	1.03	GE

S/N	Questionnaire Items	Urban Principals			Rural Principals		
		\bar{X}	SD	Dec.	\bar{X}	SD	Dec.
4.	There are effective channels of communication for free flow of information between the school and the community	2.47	0.97	LE	2.41	1.04	LE
5.	The school allows the community to make use of its infrastructural facilities when the need arises.	2.68	1.00	GE	2.66	1.06	GE
6.	The community offers the school financial assistance once the need arises.	2.45	1.05	LE	2.35	1.07	LE
7.	The community makes donations to the school in the form of books and other instructional materials.	2.47	0.95	LE	2.39	0.96	LE
8.	Occasional visits are made by the principal to members of the community.	2.32	1.09	LE	2.46	1.07	LE
9.	Members of the community make occasional visits to the school.	2.31	1.08	LE	2.48	1.04	LE
10.	Members of the community are invited to important school functions and celebrations.	2.51	0.96	GE	2.62	1.04	GE
11.	There is periodic meeting of the principal, the P.T.A and other influential members of the community.	2.27	1.05	LE	2.46	1.01	LE
12.	The principal identifies with community based organizations.	2.49	1.02	LE	2.42	1.04	LE
GRAND MEAN		2.47	1.03	LE	2.49	1.04	LE

Table 1 above shows the mean responses and standard deviations of the respondents on the extent to which school-community relations necessary for effective administration of urban and rural secondary schools is established and maintained in Abia State. Here, the mean responses of the respondents for items 1, 3, 5, and 10 indicate that school-community relations necessary for effective administration of urban and rural secondary schools, is to a great extent, established and maintained in Abia State. The decision rule is based on the fact that these items have their mean responses ranging from 2.51 to 2.68 for the urban principals and 2.59 to 2.66 for the rural principals. Conversely, the mean ratings of the respondents for items 2, 4, 6, 7, 8, 9, 11, and 12 reveal that school-community relations necessary for effective administration of urban and rural secondary schools is, to a low extent, established and maintained in Abia State. This is sequel to the fact that the mean responses of urban principals for these items range from 2.27 to 2.49 while that of rural principals range from 2.35 to 2.48. Furthermore, the standard deviations of the respondents which range from 0.95 to 1.09 for the urban principals and 0.96 to 1.08 for the rural principals show that there was not so much difference in the mean scores of the respondents.

Research Question Two

What are the strategies for improving school-community relations for effective administration of urban and rural secondary schools in Abia state?

The data for answering the above research question are presented on table 2 below:

Table 2: Mean Responses and Standard Deviations of Respondents on the Strategies for Improving School-Community Relations for Effective Administration of Urban and Rural Secondary Schools.

S/N	Questionnaire Items	\bar{X}	SD	Dec.	\bar{X}	SD	Dec.
13.	Ensuring that mutual understanding and co - operation exist between the school and the community.	2.89	1.01	Agree	2.92	1.00	Agree
14.	Developing effective channels of communication for free flow of information between the school and the community.	2.77	1.02	Agree	2.80	1.01	Agree
15.	The principal making himself or herself very accessible to members of the community on consultation.	3.10	0.90	Agree	3.06	0.93	Agree
16.	Allowing the community to make maximum use of the infrastructural facilities of the school once the need arises.	2.79	0.96	Agree	2.74	0.98	Agree
17.	Giving adequate encouragement to the community to part icipate in the running of the school in its locality.	2.86	0.96	Agree	2.80	0.99	Agree
18.	Paying regular visits to members of the community by the principal and his staff.	3.07	0.90	Agree	2.76	1.05	Agree
19.	Inviting the community to participate in important school functions and celebrations	2.88	1.02	Agree	2.71	1.07	Agree
20.	Effective participation of the principal and his staff in important community functions and celebrations.	3.02	0.94	Agree	2.74	1.06	Agree
21.	Addressing the concerns of m embers of the community with sense of commitment, respect and openness.	2.93	1.00	Agree	3.06	0.96	Agree
22.	Holding regular meetings of the PTA and other influential members of the community to discuss issues of concern to the school.	2.96	1.03	Agree	2.83	1.04	Agree
Grand Mean		2.93	0.97	Agree	2.84	1.01	Agree

The result on Table 2 above shows that, in the perceptions of urban and rural principals, items 13-22 listed in Cluster B of the research instrument are the strategies for improving school- community relations for effective administration of urban and rural secondary schools in Abia State. The decision rule is based on the fact that both the mean responses and the grand mean scores of the two categories of respondents for these items are all above the criterion mean of 2.50. Conversely, the standard deviations of the respondents

which range from 0.90 to 1.03 for the urban principals and 0.93 to 1.07 for the rural principals indicate convergence and close deviation to the mean scores. This is equally indicative of the fact that there was not so much difference in the mean scores of the respondents.

Hypotheses

H₀₁: There is no significant difference ($p < .05$) between the mean responses of urban and rural principals on the extent to which school-community relations necessary for effective administration of secondary schools is established and maintained in Abia State.

Table 3: Summary of t-Test Analysis of the Difference Between the Mean Responses of the Respondents on the Extent of School-Community Relations in Abia State.

Group	N	\bar{X}	SD	Df	Level of Sig.	t-cal.	t-crit.	Decision
Urban Principals	69	2.47	1.03	117	0.05	1.27	1.96	NS
Rural Principals	50	2.49	1.04					

$\alpha = 0.05$, NS = Not Significant

Data presented on Table 3 above show that a t-value of 1.27 was obtained at 117 degree of freedom and 0.05 level of significance. Based on the fact that the observed t-value of 1.27 is less than the critical table value of 1.96, the first null hypothesis of this study is, therefore, accepted as formulated. This means that there is no significant difference between the mean responses of urban and rural principals on the extent to which school-community relations necessary for effective administration of secondary schools is established and maintained in Abia State.

H₀₂: There is no significant difference ($p < .05$) between the mean responses of urban and rural principals on the strategies for improving school-community relations for effective administration of secondary schools in Abia State.

Table 4: Summary of t-Test Analysis of the Difference Between the Mean Responses of the Respondents on the Strategies for Improving School-Community Relations in Abia State.

Group	N	\bar{X}	SD	Df	Level of Sig.	t-cal.	t-crit.	Decision
Urban Principals	69	2.93	0.97	117	0.05	1.11	1.96	NS
Rural Principals	50	2.84	1.01					

$\alpha = 0.05$, NS = Not Significant

Data presented on Table 4 above show that a t-value of 1.11 was obtained at 117 degree of freedom and 0.05 level of significance. Since the observed t-value of 1.11 is less than the critical table value of 1.96, the second null hypothesis of this study is also accepted

as formulated. The implication of this finding is that there is no significant difference between the mean responses of urban and rural principals on the strategies for improving school-community relations for effective administration of secondary schools in Abia State.

Discussion

With reference to the findings of this study, school-community relations necessary for effective administration of urban and rural secondary schools is, to a low extent, established and maintained in Abia State. This is due to the fact that in overall, it is to a low extent that: mutual understanding and co-operation exist between the school and the community, principals socialize with influential members of the community, principal and his staff attend community occasions, there are effective channels of communication for free flow of information between the school and the community, the school allows the community to make use of its facilities, the community offers the school financial assistance, the community makes donations to the school, occasional visits are made by the principal to members of the community and vice versa. In overall, it is also to a low extent that: members of the community are invited to important school functions and celebrations, there is periodic meeting of the principal, the P.T.A and other influential members of the community, and that the principal identifies with community-based organizations.

The above findings are in agreement with the view of Ofojebe (2008) that there is generally poor school-community relations in Nigeria as a whole (Abia State inclusive) leading to low level of participation and involvement of communities in school administration. The research findings are also in alignment with the view of Eze (2017) that there is low level of school-community relations in Abia State to the extent that it cannot attract the presence and impact of communities in the administration of the schools in their localities. Based on these findings, one can see that the determination of the strategies for improving school-community relations in this area is very timely. This is also in view of the fact that Mgbodile (2004) opined that it is only when there is effective school-community relations that the school will be in a better position to derive a lot of benefits and support from the community which are required for the smooth running of the school.

In addition to the above findings, the research findings have also illuminated the strategies for improving school-community relations for effective administration of secondary schools in Abia State. These include: ensuring that mutual understanding and co-operation exist between the school and the community, development of effective channels of communication between the school and the community, the principal making himself/herself accessible to members of the community, allowing the community to use school facilities on request, giving adequate encouragement to the community to participate in the running of the school in its locality, paying regular visits to members of the community by the principal and his staff and inviting the community to participate in important school's functions and celebrations. Effective participation of the principal and his staff in important community functions and celebrations, addressing the concerns of members of the

community with sense of commitment, respect and openness, and holding regular meetings of the P.T.A. and other influential members of the community to discuss issues of concern to the school are also the strategies for improving school-community relations for effective administration of secondary schools in Abia State.

Essentially, the above findings have created a phenomenal awareness of the strategies for improving school-community relations for effective administration of secondary schools in Abia State. Thus, it is imperative that principals should adopt these strategies for the benefit of improved school-community relations requisite for effective school administration. Interestingly, this viewpoint amplifies the views of Ogbonnaya (2004) and Okeke (2007) who observed that effective school-community relations is the catalyst for a viable community participation and involvement in the running of the educational institutions in its locality which is an essential ingredient for effective school administration.

The t-test analysis of the two null hypotheses that guided the study showed that these two hypotheses were accepted as formulated. This finding is understandable considering the fact that both the urban and rural principals are directly involved in the management of school-community relations. Consequently, they were in a position to be close to one another in their responses on the extent of school-community relations in Abia State as well as on the strategies for improving school-community relations for effective administration of secondary schools in Abia State.

Implication of the Findings

The findings of this study have exposed the fact that school-community relations necessary for effective administration of secondary schools is, to a low extent, established and maintained in Abia State. The research findings have also revealed the strategies for improving school-community relations for effective administration of secondary schools. The implication of these findings is that it is only when the identified strategies for improving school-community relations are adopted that an improvement in school-community relations can be significantly recorded. Therefore, it is expedient that school principals have to adopt the identified strategies for improving school-community relations so as to engender improved school-community relations necessary for effective administration of secondary schools.

Conclusion

It can be concluded from the findings of the study that school-community relations necessary for effective administration of secondary schools is, to a low extent established and maintained in Abia State. However, this study has exposed the strategies that can be adopted for its improvement. Consequently, the adoption of these improvement strategies for school-community relations by secondary school principals and other stake-holders in secondary education will engender improved school-community relations requisite for effective administration of secondary schools.

Recommendations

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

1. The leadership style of secondary school principals should be such that encourages effective relationship between the school and the community.
2. Schools should establish effective channels of communication for free flow of information between the school and the community.
3. It is imperative that principals should socialize with community leaders and other influential members of the community by making occasional visits to them and vice-versa.
4. The principal, the P.T.A and other influential members of the community should be meeting periodically.
5. Further training of secondary school principals in the rudiments of effective school-community relations necessary for effective administration of secondary schools is hereby advocated.
6. Finally, the ministries of education and educational policy-makers should formulate relevant policies that will compel principals to be proactive in their management of school-community relations with a view to engendering improved and effective school-community relations requisite for effective administration of secondary schools.

References

- Best, J. W. (2007). *Research in education (2nd edition)*. New Jersey: Prentice Hall.
- Eze, L.A. (2017). *Constraints to effective participation of communities in the administration of secondary schools in Abia State*. Retrieved from
- Kochhar, S.K. (2012). *Secondary school administration (2^{nde} dition)*. New Dehli, India: Sterling Publishers.
- Mgbodile, T. O. (2004). Instructional leadership in schools. In T.O. Mgbodile (Ed.), *Fundamentals in educational administration and planning (pp.56-75)*. Enugu Nigeria: Magnet Business Enterprises.
- Obi, E. (2003). *Educational management: Theory and practice*. Enugu, Nigeria: Jamoe Enterprises (Nig.).
- Oboegbulem, A. (2004). School- community relations. In T.O. Mgbodile (Ed.), *Fundamentals in educational administration and planning. (pp.150-160)* Enugu Nigeria: Magnet Business Enterprises.
- Ofojebe, W. (2008). Repositioning secondary school administration through improved school-community relations. *Nigerian Journal of Educational Management*. 7, 47-56.

- Ogbonnaya, N. (2004). The key educational administrators and their roles. In T.O. Mgbodile (Ed.), *Fundamentals in educational administration and planning*. (201-215). Enugu, Nigeria: Magnet Business Enterprises.
- Ogbonnaya N.O. (2009). *Social and political contexts of educational administration*. Nsukka Nigeria: Chuka Educational Publishers.
- Okeke, J. M. (2007). *Educational administration: Principles and practice*. Enugu, Nigeria: Jamoe Enterprises (Nig).
- Onyia, G.C. (2010). *School administration and management: Perspectives and functional approaches*. Onitsha, Nigeria: Cape Publishers International Ltd.
- Peretomode, V. F. (2003). *Introduction to educational administration, planning and supervision*. Lagos, Nigeria: Jopa Press.
- Ukpai, E.N. (2010). *Improvement strategies for school-community relations in Ohafia education zone of Abia State* Master's Thesis, University of Nigeria, Nsukka.

Principals' Supervisory Leadership Strategies and Teachers' Job Effectiveness in Secondary Schools in FCT, Abuja

Love E. Ebuk, Ph.D

Department of Educational Management
Faculty of Education, University of Abuja, Nigeria
Effionglove1964@gmail.com

Segun Simon Bankole

Immigration Centre
National Open University of Nigeria, Abuja

Abstract

The present study focuses on how principals can use some leadership supervisory strategies to improve teachers' effectiveness on the job. It examined the classroom observation and workshop supervisory strategies effect on teachers teaching effectiveness. The researcher used survey design. The population of the respondents was 2, 362 teachers from 48 public senior secondary schools within the six (6) area councils of FCT. The sample of the senior secondary schools used for the study were 12 where as 400 teachers were sampled for the study by using Taro Yamane formula. Questionnaire was the instrument used to get information from the respondents. The findings of the study showed that principals classroom observation and workshop supervisory strategies were used to help teachers to be effective on the job. It was therefore recommended that principals in secondary schools should endeavour to organize classroom observation and workshop supervision for teacher, so as to help them to improve and be effective on the job.

Keywords: Principal, supervisory leadership strategies, job effectiveness

Introduction

Teachers are the bedrock and the engine room for students to perform well academically. This makes it compulsory and paramount for them to be well trained to be effective to deliver teaching. One of the ways to groom these teachers is by the principals supervising them to make sure that they improve their teaching. Hence, it is the duty of the principals to coordinate the activities performed by the teachers through effective supervision. This is very necessary because of the importance attached to improving the teachers to enhance quality of education.

Osakwe (2010) maintained that supervision is concerned with the provision of

professional assistance and guidance to teachers to help them achieve effective teaching in schools. The principal as a supervisor is to provide professional guidance for teachers to improve their skills and competencies for effective teaching in order to enhance students' learning. The school principals in carrying out their duties committedly will assist teachers to perform effectively in the area of preparation of lesson plan before delivery, making good use of instructional materials, adopting best teaching pedagogies and managing the classroom properly. The principal can provide meaningful feedback which will help the teachers to have direction and focus, this will have profound effect on teachers' effectiveness.

The principals and other supervisory staff cannot serve effectively as instructional supervisors without teachers and students performing well in teaching/learning situation. The major objective of supervision is to improve teachers' instruction, hence the supervisor must spend a great deal of time in the classroom where teaching and learning are taking place. The principal as a supervisor should see to it that the curriculum that has been developed and approved by the Ministry of Education is properly implemented by the teachers to meet the needs of the students. To supervise effectively, the supervisor must be aware of what goes on in the classroom and the playground. This could be achieved through close observation, no activity should pass unnoticed by the supervisor. When the supervisor is observing the activities carried out by the teachers in the class, he gathers a lot of information about these teachers, their students and the teaching-learning processes as a whole. The supervisor therefore should observe, advise, guide, direct and stimulate the teachers and students into action so as to improve teachers' teaching and students' learning in the educational system. The involvement of the teachers in planning and evaluating their experiences when they work together with supervisors will help the teachers to participate in more effective curriculum development.

The supervisor through classroom observation learns how teaching materials are effectively used. Classroom observation is very vital in that it helps the supervisor to examine the physical learning environment in which the teachers and students are operating. The principal can be in the class very early in the morning, much can be learned about the school when the class is empty. The observer can make decisions as well as ask some questions on what he/she has observed before the teacher and students come into the class. For instance, he should note how attractive and neat the classroom is, he should also note whether the classroom is well-equipped with the necessary material resources to improve teaching and learning. So observing the classroom when the teacher and students are not there can reveal a lot of things which can be used to better the classroom environment. Observational supervisory strategy can help the supervisor to gather information concerning teacher-student relationship, the general school climate and the activities going on in the class, all in a bit to make the teachers to be effective on their job (Audu, 2016)

Workshop according to Riltig (2007), is a forum where individuals share their life styles, culture and values together. Workshop as a supervisory service has been found to be

useful, resourceful and rewarding. It has served as a technique or strategy adopted by principals to supervise teachers in an organized way to enable them communicate with these teachers on matters of school and classroom management and most especially on the improvement of their teaching and learning process. It provides opportunities for exchange of ideas on teaching methods and other areas of teachers' interest that enhance teachers' effectiveness. Workshop is a supervisory technique where teachers share their knowledge in groups towards achieving a common goal. Akinwumi (2002) posited that workshop is usually carried out by a group of people working towards achieving a common goal, trying to find a solution to a given problem through group discussions, under the supervision of resource persons or consultants.

A workshop must be flexible in nature; it must be organized to meet a particular need at a particular time during the year. Schon (2000) maintained that results expected from workshops is the knowledge gotten from materials which generate the knowledge that is shared during a particular workshop session. Ray (2000) posited that a principal during workshop may lack divergent thinking styles and expertise that can help in collective decision-making on the essential issues to be deliberated during workshops session. Hence, the principal as a supervisor has to achieve the group goal by first of all identifying the problem to be tackled. She must be sure that every participant or teacher had learned something as this could form the basis of his or her effectiveness on the job. It would be in the interest of every participant to spend time not only in answering questions on areas that seemed unclear to him/her, but also to explain to his mates what he had understood which they do not understand, which will help them perform effectively. Principals as a supervisor should make sure that the teachers do not only attend the workshop but they should also take part in all the activities done during the workshop sessions in order to benefit from them.

Ogunmaki (2013) observed that the frequency of attending workshops is an indicator of staff development, that workshops are meant to upgrade teachers knowledge and for sharing of ideas. Ogunmaki concluded that in Nigeria, government hardly organizes workshops for teachers, and where they do, favouritism determined the beneficiaries. Consequently, participants who have nothing to do with such workshops are found attending them. Thus, the supervisors who use workshop as a strategy to supervise teachers should ensure that the workshop is appropriate for teachers to benefit. Ogunmaki suggested that workshops and seminars should be organized by the government, to update teachers' knowledge and improve their skills in their subject areas, especially whenever a new curriculum is introduced. The benefits of such workshop to teachers are numerous. It will help the teachers to acquaint themselves with new procedures, communication systems, topics, subjects, teaching methodologies and policies.

Fredriksson (2004) noted that quality workshop is a key to quality education. Reviewing some factors affecting the academic achievement of school children, Fredriksson also posited that in developing countries, the influence of school variable like the education of teachers, is of greater importance; and that studying the quality of schools in developing

countries has shown that the quality of teachers was one of those factors which made a difference between high and low performing schools; and that workshop helped the teachers to perform effectively.

Statement of the of the Problem

The extent to which classroom observation and workshop supervisory strategies of principals are directed at teachers' job effectiveness was examined in this study.

Purpose of the study

The paper examined the principals' supervisory strategies and teachers' job effectiveness. Specifically, the study tried to find out how:

1. classroom observation supervisory strategy is directed at teachers' job effectiveness
2. workshop supervisory strategy is directed at teachers' job performance

Method

The researcher applied survey research design for the study. The population of the senior secondary schools were 48 with 2362 teachers. The sample of the senior secondary school was 12, with 400 teachers. Taro Yamane formula was used to obtain the sample size of the teachers for study as presented below:

$$n = \frac{N}{1 + N(e)^2}$$

Where

n = Sample size, N = Population size, e = error margin

$$n = \frac{2361}{1 + 2361 (0.05)^2}$$

$$n = 399.830652$$

$$n = 400 \text{ approximately}$$

The instrument used to collect data was a questionnaire on “Principals Supervisory Strategies and Teachers Job Effectiveness” prepared by the researcher. The instrument was given to experts in Faculty of Education for validation and the reliability was done through pilot study, involving a test-retest method. Pearson Product Moment correlation coefficient and Spearman Brown Rho Correlation co-efficient statistics were used to obtain the indices from the two sets of analysis. The indices of 0.85 and 0.75 were obtained proving that the instrument was reliable.

Data Analysis

Research Question One: How is principals' classroom observation supervisory strategy directed at teachers' job effectiveness?

Table 1: Principal Classroom Observation Supervisory Strategy and Teachers' Job Effectiveness

N=400

S/No	Items on Principal Classroom Observation Supervisory Strategy and Teachers' Job Effectiveness	SA	A	D	SD	\bar{X}	Decision
1	Your principal as a supervisor ensures that there is a good rapport between you and him/herself	200	102	60	38	3.16	Agreed
2	Make sure that observatory monitoring strategy is carefully undertaken without obstructing classroom activities	176	120	45	59	3.03	Agreed
3	Your principal ensures that teachers are helped to achieve skill and competencies in teaching	159	111	50	80	2.79	Agreed
4	Your principal ensures that during observatory supervision, teachers are adequately guided so as to improve on their teaching	180	107	47	66	3.0	Agreed
5	Your principal ensures that during observatory supervision, teachers mistakes are rectified	149	110	38	103	2.76	Agreed
Cluster Mean						2.95	Accepted

The respondents agreed to the items in Table 1 with the mean scores of 3.16, 3.03, 2.79, 3.00, 2.76 respectively. The respondents agreed that their principals ensure that there exists good rapport between the principals and themselves (teachers), that observatory monitoring strategies is carefully undertaken without obstructing classroom activities, that teachers are helped to achieve skill and competencies in teaching, that during observatory supervision, teachers are adequately guided so as to improve on their teaching and that during observatory supervision, teachers mistakes are rectified. All the respondents agreed with the cluster mean scores of 2.95 that principal classroom observation strategy is directed at teachers' job effectiveness

Research Question Two: How is principals' workshop supervisory strategy directed at teachers' job effectiveness?

**Table 2: Principals' Workshop Supervisory Strategy and Teachers' Job Effectiveness
N=400**

S/No	Items on Principal Workshop Supervisory Strategy and Teachers' Job Effectiveness	SA	A	D	SD	\bar{X}	Decision
1	Your principal ensures that workshop trainings for teachers are undertaken from time to time	155	140	40	45	3.01	Agreed
2	Your principal ensures that workshops are made flexible relative to various teachers professional needs	191	87	48	74	2.98	Agreed
3	Your principal ensures that, workshops are geared towards updating and improving teachers knowledge, with the aim of enhancing their teaching skills and competencies	168	111	84	37	3.01	Agreed
4	Your principal's organization of workshops tends to enhance teachers' teaching effectiveness.	200	77	50	73	3.00	Agreed
5	Your principal ensures that the knowledge teachers got from workshop is translated into better classroom practices.	264	108	20	8	3.57	Agreed
Cluster Mean							Accepted

All the respondents agreed to the items in Table 1 with the mean scores of 3.01, 2.98, 3.01, 3.00 and 3.57 respectively. The respondents agreed that: their principals ensure that workshop trainings for teachers are undertaken from time to time that workshops are made flexible relative to various teachers professional needs, that workshops are geared towards updating and improving teachers knowledge with the aim of enhancing their teaching skills and competencies, that the organization of workshops tends to enhance teachers' teaching effectiveness and that the knowledge teachers got from workshops is translated into better classroom practices. All the respondents agreed that principals' workshop supervisory strategy is directed at teachers' job effectiveness.

Discussion

The finding of research question one showed that principals observation supervisory strategy was directed at teachers job effectiveness. This finding is supported by Osakwe (2010) who noted that supervision is a process of providing professional assistance and guidance to help teachers to achieve effective teaching. Audu (2016) maintained that

observation supervisory strategy can help the supervisor to gather information concerning teacher-student relationship and on all the activities going on in the class in a bit to help the teacher to have the knowledge as to be effective on the job

The finding on research question two showed that principals workshop supervisory strategy was directed at teachers job effectiveness. This finding agreed with Riltig (2007) who posited that this strategy has helped the principals to assessed the teachers in an organized way and this has enabled them to communicate with teachers on school and classroom management and most especially on their improvement and effective job performance. Ogunmaki (2013), maintained that workshops and seminars can help update teachers' knowledge, improve their skills and help them to be effective in teaching by improving their teaching methodologies.

Conclusion

It was concluded through the findings of the study that principal observation and workshop supervisory strategies were directed at teachers' job effectiveness. It was also concluded that principals' workshop supervisory strategy was directed at teachers job effectiveness.

Recommendations

1. It was recommended that principals should endeavour to carry out observation and workshop supervision so as to help teachers to perform effectively on their jobs.
2. Principals should organize workshop for teacher to improve their job effectiveness.
3. Principals should make sure that during workshops teacher are trained by experts on the use of different teaching methods suitable for different learning experiences. This will help them to be effective in teaching.
4. The principals should ensure that the aim of their supervision is to help teachers improve on teaching and not to mar their efforts.
5. State government should endeavour to support the secondary schools managements with funds, which specifically will be used to organise workshops, seminars and conferences with focus on teachers' improvement on teaching and being effective.

References

- Akinwumi, S.A.(2002).Teaching/learning physics in Nigerian secondary school: The curriculum transformation, issues, problems and prospects. *International Journal of Educational Research and Technology*, 1,99-111.
- Fredriksson, L. B. (2004). Cognition and learning. In D. C. Berliner & R. C. Calfee (Eds.), *Handbook of educational psychology* (pp. 15–46). New York, NY: Macmillan.
- Ogunmaki, F.L. (2013). *School, family, and community partnerships: Preparing educators and improving schools*. Ibadan, Nigeria: Western Press.

- Osakwe, A. (2010). Relationship between working conditions and teacher effectiveness in secondary schools in Abia educational zone of Abia State. M.Ed. Dissertation, University of Port Harcourt, Nigeria.
- Riltig, B. (2007). Content, time, and direct instruction. In P. Peterson & H. J. Walberg (Eds.), *Research on teaching: Concepts, findings, and implications*(pp.200-210).Berkeley, CA: McCutchan.
- Schon, R. E. (2000). *Cooperative learning: Theory, research, and practice* (2nd ed.). Boston, MA: Allyn & Bacon.

Promoting Ethics in Classroom Management: The Impediments and Panaceas

Regina Jaka Ebak

Department of Arts Education

Faculty of Education, University of Nigeria, Nsukka

Email: ebakreginajaka24@yahoo.com

Professor Esther N. Oluikpe

Department of Arts Education

Faculty of Education, University of Nigeria, Nsukka

Abstract

This study sought to examine promoting ethics in classroom management: the impediments and panaceas. Three research questions and three hypotheses were generated to guide this study. The sample for this study was 600 teachers selected from public secondary schools in Nigeria. Questionnaire was used as instrument for data collection. The research questions were answered using mean scores and standard deviation. The null hypotheses were tested at 0.05 level of significance using t-test. The findings of this study showed that ethics can be promoted through stories, myth, legends and metaphors, annual reports and other publications which make clear what the school is proud of and what its values are, sports (inter- house sports) celebration and prize giving days among others. The findings of the study uncovered that impediments of ethics in classroom management include: many teachers lack training on the use of effective strategies to promote ethics in the classroom, many teachers take bribes from students and exploit them sexually, students make unnecessary noise, quarrels and even fight often in the classroom and they are stucked with different kinds of social media while lesson is in progress in the classroom among others. The findings of the study also revealed that the panaceas to the impediments of ethics in the classroom management are that teachers should be trained on the use of effective strategies to promote ethics in the classroom, all the activities of the teachers should be put on check by the school authorities, students behaviors and conducts in the classrooms should be critically tamed and all mobile phones must be switched-off while lesson is in progress in the classroom among others. The study recommended that secondary school authorities should implement values and code of ethics by incorporating the statement into employees' training and educational programmes; giving explicit attention to values and ethics in recruiting and hiring or screening out applicants who lack compatible character traits.

Keywords: Ethics promotion, ethics, classroom management, ethics impediments, ethics panaceas.

Introduction

Ethics is a moral principle or a set of moral values held by an individual or group. It is a set of principles that govern good human conduct. It can be alleged as laid down guidelines, principles, codes of conduct, rules and regulations guiding behaviour of a group or an organization. Etymologically, “ethics” is derived from the Greek word “ethos” which means “character” or “conduct” (Bond, 2014). Siropolis (1997:62) elucidated that the term “ethics” means the system of rules that governs the ordering of values or “the rules or standards governing the conduct of a person or a profession”. Ethical issues in this milieu have to do with being decent, fair, good, honest, just, moral, noble, principled, righteous, upright, and or virtuous in the management of examinations. Ethics is not limited to the actions or behaviors of an individual but includes practices of a profession, an organization, a government agency or a corporation. In a classroom setting, ethics are the moral principles that guide both teachers and students in the classroom.

A classroom is a learning space, a room in which both children and adults learn. Thaddeus (2017) supposed that classrooms are found in educational institutions of all kinds, from preschools to universities, and may also be found in other places where education or training is provided, such as corporations and religious and humanitarian organizations. The classroom attempts to provide a space where learning can take place uninterrupted by outside distractions. According to Macho (2016), lessons that require specific resources or a vocational approach, different types of classrooms both indoors and outdoors are used. This allows for learning in an authentic context that fosters the natural development of the particular vocational skill. Classrooms can range from small groups of five or six to big classrooms with hundreds of students. However, among the various concepts that emerged more recently in the field of formal education, especially in school education, classroom management has been considered as one of the integrated functions of institutional and functional intervention areas in teaching-learning.

Classroom management is a term teachers use to describe the process of ensuring that classroom lessons run smoothly without disruptive behavior from students compromising the delivery of instruction. The term also implies the prevention of disruptive behavior preemptively, as well as effectively responding to it after it happens. Moore (2017) refers **classroom management** as the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. When classroom-management strategies are executed effectively, teachers minimize the behaviors that impede learning for both individual students and groups of students, while maximizing the behaviors that facilitate or enhance learning. Generally speaking, Nathan (2015) disclosed that effective teachers tend to display strong classroom-management skills, while the hallmark of the inexperienced or less effective teacher is a

disorderly classroom filled with students who are not working or paying attention.

Classroom management has been associated with discipline, control, or other terms that connote reducing unacceptable student behavior. However, Classroom management involves not merely responding effectively when problems occur, but also preventing problems from occurring by creating environments that encourage learning and appropriate behavior. Classroom management is crucial in classrooms because it supports the proper execution of curriculum development, developing best teaching practices, and putting them into action. Classroom management can be explained as the actions and directions that teachers use to create a successful learning environment; indeed, having a positive impact on students achieving given learning requirements and goals (Soheili, Ferguson and Dreikurs, 2015). In an effort to ensure all students receive the best education, Rijal (2010) suggested that it would seem beneficial for educator programs to spend more time and effort in ensuring educators and instructors are well versed in classroom management. In fact, managing a classroom means making teacher and students more active, collaborative and at the same time, more responsible for better learning, better learning for life. Though the job seems quite simple on its surface, it is quite a technical aspect and requires a lot of techno-socially sound approaches to execute such a job.

Student values have been changing cyclically in the recent times. The main characteristics: materialism; monetary and selfish goals; me first attitude and developing a philosophy of life (Fenske & Hughes, 2009). These attitudes has persisted and intensified. The high wave of indiscipline, dishonesty and injustices that characterize the Nigerian educational system is therefore not surprising. Nigeria's schools therefore have the responsibility to promote values of high ethics, peak performance and excellence in the students. Values that lead to these include fairness, dependability, integrity, honesty, truthfulness, achievement, contribution, self development, creativity, synergy, quality and opportunity. Nnamani (2017) asserted that a school can foster excellent value system by promoting the beliefs in being the best performing school in the land; the best in sports and games; the cleanest school; the most disciplined, the most peaceful; the best in internal and external examination conduct; the most committed to students and public service, the best innovative and entrepreneurial – its graduates can craft self-help jobs and have “can do spirit; the best student and staff caring institution in the world, and the best to produce graduates that are admitted to universities.

The principal can detect, promote and transmit ethics through such soft means as stories, myth, legends and metaphors; and through annual reports and other publications which make clear what the school is proud of and what its values are. A very good opportunity for airing out the school ethics are the sports (inter- house sports) celebration and prize giving days when the principal is opportune to address large publics. Much of the principal's efforts in ethics promotion could be informal, especially through what Peters and Waterman (2017:289) call “management by wandering around” or “visible management”. This makes him accessible and approachable to all stakeholders of the school. He could be

like an evangelist, constantly in touch with the territory preaching the “truth” and listening to criticisms, suggestions as well as reasoning with people on the critical values of the school. The principal might lead the school to be an exemplary good corporate citizen.

An ethical classroom, like a good home, is ideally a place of learning, sharing, trust, nurturing, personal and spiritual growth, and peace. Places that engender such feelings among those who thrive there are built around a consciousness and respect of ethical concepts. Beneficence (goodness), veracity (truth), autonomy (sense of self), justice (meaning fairness), and non-maleficence (the responsibility to do no harm) are the supporting beams of an ethical classroom. Intentional teachers are those who chose their careers based on a need to make a positive difference. For them, an ethical classroom is the ultimate incubator of learning by their students and the litmus test of their skills, experience, and creativity. Rothmans (2017) disclosed that the tips on how to be fair and ethical in the classroom, thereby avoiding as many classroom problems as possible are; impartiality - students expect the teacher to treat everyone in the class equally, **respect** - involves treating students politely. Ridiculing a student or calling a student's comment “stupid” is inappropriate in all circumstances.

In her own view Marie (2017) also opined that ethical classroom could be made possible if there is **concern for students**. Students expect their teachers to care about them and their academic performance. Integrity is an ingredient that champions an ethical classroom. Integrity in this context means to be consistent and truthful, and explaining the policies, procedures and decisions and why they are necessary, so that their fairness can be judged and understood. In addition, Marie (2017) opined that **propriety can also help to uphold ethics in the classroom**. Propriety in this context means acting in a socially acceptable manner that does not offend students' sensibilities. Students expect teachers to follow the rules when interacting with them. For instance, most students find it inappropriate in most or all circumstances for a teacher to tell an off-color story or joke. Likewise, showing an emotionally upsetting film without warning students in advance is considered highly inappropriate. Students also expect teachers to respect their privacy; most students find it inappropriate to require them to reveal highly personal information in a class discussion. Students expect teachers to maintain an appropriate social distance. It is inappropriate for a teacher to date or have a sexual relationship with a student.

It is against this backdrop that the researcher dimmed it fit to examine promoting ethics in classroom management: the impediments and panaceas.

Statement of the Problem

Classroom management is a comprehensive term for a variety of teacher actions designed to facilitate teaching and learning in the classroom. However, there seems to be paucity of ethics in the classroom management of secondary schools in Nigeria and this might have a substantive impact on the effectiveness of teaching and quality of learning. Students are found exhibiting various forms of unethical behaviours in the classroom with impunity.

They make unnecessary noise, quarrels and even fight often in the classroom. They make sexual advances to the opposite sex, take hard drugs and indulge in cultism while in the classroom. Students are stuck with different kinds of social media while lesson is in progress in the classroom. Cheating in examination, illegal collaboration on assignments and plagiarism are very common among them.

Unfortunately, promoting of ethics in the classroom management seems to have been gravely impeded as many teachers in various secondary schools located in urban and rural areas lack training on the use of effective strategies to promote ethics in the classroom. Some of them have morally deviated, instead of propagating ethics among students in the classroom; they rather indulge in some unethical practices such as taking bribes from students, sexual exploitation, pressuring students to buy books, and others. Many of them are manipulative of their students, superficial in their teaching approach, selfish, speculative and corrupt. It is against this backdrop that this study deems it fit to examine promoting ethics in classroom management: impediments and panaceas.

Purpose of the Study

The main purpose of this study is to examine promoting ethics in classroom management in Nigerian secondary schools: impediments and panaceas. Specifically, the study seeks to:

1. Determine ways to promote ethics in classroom management.
2. Ascertain the impediments of ethics in classroom management.
3. Find out the panaceas to the impediments of ethics in the classroom management.

Method

The design of the study was a descriptive survey. The target population for this study was 4,911,876 teachers in the public secondary schools across the six geopolitical zones of Nigeria (Research, Planning and Statistics, Ministry of Education, Abuja, 2017). The sample of this study was drawn from teachers in the public secondary schools through a stratified random sampling technique. The country was stratified along the six geopolitical zones and one public secondary school was randomly selected from each zone, thus, making a total of 6 secondary schools. From the six secondary schools, 600 teachers (300 rural and 300 urban teachers) were randomly selected for the study. The instrument for data collection was a questionnaire structured on a 4 – point rating of Strongly Agree (SA) 4 points, Agree (A) 3 points, Disagree (D) 2 points and Strongly Disagree (SD) 1 point.

The instrument was face validated by two experts from the Department of Arts Education, one expert from Measurement and Evaluation, University of Nigeria, Nsukka. The reliability of the instrument was established using the Cronbach Alpha formula. The reliability coefficient value yielded 0.77 on average which was considered adequate for the study. The instrument was personally administered to the respondents by the researcher and six research assistants. A total of 600 copies of the questionnaires were administered and collected on the spot from the respondents. The data obtained from the three research questions were tested using mean score and standard deviation. In addition, the hypotheses were tested using t-test statistics.

Any mean score lower than 2.50 implied disagree whereas equal to or higher than 2.50 implied agree to the items. t-test statistics was used in testing the null hypotheses at 0.05 level of significance. If the t-calculated values are less than critical t-value, null hypotheses will be accepted, but if the t-calculated values are more than critical t-value, null hypotheses will be rejected.

Data Analysis

The results of the data analyses were presented in the order of research questions and hypotheses posed for this study.

Research Question One

What are the ways to promote ethics in classroom management?

Table 1: Mean Ratings on the Ways to Promote Ethics in Classroom Management

S/N	ITEMS Ethics can be promoted through:	Rural			Urban		
		\bar{X}	SD	REM	\bar{X}	SD	REM
1	stories, myth, legends and metaphors	3.21	0.30	A	3.45	0.11	A
2	annual reports and other publications which make clear what the school is proud of and what its values are	3.37	0.22	A	3.20	0.08	A
3	sports (inter- house sports) celebration and prize giving days	3.24	0.36	A	3.29	0.17	A
4	principals making themselves accessible and approachable to all stakeholders of the school	2.94	0.47	A	3.05	0.64	A
5	principals listening to criticisms, suggestions as well as reasoning with people on the critical values of the school.	3.19	0.04	A	2.91	0.06	A

X = Mean, SD = Standard Deviation, rem = Remark

The result in Table 1 shows that the mean ratings of the rural teachers for item numbers 1-5 are 3.21, 3.37, 3.24, 2.94, and 3.19 with the corresponding standard deviation of 0.30, 0.22, 0.36, 0.47, and 0.04 respectively. On the other hand, the mean ratings of the urban teachers on the above items are 3.45, 3.20, 3.29, 3.05 and 2.91 with the corresponding standard deviation of 0.11, 0.08, 0.17, 0.64 and 0.06 respectively.

H₀₁: There is no significant difference between the mean ratings of teachers from rural and urban secondary schools on the ways to promote ethics in classroom management.

Table 2: t-test of the Ways to Promote Ethics in Classroom Management

S/N	Group	No.	Mean	SD	DF	t.cal	t-value	Decision
1	RURAL	300	3.19	0.28	598	1.68	1.96	Not significant
2	URBAN	300	3.18	0.21				

In the table above, the t-calculated value of each item was obtained; the degree of freedom of all items was 598, while the critical t-table of 1.96 was obtained at 0.05 level of significance. From the table, it can be seen that the t-calculated values for all items were less than critical t-value. Therefore, the null hypothesis of no significant difference between the mean ratings of teachers from rural and urban secondary schools on the ways to promote ethics in classroom management was accepted.

Research Question Two

What are the impediments of ethics in classroom management?

Table 3: Mean Ratings on the Impediments of Ethics in Classroom Management

S/N	ITEMS Impediments of Ethics include:	Rural			Urban		
		\bar{X}	SD	REM	\bar{X}	SD	REM
6	many teachers lack training on the use of effective strategies to promote ethics in the classroom	3.44	0.14	A	3.36	0.10	A
7	many teachers take bribes from students and exploit them sexually	3.15	0.57	A	3.36	0.07	A
8	many teachers are manipulative of their students, superficial in their teaching approach, selfish, speculative and corrupt	3.11	0.15	A	2.84	0.17	A
9	students make unnecessary noise, quarrels and even fight often in the classroom	3.43	0.17	A	3.23	0.13	A
10	students are stucked with different kinds of social media while lesson is in progress in the classroom	3.39	0.21	A	3.21	0.09	A

X = Mean, SD = Standard Deviation, rem = Remark

The result in Table 3 shows that the mean ratings of the rural teachers for item numbers 6-10 are 3.44, 3.15, 3.11, 3.43 and 3.39 with the corresponding standard deviation of 0.14, 0.57, 0.15, 0.17 and 0.21 respectively. On the other hand, the mean ratings of the urban teachers on the above items are 3.36, 3.36, 2.84, 3.23 and 3.21 with the corresponding standard deviation of 0.10, 0.07, 0.17, 0.13 and 0.09 respectively.

Ho₂: There is no significant difference between the mean ratings of teachers from rural and urban secondary schools on impediments of ethics in classroom management.

Table 4: t-test of the Two Groups on Impediments of Ethics in Classroom Management

S/N	Group	No.	Mean	SD	DF	t.cal	t-value	Decision
1	RURAL	300	3.30	0.25	598	1.78	1.96	Not significant
2	URBAN	300	3.20	0.11				

In the table above, the t-calculated value of each item was obtained; the degree of freedom of all items was 598, while the critical t-table of 1.96 was obtained at 0.05 level of significance. From the table, it can be seen that the t-calculated values for all items were less than critical t-value. Therefore, no significant difference between the mean ratings of teachers from rural and urban secondary schools on impediments of ethics in classroom management was accepted.

Research Question Three

What are the panaceas to the impediments of ethics in the classroom management?

Table 5: Mean Ratings on the Panaceas to the Impediments of Ethics in the Classroom Management.

S/N	ITEMS Panaceas to the Impediments of Ethics:	Rural			Urban		
		\bar{X}	SD	REM	\bar{X}	SD	REM
11	teachers should be trained on the use of effective strategies to promote ethics in the classroom	3.12	0.17	A	3.36	0.10	A
12	all the activities of the teachers should be put on check by the school authorities	3.17	0.64	A	2.96	0.88	A
13	the school authorities should employ only honest, qualified and un-corrupt teachers	3.04	0.07	A	2.88	0.44	A
14	students behaviors and conducts in the classrooms should be critically tamed	2.88	0.45	A	3.12	0.07	A
15	all mobile phones must be switched-off while lesson is in progress in the classroom	3.44	0.22	A	3.01	0.38	A

X = Mean, SD = Standard Deviation, rem = Remark

The result in Table 3 shows that the mean ratings of the rural teachers for item numbers 11-15 are 3.12, 3.17, 3.04, 2.88 and 3.44 with the corresponding standard deviation of 0.17, 0.64, 0.07, 0.45 and 0.22 respectively. On the other hand, the mean ratings of the urban teachers on the above items are 3.36, 2.96, 2.88, 3.12 and 3.01 with the corresponding standard deviation of 0.10, 0.88, 0.44, 0.07 and 0.38 respectively.

Ho₃: There is no significant difference between the mean ratings of teachers from rural and urban secondary schools on the panaceas to the impediments of ethics in the classroom management.

Table 6: t-test of the Two Groups on the Panaceas to the Panaceas to the Impediments of Ethics in the Classroom Management

S/N	Group	No.	Mean	SD	DF	t.cal	t-value	Decision
1	RURAL	300	3.13	0.31	598	1.81	1.96	Not significant
2	URBAN	300	3.07	0.37				

In the table above, the t-calculated value of each item was obtained; the degree of freedom of all items was 598, while the critical t-table of 1.96 was obtained at 0.05 level of significance. From the table, it can be seen that the t-calculated values for all items were less than critical t-value. Therefore, the null hypothesis of no significant difference between the mean ratings of teachers from rural and urban secondary schools on the panaceas to the impediments of ethics in the classroom management was accepted.

Discussion

Ways to promote ethics in classroom management

The result on table one shows that the teachers have similar view on the ways to promote ethics in classroom management. They agreed that ethics can be promoted through stories, myth, legends and metaphors. It can be promoted through annual reports and other publications which make clear what the school is proud of and what its values are. It can be promoted through sports (inter- house sports) celebration and prize giving days. It can be promoted as principals make themselves accessible and approachable to all stakeholders of the school. It can also be promoted as principals listen to criticisms, suggestions as well as reasoning with people on the critical values of the school. These findings buttressed the statement credited to Peters and Waterman (2017:289) that principal's efforts in ethics promotion could be informal by “management by wandering around” or “visible management” in which implies that he makes himself accessible and approachable to all stakeholders of the school.

The impediments of ethics in classroom management

The result on table two shows that teachers have similar view on the impediments of ethics in classroom management. They agreed that the impediments include: many teachers lack training on the use of effective strategies to promote ethics in the classroom, many teachers take bribes from students and exploit them sexually, many teachers are manipulative of their students, superficial in their teaching approach, selfish, speculative and corrupt, students make unnecessary noise, quarrels and even fight often in the classroom and they are stucked with different kinds of social media while lesson is in progress in the classroom. These findings are in harmony with an assertion made by Fenske & Hughes (2009) that student values have been changing cyclically in the recent times; the main characteristics: materialism; monetary and selfish goals; me first attitude and developing a philosophy of life has persisted and intensified.

The panaceas to the impediments of ethics in the classroom management

The result on table three shows that teachers have similar view on the panaceas to the impediments of ethics in the classroom management. They concurred that the panaceas are: teachers should be trained on the use of effective strategies to promote ethics in the classroom, all the activities of the teachers should be put on check by the school authorities, the school authorities should employ only honest, qualified and un-corrupt teachers, students behaviors and conducts in the classrooms should be critically tamed and all mobile phones must be switched-off while lesson is in progress in the classroom. These findings are in consonance with the assertion made by Nnamani (2017) that a school can foster excellent value system by promoting the beliefs in being the best performing school in the land; the best in sports and games; the cleanest school; the most disciplined, the most peaceful; the best in internal and external examination conduct; the most committed to students and public service, the best innovative and entrepreneurial.

Conclusion

Various elements of quality and excellent classroom management such as communication, interpersonal relations, conflict management, problem solving, team work, employees involvement and empowerment are dependent on attainment of ethical values of the stakeholders of the school especially principal, staff and students. The purpose of the National Policy on Education cannot be achieved unless there is a success of ethical orientation efforts of schools. School managers should therefore be involved in efforts to build trust, promote value of integrity and responsibility; and to build, sustain corporate culture of high ethics. These ethics can be transmitted, promoted, protected as the school corporate culture by words of mouth indoctrination and power of tradition, and by setting forth a code of ethics in written document. The code then becomes a cornerstone for cultural building and for developing a corporate conscience as well as a unifying force for the school. It also becomes a benchmark for judging the schools policies, actions and individual conducts.

Recommendations

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

1. Secondary School authorities should implement values and code of ethics by:
 - (a) incorporating the statement into employees' training and educational programmes;
 - (b) giving explicit attention to values and ethics in recruiting and hiring or screening out applicants who lack compatible character traits;
 - (c) communication of values and ethics code to all employees and explaining compliance procedures;
 - (d) and importantly strong leadership commitment and endorsement of excellent ethical examples in their own behavior.

2. Principal must be able to reprimand those who have been lax in monitoring and enforcing ethical compliance and;
3. Must not hesitate to remove, recommend removal of people who are guilty of a violation.

References

- Bond, D. W. (2014). *Teaching ethics across the psychology curriculum*. Reban: Medisan Press
- Fenske, C. & Hughes, E. (2009). *Solving discipline problems in the classroom*. Bristol City: U.K: Allyn and Bacon Publication.
- Macho, E. (2016). *Situated learning theory*. Amsterdam: Blue Sea Publication.
- Marie, B. (2017). *Developing self-discipline and preventing and correcting misbehavior*. BostonMA: Allyn & Bacon
- Moore, D. (2017). *Innovative measure in the management of classroom: Building competitive advantage*. Boston, MA: McGraw-Hill.
- Nathan, B. (2015). *Legal issues in educational management in Nigeria*. Ibadan, Nigeria: Gbenga Press.
- Nnamani, D. C. (2017). *Effective classroom management and instruction: A knowledge base for consultation*. Enugu, Nigeria: Snaap Press.
- Peters, N & Waterman, H. (2017). Classroom management: students' perspectives, goals, and strategies. *American Educational Research Journal*, 23(5), 437-459.
- Rijal, C. P. (2011). *Leadership readiness: Road to TQM implementation*. Berlin, Germany: Lambert Academic Publishing.
- Rothmans, W. (2017). The key to classroom management: A critical analysis. *Educational Leadership*, 61 (1): 6–13.
- Siropolis, S. (1997). A research-based approach to generic graduate ethics policy. *Higher Education Research and Development*, 13(4), 62-70.
- Soheili, F, Ferguson, S & Dreikurs, E. (2015). Teachers as leaders: The Impact of Adler-Dreikurs classroom management techniques on students' perceptions of the classroom environment and on academic achievement. *Journal of Individual Psychology*, 71 (4), 440–461.
- Thaddeus, G. (2017). *Classroom management*. Enugu, Nigeria: Fourth Dimension Publishing Co. Ltd

Administrative Constraints to Effective Implementation of Arts Curriculum of Secondary Schools in Ebonyi State and the Way Forward

Eke N. Ukpai, PhD

Department of Educational Foundations
Faculty of Education, University of Nigeria, Nsukka
E-mail: eke.ukpai@unn.edu.ng

Ijeoma J. Chukwuemeka-Nworu

Department of Educational Foundations
Faculty of Education, University of Nigeria, Nsukka

Abstract

This study is a survey research carried out to determine the administrative constraints to effective implementation of arts curriculum of secondary schools in Ebonyi State and the way forward. The population of the study consisted of 222 respondents that were all used for the study. A structured questionnaire that was subjected to validity and reliability tests was used to collect data for the study. The research questions were answered using mean and standard deviation while the research hypotheses were tested with t-test statistic. The research findings revealed, among others, that the administrative constraints to effective implementation of arts curriculum of secondary schools are inadequate provision of funds, infrastructural facilities, equipment and up-to-date instructional materials for secondary schools. Based on these findings, it was recommended that secondary schools should be provided with sufficient funds required for the effective implementation of arts curriculum; the infrastructural facilities, equipment and up-to-date instructional materials required for effective implementation of arts curriculum should be adequately provided and effectively utilized in secondary schools, teachers should be adequately motivated to perform maximally in their task of arts curriculum implementation; and qualified teachers should be adequately provided and maintained in secondary schools, among others.

Keywords: Administrative constraints, curriculum implementation, Arts Curriculum,

Introduction

The prima facie objective of secondary schools all over the world is to prepare children for useful living within the society and for higher education. It is in recognition of this fact that the Federal Republic of Nigeria (2004) accentuated the specific objectives of secondary education as including the provision of opportunity for education of a higher level to all

primary school leavers; the offer of diversified curriculum to cater for the differences in talents, opportunities and future roles; the provision of trained manpower in the applied science, technology and commerce at sub-professional grades; and the provision of technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development, among others.

Consequent upon the above objectives of secondary education, one can deduce that a conscious development and effective implementation of arts curriculum in secondary schools is fundamental to the accomplishment of the objectives of secondary education. The concept of curriculum has been defined in various ways by different scholars. In this case, Nnadi (2011) defined curriculum as the total experiences offered by a school in the course of educating young and adult members of the society. In her own perspective, Chukwu (2011) conceptualized curriculum as a programme of activities consisting of the knowledge, skills attitudes, values and competencies which the school inculcates to the learners in order to produce educated people. Arising from these definitions is the fact that the arts curriculum of secondary schools is basically a knowledge and skill-based instrument for the translation of societal expectations to the learners in the field of arts which, among others, include literature, fine and applied arts, music, history, creative arts, drama and languages. However, the arts curriculum of secondary schools is operationally defined in this study as the established programme of activities with which a school inculcates to its students the knowledge, skills, and competencies in arts fields which are germane to individual and societal development.

It is necessary to point out here that curriculum is an important tool for the realization of school goals. Eze (2006) amplified this viewpoint by succinctly describing curriculum as a dependable instrument through which a school system actualizes its goals. Alike (2016) further reported that the goals of any level of an educational system cannot be achieved in the absence of a properly planned and well implemented curriculum. These submissions actually illustrate that a properly developed and well implemented curriculum is pivotal to the effective realization of the stated goals of secondary education. To this end, secondary school administration is expected to be thoroughly immersed in this effort in order to ensure the proper development and effective implementation of a goal-oriented curriculum.

School administration has been defined in various ways. For instance, Peretomode (2003) defined school administration as an activity that is concerned with the performance of executive duties in a school, the carrying out of policies and decisions to achieve school objectives and the controlling of the day-to-day running of a school. Ogbonnaya (2009) posited that school administration is essentially a service or activity which involves using both human, financial and material resources to direct and control the affairs of an educational institution in order to realize the objectives of the educational process. Thus, it is the administrative process of secondary school principals that provides instructional leadership requisite for the effective implementation of arts curriculum and the ultimate realization of its objectives. No wonder secondary school principals are widely regarded as

secondary school administrators.

Unfortunately, the arts curriculum of secondary schools in Ebonyi State seems not to be effectively implemented to engender the attainment of its objectives. To substantiate this claim, Anyim (2014) reported that the academic performance of secondary school students in Ebonyi State in all subjects (arts subjects inclusive) at both internal and external examinations has been on a steady decline. Nwafukwa (2016) corroborated this claim by noting that the academic performance of secondary school students in Ebonyi State in all subjects leaves much to be desired. Barikor (2017) further opined that significant constraints exist in the administrative process of secondary school principals and that these constitute great impediments to the effective implementation of secondary school curricula in Nigeria, including arts curriculum of secondary schools in Ebonyi State. Continuing, Barikor further observed that this inimical posture has grossly impeded the effective implementation of the curricula contents of Nigerian secondary schools (arts curriculum of Ebonyi State secondary schools inclusive).

Incidentally, the above negative claims are indicative of the fact that all is not well with the administrative process associated with the implementation of the arts curriculum of secondary schools in Ebonyi State. Could it be that there are administrative constraints to the effective implementation of the arts curriculum of secondary schools in Ebonyi State? This is in view of the fact that Nwachukwu (2014) and Nwuzor (2017) remarked that a variety of administrative constraints hamper the effective implementation of secondary school curricula in Nigeria (arts curriculum of secondary schools in Ebonyi State inclusive). Nwachukwu (2014) further observed that there is need for secondary school administrators to look out for the way forward for the effective implementation of their arts curriculum. Regrettably, the administrative constraints to effective implementation of the arts curriculum of secondary schools in Ebonyi State and the way forward for engendering its effective implementation were not yet empirically verified because no study known to the researchers has been carried out in this case. It was, therefore, the aim of this study to fill this knowledge gap by empirically determining the administrative constraints to effective implementation of arts curriculum of secondary schools in Ebonyi State and the way forward for engendering its effective implementation.

Purpose of the study

The general purpose of this study was to determine the administrative constraints to effective implementation of arts curriculum of secondary schools in Ebonyi State. Specifically, the study intended to:

1. ascertain the administrative constraints to effective implementation of arts curriculum of secondary schools in Ebonyi State.
2. determine the way forward for engendering effective implementation of arts curriculum of secondary schools in Ebonyi State.

Method

Survey research design was adopted in carrying out this study. Best (2007) opined that survey research design is concerned with assessing behaviours, preferences, perceptions and opinions of a specified sample. The use of this research design for this study was justified by the fact that this study was basically concerned with assessing the perceptions and opinions of male and female principals on the administrative constraints to effective implementation of arts curriculum of secondary schools in Ebonyi State and the way forward. The study was carried out in the public secondary schools in Ebonyi State. The population of the study was 222 respondents, comprising 141 male principals and 81 female principals in the 222 public secondary schools spread across the three education zones of Ebonyi State which include Abakaliki, Onueke and Afikpo. The entire population was used for the study as a result of its manageable size.

Data for the study were collected using a 26-item researchers-developed structured questionnaire titled “Questionnaire on Administrative Constraints to Effective Implementation of Arts Curriculum (QACEIAC). The response mode of this research instrument was structured along a four-point rating scale of Strongly Agree (SA), 4 points; Agree (A), 3 points; Disagree (D), 2 points and Strongly Disagree (SD), 1 point. In view of the four-point rating scale, the criterion mean was 2.50, meaning that mean scores of 2.50 and above indicated Agree while those below 2.50 indicated disagree. To determine the validity of this instrument, its initial draft was subjected to face validation by three experts, two in Educational Administration and Planning and one in Measurement and Evaluation at the University of Nigeria, Nsukka. The reliability of the instrument was further ascertained using Cronbach Alpha method of estimating reliability. This yielded an overall reliability co-efficient of 0.84 which indicated that the instrument was reliable in collecting the required data for the study. Direct delivery and retrieval technique was used by the researchers and fifteen research assistants to administer the questionnaire to the target respondents in their various schools and mean and standard deviation were used to answer the research questions while the null hypotheses were tested with an independent t-test statistic at 0.05 alpha level of significance.

Data Analysis

The results of data analysis are presented on the tables below based on the research questions and hypotheses that guided the study:

Research Questions One

What are the administrative constraints to effective implementation of arts curriculum of secondary schools in Ebonyi State?

The data for providing answers to the above research question are presented on Table I.

Table 1: Mean Ratings and Standard Deviations of Respondents on the Administrative Constraints to Effective Implementation of Arts Curriculum of Secondary Schools.

S/N	Questionnaire Items	Male Principals N = 141			Female Principals N = 81		
		X	SD	Dec.	X	SD	Dec.
1.	Inadequate provision of funds required for the effective implementation of arts curriculum.	3.52	0.54	Agree	3.30	0.47	Agree
2.	Inadequate provision of infrastructural facilities and equipment required for effective implementation of arts curriculum.	3.36	0.54	Agree	3.27	0.81	Agree
3.	Inadequate motivation of teachers by school administrators to effectively implement the arts curriculum.	3.29	0.67	Agree	3.13	0.92	Agree
4.	Shortage of qualified school administrators to provide appropriate instructional leadership for the effective implementation of arts curriculum.	3.13	0.91	Agree	3.28	0.84	Agree
5.	Inadequate provision of relevant and up-to-date instructional materials for effective teaching and learning.	3.36	0.80	Agree	3.44	0.79	Agree
6.	Misappropriation of funds meant for the effective implementation of arts curriculum	2.43	1.01	Disagree	2.29	1.08	Disagree
7.	Insufficient professional development opportunities being given to teachers by school administrator's in order to improve their knowledge and skill of curriculum implementation.	2.91	0.97	Agree	3.04	0.90	Agree
8.	Improper leadership style of school administrators hamper effective implementation of arts curriculum.	2.81	0.98	Agree	2.95	0.98	Agree
9.	Lack of cordial relationship between school administrators and teachers obstructs the effective implementation of arts curriculum.	2.36	1.05	Disagree	2.26	1.10	Disagree
10.	Non-involvement of teachers in the organization and development of arts curriculum.	3.18	0.92	Agree	2.93	0.99	Agree
11.	Inability of school administrators to ensure adequate provision and utilization of ICT in the implementation of arts curriculum.	3.51	0.55	Agree	3.09	0.92	Agree
12.	Insufficient provision of qualified teachers that can implement the arts curriculum effectively and efficiently.	3.30	0.56	Agree	3.33	0.78	Agree
13.	Irregular supervision of arts instruction by secondary school administrators.	3.12	0.96	Agree	2.91	0.97	Agree
Grand Mean		3.10	0.80	Agree	3.02	0.89	Agree

Data presented on Table 1 show that both male female principals agree that with an exception of items 6 and 9 of the research instrument, all the other items which include items 1, 2, 3, 4, 5, 7, 8, 10, 11, 12 and 13 of the research instrument are the administrative constraints to effective implementation of arts curriculum of secondary schools in Ebonyi State. The decision rule is based on the fact that the mean ratings and the grand mean scores of the two groups of respondents for these items are all above the criterion mean value of 2.50 which is the acceptance level of mean scores. On the other hand, the standard deviations of the respondents which range from 0.54 to 1.05 for the male principals and 0.47 to 1.10 for the female principals imply close deviation from the mean scores. This means that there was not so much difference in the mean scores of the respondents.

Research Question Two

What is the way forward for engendering effective implementation of arts curriculum of secondary schools in Ebonyi State?

The data for answering the above research question are presented on Table 2.

Table 2: Mean Ratings and Standard Deviations of Respondents on the Way Forward for Engendering Effective Implementation of Arts Curriculum of Secondary Schools

S/N	Questionnaire Items	Male Principals N = 141			Female Principals N = 81		
		\bar{X}	SD	Dec.	\bar{X}	SD	Dec.
14.	Adequate provision of funds necessary for the effective implementation of arts curriculum.	3.44	0.81	Agree	3.34	0.85	Agree
15.	Prudent management of funds meant for the effective implementation of arts curriculum.	3.09	0.94	Agree	3.20	1.02	Agree
16.	Adequate provision of infrastructural facilities and equipment required for effective implementation of arts curriculum.	3.21	1.07	Agree	3.63	0.60	Agree
17.	Adequate provision and effective use of instructional materials necessary for effective implementation of arts curriculum.	3.70	0.42	Agree	3.04	0.97	Agree
18.	Adopting proper leadership style that will enable school administrators, teachers and students to work cooperatively and share experiences together.	3.38	0.71	Agree	3.28	0.89	Agree
19.	Adequate motivation of teachers by school administrators in order to boost their morale for the effective implementation of arts curriculum.	2.79	1.07	Agree	3.20	0.94	Agree
20.	Increased employment of qualified school administrators to provide the needed leadership for effective implementation of arts curriculum.	2.41	1.12	Disagree	2.37	1.14	Disagree
21.	Adequate provision and maintenance of qualified teachers who will effectively and efficiently implement the arts curriculum.	3.53	0.61	Agree	3.52	0.54	Agree
22.	Adequate involvement of teachers in the organization and development of arts curriculum.	3.62	0.61	Agree	3.40	0.77	Agree
23.	Constant exposure of teachers to new and improved methods and techniques of curriculum implementation.	3.33	0.86	Agree	3.38	0.72	Agree

S/N	Questionnaire Items	Male Principals N = 141			Female Principals N = 81		
		\bar{X}	SD	Dec.	\bar{X}	SD	Dec.
24.	Prudent management of funds meant for the implementation of school curricula.	3.37	0.73	Agree	3.16	0.91	Agree
25.	Conducting regular supervision of instruction to ensure that arts lessons are well planned and delivered.	3.10	0.89	Agree	3.13	0.95	Agree
26.	Ensuring that there is adequate provision and effective use of ICT in the implementation of arts curriculum of secondary schools.	2.87	1.02	Agree	3.35	0.75	Agree
Grand Mean		3.22	0.84	Agree	3.23	0.85	Agree

Data presented on table 2 illustrate that both male and female principals disagree with only item 20 of the research instrument as the way forward for engendering effective implementation of arts curriculum of secondary schools in Ebonyi State. Therefore, these two groups of respondents agree that the other questionnaire items which include items 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25 and 26 constitute the way forward for engendering effective implementation of arts curriculum of secondary schools in Ebonyi State. This is sequel to the fact that the mean ratings and the grand mean scores of both categories of respondents are all above the criterion mean of 2.50 which is the acceptance level of mean scores. Conversely, the standard deviations of the respondents which range from 0.42 to 1.12 for the male principals and 0.54 to 1.14 for the female principals show that the respondents were close to one another in their mean scores concerning the way forward for engendering effective implementation of arts curriculum of secondary schools.

Hypotheses

H₀₁ There is no significant difference between the mean ratings of male and female principals on the administrative constraints to effective implementation of arts curriculum of secondary schools in Ebonyi State.

The summary of t-test analysis for the above hypothesis is presented on table 3.

Table 3: An Independent t-Test Analysis of the Difference Between the Mean Ratings of the Respondents on the Administrative Constraints to Effective Implementation of Arts Curriculum of Secondary Schools.

Group	N	\bar{X}	SD	Df	Level of Sig.	t-cal.	t-critic.	Dec.
Male Principals	141	3.10	0.80	220	0.05	1.08	1.96	NS
Female Principals	81	3.02	0.89					

$\alpha = 0.05$, NS = Not significant

Data presented on Table 3 above indicate that an observed t-value of 1.08 was obtained at 220 degree of freedom and 0.05 level of significance. Since the observed t-value of 1.08 is less than the critical table value of 1.96, the first null hypothesis of this study is, therefore, accepted as postulated.

The implication of this finding is that there is no significant difference between the mean ratings of male and female principals on the administrative constraints to effective implementation of arts curriculum of secondary schools in Ebonyi State.

H₀₂ There is no significant difference between the mean ratings of male and female principals on the way forward for engendering effective implementation of arts curriculum of secondary schools in Ebonyi State.

Table 4 presents the summary of t-test analysis of the above hypothesis:

Table 4: An Independent t-Test Analysis of the Difference Between the Mean Ratings of the Respondents on the Way Forward for Engendering Effective Implementation of Arts Curriculum of Secondary Schools.

Group	N	\bar{X}	SD	Df	Level of Sig	t-cal.	t-critic	Dec.
Male Principals	141	3.22	0.84	220	0.05	1.19	1.96	NS
Female Principals	81	3.23	0.85					

$\alpha=0.05$, NS = Not significant

Data presented on Table 4 show that a calculated t-value of 1.19 was obtained at 220 degree of freedom and 0.05 level of significance. Based on the fact that the calculated t-value of 1.19 is less than the critical table value of 1.96, the second null hypothesis of this study is, therefore, accepted as formulated.

The implication of this finding is that there is no significant difference between the mean ratings of male and female principals on the way forward for engendering effective implementation of arts curriculum of secondary schools in Ebonyi State.

Discussion

It is pertinent to note that the results of this study have shown that the administrative constraints to effective implementation of arts curriculum of secondary schools ranges from inadequacy of funds, infrastructural facilities and equipment required for effective implementation of arts curriculum; inadequate motivation of teachers by school administrators, shortage of qualified school administrators to provide appropriate instructional leadership, inadequate provision of relevant and up-to-date instructional materials, insufficient professional development opportunities being given to teachers, improper leadership style of school administrators, and non-involvement of teachers in the organization and development of arts curriculum. Furthermore, inability of school

administrators to ensure adequate provision and utilization of ICT in the implementation of arts curriculum, insufficient provision of qualified teachers; and irregular supervision of arts instruction by secondary school administrators are also the administrative constraints to effective implementation of arts curriculum of secondary schools.

The above findings are in agreement with the views of Nwachukwu (2014) and Nwuzor (2017) that a variety of administrative constraints hamper the effective implementation of arts curriculum of secondary schools. These findings are equally consistent with the view of Barikor (2017) that significant constraints exist in the administrative process of secondary school principals and that these constitute great impediments to the effective implementation of arts curriculum of secondary schools. Here lies the imperative of the determination of the way forward for engendering effective implementation of arts curriculum of secondary schools because high academic performance of students in arts subjects cannot be recorded in the face of this myriad of administrative constraints that hamper the effective implementation of the arts curriculum.

Furthermore, the research findings have actually exposed the fact that the way forward for engendering effective implementation of arts curriculum of secondary schools include: adequate provision and prudent management of funds meant for the effective implementation of arts curriculum, adequate provision of infrastructural facilities and equipment, adequate provision and effective use of instructional materials necessary for effective implementation of arts curriculum, adoption of proper leadership style by school administrators, adequate motivation of teachers by school administrators in order to boost their morale for the effective implementation of arts curriculum, adequate provision of qualified teachers, adequate involvement of teachers in the organization and development of arts curriculum, and constant exposure of teachers to new and improved methods and technique of curriculum implementation. In addition to these, prudent management of school funds, conducting regular supervision of instruction, and ensuring that there is adequate provision and effective use of ICT in the implementation of arts curriculum also constitute the way forward for engendering effective implementation of arts curriculum of secondary schools.

Based on the above findings, one can see that a variety of strategies can be adopted by secondary school administrators and other stake-holders in secondary education as the way forward for engendering effective implementation of arts curriculum of secondary schools. Incidentally, their potent adoption of these strategies has become expedient visualizing the fact that Anyim (2014) and Nwafukwa (2016) reported that the academic performance of secondary school students in Ebonyi State in all subject (arts subjects inclusive) at both internal and external examinations has been on a steady decline. To this end, a purposeful and goal oriented overhaul of the administrative process of secondary school principals using these strategies is very timely.

The independent t-test analysis of the two null hypotheses that guided the study showed that these two hypotheses were accepted as formulated. This finding is not surprising

given the fact that both the male and female principals perform the same administrative functions and they were, therefore, bound to share similar views and opinions on the administrative constraints to the effective implementation of the arts curriculum of secondary schools and the way forward for engendering its effective implementation. Essentially, this finding has echoed the view of Ogbonnaya (2009) that both male and female principals perform the same administrative functions and share similar experiences relating to school administration.

Implication of the Findings

However, the findings of this study have revealed the administrative constraints to effective implementation of arts curriculum of secondary schools and the way forward for engendering its effective implementation. The implication of these findings is that the effective implementation of the arts curriculum of secondary schools can only be guaranteed by a holistic application of the strategies that have been identified in this study as constituting the way forward for engendering effective implementation of arts curriculum of secondary schools. The onus of responsibility is, therefore, on secondary school administrators to adopt these strategies for the benefit of effective implementation of the arts curriculum of their schools.

Conclusion

Based on the findings of this study, it is concluded that the effective implementation of arts curriculum of secondary schools has been bedeviled by a lot of administrative constraints but this study has identified the strategies that can be used as the way forward for engendering its effective implementation. The application of these strategies by secondary school administrators and other stake-holders in secondary education will culminate in the effective implementation of the arts curriculum of secondary schools and the ultimate realization of its goals.

Recommendations

Consequent upon the findings of the study, the following recommendations are made:

1. The federal and state governments should provide secondary schools with sufficient funds required for the effective implementation of their arts curriculum.
2. School administrators should always ensure that the infrastructural facilities, equipment and instructional materials required for effective implementation of arts curriculum are adequately provided and effectively utilized in secondary schools.
3. Teachers should be adequately motivated to perform maximally in their task of arts curriculum implementation through adequate and prompt payment of their salaries and allowances.
4. Governments should ensure that qualified teachers are adequately provided and maintained in secondary schools.
5. There should be adequate involvement of teachers in the organization and development

- of arts curriculum.
6. Teachers should be constantly exposed to new and improved methods and techniques of curriculum implementation.
 7. There should be regular supervision of instruction by school administrators to ensure that lessons are well planned and delivered.
 8. School administrators should ensure that there is adequate provision and effective use of ICT in the implementation of arts curriculum of secondary schools.

References

- Alike, G.U. (2016). Constraints to effective management of curriculum and instruction in Anambra State pre-primary schools. *UNIZIK Journal of Educational Management and Policy*. 1 (1), 173-180.
- Anyim, O.C (2014). *Academic performance of secondary school students in Ebonyi State: Issues problems and solutions*. Retrieved from .
- Barikor, S. (2017). *Constraints to effective administration of secondary schools in Nigeria*. Retrieved from <http://www.docsdirect.com/pdfs/edu-journals/naed/2017>. Retrieved
- Best, J.W. (2007). *Research in education (2nd edition)*. New Jersey: Prentice Hall.
- Chukwu, J.O. (2011). Policy and early childhood education and care in Nigeria. *Journal of Organization Mondiale Pour l'Education Prescolaire (OMEP)*. 7& 8 (1), 35-40.
- Eze, A.E. (2006). *Curriculum studies for Nigeria*. Nsukka, Nigeria: Chuka Educational Publishers.
- Federal Republic of Nigeria (2004). *National policy on education*. Lagos: NERDC.
- Nnadi, C. (2011). Repositioning adult and non-formal education for national development through curriculum reform. *International Journal of Educational Research*, 11(1), 142-149.
- Nwachukwu, T.M. (2014). Constraints to effective implementation of secondary school curricula in Nigeria. In A. A. Ezeja (Ed.), *Educational administration in Nigeria: Concepts and functional approaches*, (pp. 109-119). Awka, Nigeria: Meks Publishers Ltd.
- Nwafukwa, P.O.(2016). Leadership qualities required of principals for management of secondary schools in Ebonyi State. *National Journal of Educational Leadership*. 3 (2), 116-126.
- Nwuzor, M.L. (2017). *Work attitude of staff of educational institutions in South East Nigeria: Challenges and solutions*. Retrieved from <http://www.dawodu.com/Nwuzor.14.htm>.
- Ogbonnaya, N. O. (2009). *Social and political contexts of educational administration*. Nsukka, Nigeria: Chuka Educational Publishers.
- Peretomode, V.F. (2003). *Introduction to educational administration, planning and supervision*. Lagos: Jopa Press.

Marital Economic Satisfaction, Marital Sex Satisfaction and Marital Stability among Married Students in Universities in Cross River State, Nigeria

Norah Chidimma Effa, PhD

School of Nursing

University of Calabar Teaching Hospital, Calabar

Email: *chidimma_norah@yahoo.com*

Victor Chidiebere Nwogu, PhD

Assemblies of God Bethel Seminary, Umudibia Nekede

Abstract

This paper investigated the relationship between marital economic relationship, sex satisfaction and marital stability among married graduate students in universities in Cross River state, Nigeria. Correlational research design was used. The population of the study was one thousand, two hundred and sixteen (1216) married graduate students from the two universities in Cross River Sate. Stratified Random Sampling and Accidental Sampling techniques were employed to draw up the sample of five hundred and two (502) married graduate students in the two universities. Data collection was carried out using a 28-item Marital Relationship indices and Stability Questionnaire (MRISQ). The validity of the instrument was ascertained by two experts in Family counseling and two in Test and Measurement. Cronbach coefficient alpha reliability estimates of the instrument ranged from 0.72- 0.83. To achieve the purpose of the study, three null hypotheses were formulated and tested at .05 alpha level using Pearson' Product Moment Correlation. Marital economic relationship and marital sex satisfaction were observed to have significant positive relationship with marital stability among married graduate students in the two universities in Cross River State, Nigeria. Recommendations were predicated on these findings.

Keywords: Companionship, legal contract,, spouse, marriage, family, marital stability

Introduction

Marriage is a social union or legal contract between spouses. It is an age long institution where a man and a woman come together for the purpose of establishing a family. Gove (2002) defined marriage as “a state of being united to a person of the opposite sex as husband or wife” (p.1384). The usual purpose of marriage is companionship, the desire to have children and the need to maintain a family. The family is a fundamental unit of every society.

This means that no society can exist without families and for any society to be stable, a continued existence and functioning of stable families is necessary. Though unacceptable in the African society, marriage in some jurisdiction in America and Europe, can involve two people of the same sex. Goel and Narang (2012) state that “marriage is for pleasure, happiness and peace of mind on account of satisfaction through interactions with others, trust, understanding and fulfilling social obligations and enriching personality development” (p. 42). Unlike other relationships, marriage tends to be comprehensive and involves sharing of lives and resources as well as minds and wills. Every culture and religion recognizes one form of marriage or the other, but common to all is the fact that marital relationship is expected to be permanent and bring about satisfaction, growth and improvement in the physical, social and psychological wellbeing of the individual couple, their children as well as other members of the family.

In any form of marriage, the two individuals come from different backgrounds and have different personalities, experiences, values and belief systems. Having agreed to form a union, they are bound to adjust and share a common background, values and belief system which make the family unique leading to mutual satisfaction and achievement of common objectives. Coming from different backgrounds, there is always the possibility of conflicts arising within this partnership especially anytime there is a difference in opinion. Whether the relationship continues depends on how the partners manage the conflict-generating differences. No matter how good a marriage may seem, it is unlikely to be free of disagreements and other problems. Conflicts may inarguably damage a marriage relationship if not handled properly. They can result in both marital success as well as failure. However, some conflicts may actually add some dynamism to a marriage (Ashford, Lecroy & Lortie, 2006) and in a sense, ensure stability in the relationship.

Marital stability is viewed as the likelihood that a marital relationship will remain intact or continue without ending in divorce or separation. It has to do with the absence of thought, feelings and actions that suggest dissolution (Harman, 2005). This does not mean that there are no conflicts; rather marital stability is characterized by low incidence of spousal disagreements, apparent harmony and few conflicts. Marital stability is the ability of married couples to endure and stay together in marriage irrespective of their individual levels of benefits and costs within the marital relationship. It is often referred to as marital success, longevity, durability or resilience. In a stable marital relationship, the nature of the disagreements or conflicts does not really matter but rather, how the couples relate with themselves afterward. This includes the ability to resolve their problems amicably and still value each other without exhibiting behaviours that will jeopardize the union.

The implication of a stable marital relationship does not only positively impact on the lives of the couples involved but also on the physical, social, emotional as well as the economic well-being of their children. Ideally, parents provide mutual and emotional support in a bid to establish congenial relationship with their children. This positively influences their relationship with others. This can be achieved when a cordial relationship

exists between both parents. Stability in marriage can only be achieved when husband and wife understand themselves, their roles, show positive feelings towards each other and work in a committed manner to ensure that the family goals are met in the best interest of the individual members. This goes to show that the success or failure of a marriage rests solely on the couples involved and usually reflects the level of cooperation that exists within the relationship.

However, the researchers have observed over time that some couples are unstable in their marriages. They engage in frequent conflicts which they are usually unable to resolve. Often, these conflicts result in neglect, battery, visiting of 'prayer houses', abandonment of children and homes, as well as infidelity. Interestingly, during interaction with some of these couples, they expressed how dissatisfied they were in the relationship due to lack of trust, respect, understanding as well as poor communication. Some expressly stated they do not see any reason for continuing and so tilt towards separating or getting a divorce. Some said they have already consulted their lawyers to initiate the process of divorce. While some went to their priests to find out what it takes to annul their marriage. All these decisions are made without considering the impact of such actions on the children, the family and the society in general. On the contrary, some of these couples, despite their condition in the marriage relationship still remain and want to remain married. This could be because they do not have any other option or because children are already involved in the relationship.

Furthermore, information from the Ministry of Women Affairs, Cross River State in September, 2015, revealed that marital relationships are breaking down on weekly basis. However, accurate data is lacking due to incomplete and improper documentation. Most of these incidents are not even fully documented as majority of the victims do not come back after the initial report to complete the paper work. This could be because of the sensitive nature of marriage in the African context where couples in troubled marriages, especially the women, prefer to 'die in silence' than make it public. A small number of cases (42 cases) were recorded from May 2012 to August 2015 in the Ministry of Women Affairs. This may not reflect the true picture of the actual state of marital instability in the state. There is no comprehensive statistical record indicating the level of marital instability in Nigeria, but, the social media (television, newspapers and magazines) often report cases of marital break-ups and disruptions in the country.

The divorce data from across the world shows a similar trend. According to the National Statistics Institute in Europe, in 2011, there were 110,764 divorces in Spain and a nearly similar number (about 134,000) in France. In 2009 in North America, especially the United States, 25% of marriages ended in divorce. In Southern America, the divorce data varies; for instance, in 2011, 16% of all marriages in Mexico ended in divorce while in Costa Rica, there were 12,592 reported divorces. Brazil experienced a 0.4% rise in divorce rate during the same period (Garcia & Gomez, 2014).

The breakdown of marital relationship is a worldwide issue affecting the rich and powerful, the poor as well as royalty in our contemporary time (Ebenuwa-Okoh, 2010). The

traditional value of marriage has been eroded thus causing marital institution to be so fragile that it is now an issue of great concern in Nigeria, the African continent and beyond. Marital instability in the form of separation, divorce and remarriage has become the order of the day as some couples experiencing difficulty in marriage see it as panacea to their marital problems without considering the implications of these decisions on their individual family and the society at large.

Some of the parents involved in either separation or divorce experience loneliness, regrets, stress and strain from carrying out the family responsibilities alone. Some of the physical and mental health consequences include an increase in the incidence of physical illnesses, suicide, homicide, depression, domestic violence and so on. Occasionally they may remain single, go on to remarry or form another intimate relationship which might still fail. Children are not spared the effects of instability. They suffer depression, poor academic performance, withdrawal and a host of other conduct-related difficulties like armed robbery, prostitution, drug and human trafficking in bid to search for means of livelihood (Omoniyi-Oyefunke, Falola & Salau, 2014; Kang & Jaswal, 2009; & Sinha & Sharma, 2001). All these are known to have negative consequences on the children, the couples, the family as well as the society at large.

Nonetheless, when marriages break down, the couples are not left alone considering the fact that marriage in our environment is seen as something permanent. The members of the extended family of these couples, community and church leaders, counsellors, social workers and other stakeholders in their different capacities make efforts to assist in resolving the marital problems. The failure of these marriages could probably be attributed to the couples being immature, myopic and ill prepared to face the challenges that are inherent in marital relationships and as such lack the necessary skills they need to lubricate and keep their union going. Consequently, this affects marital indices such as economic and sexual satisfaction.

Economic satisfaction in marriage is a subjective measure of the overall economic wellbeing of couples in the marital relationship. It has to do with issues like income and expenditure in the family, saving for children's' education, taking of loans as well as management of jobs, life risks, health and other aspects of life which might be challenging in the course of the marital relationship.

On the other hand, sexual satisfaction in marriage can be described as a subjective evaluation of the different dimensions associated with the partner's sexual relationship with the spouse. A good sexual relationship is an integral part of a marriage and it has to do with an individual's expectations in relation to sex and how these expectations tally with what he or she is actually experiencing in the relationship.

Therefore, the researchers seek to bridge the existing gap in literature by examining marital relationship indices and marital stability with focus on graduate students in universities in Cross River State, Nigeria.

Purpose of the study

The study would determine the:

1. Level of marital stability of married graduate students in universities.
2. Relationship between marital economic satisfaction and marital stability among married graduate students.
3. Relationship between marital sexual satisfaction and marital stability among married graduate students.

Literature Review

The construct, marital stability has been relatively defined by different scholars. For instance, Wayas (2008) defined marital stability as firmness and strength to live through their marriage irrespective of whether the circumstances are difficult or easy. Adesanya (2002) similarly, described it as the relationship where couples live together, love themselves and experience a sense of fulfilment without any consideration of divorce. Lenthal (2009) viewed marital stability through an economic prism as a function of the comparison between two linked variables namely; the best available marital alternatives and marital outcome.

In stable marriages, partners have no divorce plans. It is the stability of union itself, rather than the spouses' individual condition that most accurately describes marital stability (Usoroh, Ekot & Inyang, 2010). There are numerous factors that lead to marital stability. These include responsiveness and economic satisfaction with the latter emerging as the dominant factor (Adesanya, 2002). On the contrary, tension, coincident conflict as well as maladjustment can be a consequence of neglect of wives and children when basic needs are inadequately provided. According to Ambakederem and Ganagana (2006), marital instability is caused by a combination of factors such as sex-related issues, an abiding lack of love and trust, numerous socio-cultural factors, behaviours that are against social mores as well as economic factors.

Kraft and Neimman (2009) in their study to ascertain how educational and religious homogamy impact on marital stability reported that German couples who shared similar features in some aspects have lower tendencies to divorce than couples who are dissimilar. The areas of similarity were on education and church attendance.

Sexual satisfaction refers to the effective response arising from one's evaluation of his or her sexual relationship, in addition to the understanding that sexual needs and expectations of oneself as well as the partner are met. It also includes an overall positive evaluation of one's sexual relationship (Offman & Mattheson, 2005). Also Shakerian, Nazari, Masoomi, Ebrahimi and Danai (2014) defined sexual satisfaction as a person's pleasant feeling in the context of a sexual relationship capable of maintaining the marriage, the feeling itself being a vital component of their sexual impressions. According to Oyewo (2012), healthy marital sexuality creates shared pleasure, reinforces relationship attachment and reduces stress related tension in marriage. Marital sexual relationship has been identified as one of the most important component of marital relationship that increases stability in marriage (Ilo, 2014).

Maciver and Dimkpa (2012) studied factors that influence marital stability as perceived by literate spouses in Yenagoa, the capital city of Bayelsa State, Nigeria. Result showed that among others, sexual satisfaction was perceived by the subjects as one of the factors that influence marital stability and there was no significant difference in the perception of factors influencing marital stability among the subjects.

In a study, on relationship among sexual satisfaction, marital Quality and marital instability at midlife, Yeh, Lorenz, Conger, Wickrama and Elder (2006) results provided support for a sequence of interrelated positive effects from sexual satisfaction to marital quality, from sexual satisfaction to marital instability and from marital quality to marital instability. Higher levels of sexual satisfaction led to increased marital quality and consequently decreased marital instability over time. In other words, the effects of sexual satisfaction on marital instability appear to have been mediated through marital quality.

However, Gheshlaghi, Dorvashi, Aran, Shafiel, Montazeri and Najafabada (2014) in a case control study to ascertain the relationship between marital instability and sexual satisfaction among divorce-seeking Iranian women revealed that divorce rate has a significant relationship with sexual satisfaction ($p < 0.009$). Therefore, sexual satisfaction was seen as playing an important role in marital stability of Iranian women. In another Iranian study, Shakerian, Nazari, Masoomi, Ephraim and Danai (2014) observed that sexual satisfaction has a significant negative effect on marital problems. This means that respondents who reported lower sexual satisfaction have high marital problems. In other words, sexual satisfaction can predict less relationship problem among married couples.

Similarly, Dzara (2010) in a report of a study on marriage and sex, showed that a husband's sexual satisfaction is more important in relation to divorce prevention, while that of the wife has a more complex impact and that how often she has sex does not really matter. In this study, 1000 heterosexual couples in Louisiana were followed by the researchers. The considerations were sexual frequency, sexual satisfaction in each partner and agreement on both spouse's quality of sex lives. The results elegantly demonstrated that both sexual frequency and agreement did not matter but only husband's sexual satisfaction did greatly. Indeed, there was about an 83.7% reduction in the likelihood of experiencing instability among couples with husbands with the highest self-rated sexual fulfillment with physical closeness compared with husbands with lower self-rated sexual fulfillment with physical closeness. Among all the factors studied, the best predictor of marital stability was husband's sexual satisfaction.

However, Ilo (2014) studied "Perception of Contributory Factors of Marital Sexual Satisfaction among Persons in Ebonyi State University, Abakaliki, Nigeria: Implications for Family Health". The result revealed several factors perceived to positively influence marital sexual satisfaction including intimacy, amount of physical affection and pre-coital caressing. Others are frequency of coitus, frequency of orgasm by spouse and attitude of spouse to sex. Such sexual satisfaction in turn ensure marital stability. Furthermore, Maciver and Dimkpa (2012) studied the factors influencing marital stability as viewed by literate

spouses in Yenagoa metropolis of Bayelsa State, Nigeria. The result revealed that social, behavioural, domestic, sexual, religious and financial factors affect marital stability in that order.

Financial or economic satisfaction is also an important component of marital relationship. The ability of couples to spend and save money judiciously to take care of the family's needs irrespective of the level of income has a way of bringing about dynamism into the relationship. Grable, Britt and Cantrell (2007) for example, designed a test to determine if a person's level of financial satisfaction could reliably distinguish those who over the past three years had considered getting a divorce compared with those who had not. Financially dissatisfied individuals were more likely to have thought of obtaining a divorce. Their study supported the argument that personal financial factors might play a larger role in determining relationship satisfaction than was commonly thought.

However, Ahituv and Lerman (2005) in their study to determine the tripartite relationship between ability to keep a job for a long time (job stability), wage rates, and marital instability showed that personal earnings are affected by job stability which in turn influences marital status. There was huge evidence in the study about how wages are being lowered as a result of job instability. The study shows robust evidence that job instability lowers wages as well as the likelihood of entering a new relationship or remaining married. In another study, Archuleta, Britt, Tonn and Grable (2011) investigated the relationship between married couples' decision to quit or remain in the relationship and their financial satisfaction and financial stressors. Results showed a positive association of religiosity and financial satisfaction with marital satisfaction. Therefore, it was noted that subjects who are satisfied financially are usually more stable in their marriages. Copur and Eker (2014) assessed the link between marital relationship and financial issues. The findings revealed that 40.4 percent of the respondents stated that when couples share a joint account, it is easier to make money related decisions, while having separate accounts was preferred by 41.1 percent. It was also revealed from the study that financial satisfaction was significantly related to marital relationship.

In the study by Archuleta, Grable and Britt (2013) a path model was developed to test hypothesized direct and indirect associations between financial satisfaction, the experience of harsh start-up, shared goals and values, and relationship satisfaction. A partner's perceived financial satisfaction had a direct association with less engagement in harsh start-up discussions and sharing goals and values with the other partner. The flip side was that harsh start-up discussions were directly associated with having fewer shared goals and values and decreased experience of satisfying relationships. The finding revealed that families with better economic satisfaction were more stable than those with lower economic satisfaction. Based on this, it was recommended that married couples should engage themselves in money generating ventures so as to get money to take care of basic needs in their family.

In another study to assess the likelihood of getting a divorce as a result of job displacement and physical disability affecting a partner, Charles and Stephens (2004)

discovered that there is an increased likelihood of getting a divorce following a job displacement of a spouse, and no significant relationship was found between spousal disability and divorce. Furthermore, in an attempt to answer the question as to whether economic resources are related to the quality of relationship among married couples and the differences in the relationship types, Hardie and Lucas (2010) study showed that in both married and co-habiting couples, economic factors served as an important predictor of conflicts as it was associated with more conflict in both relationship types.

Increase in wages and accumulated wealth over time are some of the rewards or gains of marriage. Stability of jobs assures a steady flow of income as well as improvement in the wage outcomes and at the long run enhances marital stability. A separation or divorce may result from relationship strain caused by job instability and unemployment (Waite & Gallagher, 2000). Similarly, it was discovered that there was reduced marital happiness and increased hostility on the part of the husbands whenever there was financial pressure (White & Rogers, 2000).

Ariyo (2012) in a study to determine the link between cohabitation and marital stability examined 125 couples in Lagos state, Nigeria. The factors as identified by the respondents that promote marital stability include mutual understanding (91.2%), mutual respect (84.8%), mutual love (88.0%), wife's total submission to her husband (87.2%), sexual satisfaction (87.2%), effective communication (83.2%), financial satisfaction (85.6%), and lastly, respect for in-laws (35.2%). It was suggested that both pre and post marital counseling for couples should emphasize the negative implications of cohabitation on the marital stability of couples so as to minimize the rate of instability in the country.

In a study by Ebenuwa-Okoh (2011) to ascertain the environmental factors that predicted marital adjustment among a sample of married persons in Delta state of Nigeria, the researcher studied the type and extent of correlation between several variables including emotional expression, communication, financial management, job involvement and adjustment among married couples. The findings suggested that all other variables including financial management were correlates and predictors of marital adjustment. Although, there are research reports indicating relationship between marital stability and economic and sexual satisfactions, none of such studies examined the relationship between these variables on the married postgraduate students.

Method

Correlational research design was used for this study. Cross River State was the area of study. The sample of the study was five hundred and two (502) married graduate students in the universities in Cross River State. The research instrument for this study was a questionnaire titled "Marital Relationship Indices and Stability Questionnaire" (MRISQ). The instrument comprised four sections; A-D. Apart from the first section, sections B-D are in a four (4) point modified Likert Scale format, ranging from Agree Strongly to Disagree Strongly. The validity of the instruments was ascertained by two experts in Family counselling in the

Department of Guidance and Counselling and two other experts in Test and Measurement in the Department of Educational Foundations, University of Calabar.

To establish the reliability of the instrument, 24 respondents who were not part of the study were randomly selected from the population area and the MRISQ was administered to them and analyzed using Cronbach Coefficient Alpha reliability method and the obtained values ranged from 0.72 to 0.83. Data were analyzed using Statistical Package of Social Science (SPSS). The statistical technique appropriate for each hypothesis was employed and tested at 0.05 level of significance.

Data Analysis

Hypotheses

H₀₁: Marital stability is not significantly high among married students.

Table 1: Population t-test Analysis of Marital Stability

S/No	variables	μ	X	SD	t-value	p-value
1	Marital stability	30.00	40.43	5.83	40.058*	.000

*Significant at $p < .05$, $df = 501$.

The entries in Table 1 shows the mean, standard deviation and the t-value of the marital stability of students sampled. The mean score of 40.43 is higher than the hypothesized reference value of 30.00, and also the significant p- value of 0.00 which is less than 0.05. this means that graduate students' marital stability is significantly high; hence, the null hypothesis was rejected.

H₀₂: There is no significant relationship between marital economic satisfaction and marital stability.

Table 2: Pearson Correlation Analysis of the Relationship between Marital Economic Satisfaction and Marital Stability.

Variable	N	X	SD	r	Sig.
Marital economic satisfaction	502	17.77	3.62		
Marital stability	502	40.43	5.83	.560*	.000

*Significant at $p < .05$, $df = 500$

The entries in Table 2 show the mean, standard deviation and the coefficient of correlation, r of the two variables. From the table, it can be observed that there is a significant positive relationship between marital economic satisfaction and marital stability, $r = .560$, $p < 0.05$. Hence, the null hypothesis was rejected.

Ho₃: There is no significant relationship between marital sexual satisfaction and marital stability.

Table 3: Pearson correlation analysis of the relationship between marital sexual satisfaction and marital stability.

Variable	N	X	SD	r	Sig.
Marital sexual satisfaction	502	18.84	3.12	.468*	.000
Marital stability	502	40.43	5.83		

*Significant at $p < .05$, $df = 500$.

The entries in Table 3 show the mean, standard deviation and the r-value, the coefficient of correlation of the two variables. From the Table, it can be observed that there is a significant positive relationship between marital stability and sexual satisfaction, $r = .468$, $p < 0.05$. Hence, the null hypothesis was rejected.

Discussion

The findings revealed that marital stability of the married students in tertiary institutions in Cross River State is significantly high. Stability in marriage means none of the couples involved has any plan of getting divorced or separated. Adesanya (2002) described marital stability as the relationships where couples live together, enjoy a high degree of loving relationship that is equally fulfilling and do not contemplate a break up. The findings of this study are in line with the findings of Kraft and Neimman (2009) who studied the impact of educational and religious homogamy on marital stability among German couples. The study revealed that, higher education has a positive influence on the couples' marital stability and that of Ubangha et al. (2013) that the spouses' educational level was found to have significant positive relationship with their marital stability. The result of this study also supports the findings of Usoroh, Ekot and Inyang (2010) where educational qualification was found to be the singular variable with composite influence on communication style and marital stability.

The result of this study can be attributed to a lot of factors which include the level of education of respondents, their personal experiences within the course of marriage as well as the nature of the interaction that exists between the couples. Education can result in a lot of influences which include; socialization with others who are positive and development of positive attitudes towards issues like household division of labour, management of finances and so on. Therefore, the youths should be encouraged to attain a certain level of education that will enable them understand themselves and the nifty gritty of the marital course in order for them to experience quality marital relationship in the future, and also be able to curb the negative effects that are associated with marital instability.

Marital economic satisfaction and stability: The result showed a significant positive relationship between marital economic satisfaction and stability of marriage. This shows

that economic satisfaction relates to marital stability. This finding is in line with that of Archuleta et al. (2011) who reported that couples who are satisfied financially are usually more stable in their marital relationship. The findings are also corroborated by Copur & Eker (2014) who assessed the relationship between marital relationship and financial issues. Here a significantly positive relationship was demonstrated between financial satisfaction and marital relationship. The results of this study are also in agreement with the result of the study by Grable, Britt and Cantrell (2007) which result indicated that the very financially dissatisfied were more likely to have considered ending their marriages.

All these findings project the extent to which economic or financial satisfaction in marital relationship is valued. This is a very important component in marriage that requires mutual agreement on the part of the couples with regard to how finances or income should be spent and saved in order to take care of the needs of the members of the family.

The result also showed that there is a significant positive relationship between sexual satisfaction and marital stability. Sexual relationship in marriage is undoubtedly an important component of marital relationship that increases stability. Yeh et al. (2006) studied the relationship between sexual satisfaction, marital quality and marital instability, and reported that increased marital quality resulted from remarkably higher levels of sexual satisfaction and consequent decrease in marital instability over time.

The finding of this study is in agreement with the findings of Gheshlaghi et al. (2014) that for Iranian women, the rate of divorce is significantly linked to sexual dissatisfaction. Shekerian et al. (2014) who investigated the link between marital troubles and sexual satisfaction of divorce-seeking women have also shown that sexual satisfaction has a significant negative influence on marital problems. This is to say that respondents who reported lower sexual satisfaction have high marital problems.

The role sexual satisfaction plays in enhancing marital relationship cannot be over emphasized. Sexual satisfaction brings about increase in marital quality of the couples through shared pleasure, increased attachment and in turn increases the stability of the union. The emphasis here therefore is to create awareness of the importance of quality sexual relationship in marriage. Couples, especially the women should feel free to discuss issues related to their sexual relationship with their husbands in a frank and honest manner.

From the foregoing discussion, it can be deduced that marital relationship indices are critical for the success of every marital relationship. It has been observed that many married couples do not efficiently or effectively use them and as such the issues of instability in marriage could be traced or attributed to those factors. Therefore, it becomes imperative for both married and pre married couples to be furnished with the necessary information they need to know about the roles of these various marital relationship indices in ensuring marital stability. This may save many troubled marriages and help build or maintain stable ones', and consequently minimize the havoc caused by marital instability on the couples, children, the family members as well as the society in general.

Conclusion

The conclusions based on the findings of this study are as follows: firstly, marital stability among married graduate students in universities in Cross River state of Nigeria is significantly high. This implies that if married couples are frequently exposed to marital relationship indices training programmes, they will effectively and efficiently enjoy marital stability. Secondly, it was concluded that marital stability among married graduate students was significantly related to marital economic satisfaction, and sexual satisfaction. This implies that with economic satisfaction and sexual satisfaction, marital stability will be achieved.

Recommendations

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

1. Marriage counsellors and therapists should be encouraged to help both married and would be couples to understand all these factors that relate to and predict marital stability such as communication, sexual, economic and marital role satisfaction, as well as utilizing them effectively to make informed decisions about their relationship and be able to solve their problems early enough so as to ensure marital stability.
2. Considering the role marital communication, sexual, economic and marital role satisfaction play in ensuring marital success, married and would-be couples should endeavour to constantly seek information from family and marriage counsellors to enable them make decisions about their marital relationship so as to prevent marital instability and the havoc it causes.
3. Government and non-governmental organizations should assist married couples and the youths in preventing and solving problems of marriage by organizing workshops and seminars where marriage counsellors would train couples and would be couples on economic and sexual marital relationship.

References

- Adesanya, S. A. (2002). *Correlates of marital stability among couples in South West Nigeria*. Ph.D Thesis, University of Ado-Ekiti, Nigeria.
- Altman, I., & Taylor, D. (1973) *Social penetration theory* Retrieved from <https://educ5102.wikispaces.com/Social+Penetration+Theory>.
- Archuleta, K. L., Britt, S. L., Tonn, T. J., & Grable, J. E. (2011). Financial satisfaction and financial stressors in marital satisfaction. *Psychological Reports*, 108(2), 563-76.
- Ariyo, A. M. (2012). An empirical investigation of the relationship between cohabitation and marital stability in Lagos State, Nigeria. *African Journal for the Psychological Study of Social Issues*, 15(2).
- Ashford, J. B., LeCroy, C.W., & Lortie, K. L. (2006). *Human behaviour in the social sciences*. New York: Oxford University Press.

- Becker, G.S. (1973). A theory of marriage. *The Journal of Political Economy*, 81(4), 813-846
- Charles, K. & Stephens Jr. M. (2004). Job displacement, disability, and divorce. *Journal of Labor Economics*, 22(2), 489-522.
- Cutrona, C.E., Russell, D.W., Burzette, R.G., Wesner, K.A., & Bryant, C, M. (2011). Predicting relationship stability among midlife African American couples. *Journal of Consulting and Clinical Psychology*, 79(6), 814-825.
- Dzara, K. (2010). Assessing the effect of marital sexuality on marital disruption. *Social Science Research*, 39(5), 715–724.
- Ebenuwa-Okoh, E.E. (2010). Correlates of marital adjustment among married women in Ekiti State. *Asian Journal of Education and E-learning*, 1(5), 300-304.
- Garcia, V. C. & Gomez, V. A. (2014). Limitations of evolutionary theory in explaining marital satisfaction and stability of couple relationships. *International Journal of Psychological Research*, 7(1), 81-93.
- Gheshlaghi, F., Dorvashi, G., Aran, F., Shafiei, F., Montazeri & Najafabada, G. (2014). The study of sexual satisfaction in Iranian women applying for divorce. *International Journal of Fertility and Sterility* 8(3), 281-288.
- Goel, S. & Narang, D. K. (2012). Gender differences in marital adjustment mental health and frustration reactions during middle age. *IOSR Journal of Humanities and Social Science*, 1(3), 42-49.
- Gove, B (2002). *Webster's third new international dictionary of the English language unabridged*. New York, NY: Marian-Webster Inc.
- Grable, J. E., Britt, S., & Cantrell, J. (2007), An exploratory study of the role financial satisfaction has on the thought of subsequent divorce. *Family and Consumer Sciences Research Journal*, 36, 130–150.
- Hardie, J. H. & Lucas, A. (2010). Economic factors and relationship quality among young couples: Comparing cohabitation and marriage. *Journal of Marriage and the Family*. Retrieved from
- Harman, A. A. (2005). Correlates of marital stability. *All Graduate Theses and Dissertations*. Paper 2650. Retrieved from <http://digitalcommons.usu.edu/etd/2650>.
- Ilo, C. I. (2014). Perception of contributory factors to marital sexual satisfaction among married persons in Ebonyi State University, Abakaliki, Nigeria: Implications for Family Health. *Journal of Community Medicine & Health Education*, 4, 313.
- Kaft, K. & Neimann. S. (2009). Impact of educational and religious monogamy on marital stability. *IZA Discussion Paper* no. 4491).

- Kang, T., & Jaswal, S. (2009). Marital stability as a correlate of parenting. *Studies on Home and Community Science*, 3(1), 39-42.
- Maciver, J. E., & Dimkpa, D. I. (2012). Factors influencing marital stability. *Mediterranean Journal of Social Science*, 3(1), 437-442.
- National Statistics Institute (2016). *Marriages and divorce*. Retrieved from <http://www.nsi.bg/en/content/6652/marriages-and-divorces>.
- Offman, A. & Mattheson, K. (2005). Sexual compatibility and sexual functioning in intimate relationship. *The Canadian Journal of Human Sexuality*, 14, 31-39.
- Omoniyi-Oyefunke C., Falola, H. O., & Salau, O.P. (2014). Effect of marital instability on children in Abeokuta metropolis. *European Journal of Business and Innovation Research*, 2(3), 68-77.
- Shakerian, A., Nazari, A., Masoomi, M., Ephraim, P. & Danai, S. (2014). Inspecting the relationship between sexual satisfaction and marital problems of divorce- asking women in Sanandaj city family courts. *Procedia-social and Behaviour Sciences* 114,327-333.
- Ubangha, M. B., Makinde, B. O., Idowu, R. A & Ebele, A. R. (2013). Socio-psychological impact of indices of spousal incompatibility on marital stability among couples in Lagos metropolis, Nigeria. *Canadian Social Science*, 9(4), 96-102.
- Usoroh, C., Ekot, M., & Inyang, E.S. (2010) Spousal communication styles and marital stability among civil servants in Akwa Ibom State. *JHER*, 13,74-84.
- Waite, L. & Gallagher, M. (2000). *The case for marriage*. New York, NY: Doubleday.
- White, L., & Rogers, S. (2000). Economic circumstances and family outcomes: A review of the 1900s. *Journal of Marriage and the Family*, 62, 1035-1051.
- Yeh, H.C., Lorenz, F.O., Wickrama, K.A., Conger, R.D., & Elder, G.H Jr. (2006). Relationships among sexual satisfaction, marital quality, and marital instability at midlife. *Journal of Family Psychology*, 20(2),339-43.

Sexual and Gender Based Violence against Women: An Imperative for Counselling Intervention

C.O.Ogwuche, PhD

Department of Counselling and Educational Psychology
Faculty of Education, University of Abuja, Nigeria
Email: catherineonyi10001@gmail.com

Isaiah I. Shamo

Department of Counselling and Educational Psychology
Faculty of Education, University of Abuja, Nigeria

Abstract

This study took an in-depth analysis of sexual and Gender-Based violence (SGBV) against women: An Imperative for counselling intervention with the objective of understanding the magnitude and complexity of this social ill in all its ramifications. This paper acknowledged the fact that sexual and gender-based violence is a serious crime against humanity. Its prevention and redress must involve a multi-sectoral approach comprising all segments of the society – the family, the community, the government and Non-Governmental Organizations (NGOs). An elaborate conceptual framework of key concepts as well as forms and shades of sexual and gender-based violence had been exhaustively discussed. The paper examined the causes and consequences of sexual and gender based violence and identified women as the major victims. This study established the fact that gender imbalance, power inequality, discrimination and injustice drives SGBV. The consequences range from fatal health outcomes to psychological and legal implications. The authors recommended that counseling interventions should target focus groups in partnership with relevant stakeholders- National Agency for the Prohibition of Traffic in Persons (NAPTIP), NGO's, the police, the family and the community in order to alleviate the suffering of victims/survivors. Also follow-up through monitoring and evaluation of progress should be involved to ensure lasting impact.

Keywords: Sexual and gender-based violence (SGBV), gender, violence, abuse, power, counselling.

Introduction

In every society in the world, there are people who have been affected by acts of brutality. Atrocities committed by unconscientious elements or armed groups in conflict situations are

often well publicized, while abuses behind closed doors in the confines of one's own home often remained completely hidden. Women, children, orphans and the poor generally are most vulnerable to acts of violence, including sexual and gender-based violence. It is common knowledge that sexual and gender based violence is most prevalent in societies where there is a general lack of respect for human rights. Sexual and gender-based violence is of course, itself a human rights violation. Women and children who are often most vulnerable to human rights abuses, are also the ones who suffer most from sexual and gender based violence (United Nations High Commission for Refugees, (UNHCR, 2003).

Sexual and gender-based violence (SGBV) is a particularly disturbing phenomenon which exists in all regions of the world including Nigeria. The term refers to any harmful act perpetrated against a person's will and that it is based on socially ascribed (gender) differences between males and females. It includes acts that inflicts physical, mental or sexual harm or suffering, threats of such acts, coercion and other deprivations of liberty, whether occurring in public or private life (Inter-Agency Standing Committee, 2005). Although, the terms gender-based violence (GBV) and sexual and gender based violence (SGBV) are often used interchangeably, UNHCR consciously uses the latter to emphasize the urgency of protection interventions that addresses the criminal character and disruptive consequences of sexual violence for victims/survivors and their families.

SGBV entails widespread human rights violations and is often linked to unequal gender relations within communities and abuses of power. It can take the form of sexual violence or persecution by the authorities, or can be the result of discrimination embedded in legislation or prevailing societal norms and practices. It can be both a cause of forced displacement and an intolerable part of the displacement experience.

Adadevah (2007) observed that women in many civilizations have been severely oppressed and particularly victimized. The oppression and victimization of women have created a peculiar type of insecurity. According to her, the reality of non belonging, marginalization and inequality of women have engendered a form of insecurity of women. She added that the objectification and commoditization of women generated a national security dilemma which cannot be resolved through entrenched institutions and norms. Violence and violations against women remain the crux of the challenges to women security. In the same vein, Adler (1992) posit that violence follows an ideological continuum, starting from the domestic sphere where it is tolerated to the political arena where it is gloss over and even celebrated. Women and children become the prime victims of the cult of aggression. A good example is the abduction of over 200 secondary school girls from Chibok since April, 2014 where they are being subjected to all manner of sexual violence by Boko Haram insurgents. Currently, they have been several incidents of young girls being used as suicide bombers by the Boko Haram sect. This is a clear case of instrumentalization of women in a conflict situation whether willingly or by coercion.

According to Human Rights watch (2014), sexual abuse is dominant among the abuses suffered by females as it is integrated into military culture of armed groups or guerilla

groups. Additionally, patriarchal attitudes prevail across the broader societies in which females are raised. In such social contexts, female children occupy the lowest run in the social structure and are often treated as inferior persons.

All persons of concern, including refugees, asylum seekers, returnees, and internally displaced persons suffer disproportionately from SGBV, not only as a form of persecution and an outbreak of conflict, but also during domestic strife and displacement. Effective protections can be established only by preventing SGBV, identifying risks and responding to survivors, using a coordinated, multisectoral approach. Counselling intervention against (SGBV) has become even more imperative against the backdrop of escalating cases of human rights violations and the increasing number of women and children who live in violence prone situations and face particular risks due to their often precarious status. It is an urgent, core protection issue and emphasizes gender equality as the cornerstone principle in addressing this criminality.

Conceptual Framework

Sexual and gender-based violence includes much more than sexual assault and rape. To understand its root causes and consequences, it is essential to define and distinguish between the terms gender and sex.

Sex

Sex is defined as biological characteristics of males and females. The characteristics are congenital and their differences are limited to physiological and reproductive functions (UNHCR, 2003).

Gender

Gender is the term used to denote the social characteristics assigned to men and women. These social characteristics are constructed on the basis of different factors, such as age, religion, national, ethnic and social origin. They differ both within and between cultures and define identities, status, roles, responsibilities and power relations among the members of any society or culture. Gender is learned through socialization. It is not static or innate, but evolves to respond to changes in the social, political and cultural environment. People are born male or female (sex); they learn how to be boys and girls, and then become men and women (gender). Gender refers to what it means to be a boy or girl, woman or man, in a particular society or culture. Society teaches expected attitudes, behaviours, roles and activities. Gender defines the roles, responsibilities, constraints, opportunities and privileges of men and women in any context. This learned behaviour is known as gender identity. Gender is learned and therefore changeable (UNHCR, 2003).

Women around the world are usually in a disadvantaged position compared to men of the same social and economic status. Gender roles and identities usually involve inequality and power imbalance between women and men. Violence against women and its acceptance within societies and cultures, is one of the manifestations of inequality and power imbalance.

Violence

Violence is a means of control and oppression that can include emotional, social or economic force, coercion or pressure, as well as physical harm. It can be overt, in the form of physical assault or threatening someone with a weapon; it can be covert, in the form of intimidation, threats, persecution, deception or other forms of psychological or social pressure. The person targeted by this kind of violence is compelled to behave as expected or to act against her will out of fear. An incidence of violence is an act or series of harmful acts by a perpetrator or a group of perpetrators against a person or a group of individuals. It may involve multiple types and repeated acts of violence over a period of time, with variable durations. It may take minutes, hours, days or a lifetime.

Abuse

Abuse is the misuse of power through which the perpetrator gains control or advantage of the abused, using and causing physical or psychological harm or inflicting or inciting fear of that harm. Abuse prevents persons from making free decisions and forces them to behave against their will.

Coercion

Coercion is forcing or attempting to force another person to engage in behaviours against his/her will by using threats, verbal insistence, manipulation, deception, cultural expectations or economic power.

Power

According to UNHCR (2003), power is understood as the capacity to make decisions. All relationships are affected by the exercise of power. When power is used to make decisions regarding one's own life, it becomes an affirmation of self-acceptance and self-respect, that in turn, fosters respect and acceptance of others as equals. When used to dominate, power imposes obligations on, restricts, prohibits and make decisions about the lives of others. To prevent and respond to sexual and gender-based violence effectively, the power relations between men and women, women and women, men and men, adults and children and among children must be analysed and understood.

In humanitarian crisis such as the Boko Haram crisis in Nigeria, affected populations depend on the protection and assistance of institutions, humanitarian aid workers, government, security and law enforcement officials. These are in a privileged position as they have the power to make decisions that will affect the well-being of the persons they are assisting. Exploitation and abuse occurs when this disparity of power is misused to the detriment of those persons who cannot negotiate or make decisions on an equal basis. Exploitation and abuse can take the form of physical and psychological force or other means of coercion (threats, inducements, deception or extortion) with the aim of gaining sexual or other favours in exchange for services.

Consent

A person consents when he or she makes an informed choice to agree freely and voluntarily to do something. The phrase against her will is used to indicate an absence of informed consent. There is no consent when agreement is obtained through the use of threats, force or other forms of coercion, abduction, fraud, deception or misrepresentation.

Counselling

Many people will, at some point in their lives find themselves performing the role of a counsellor without having a true understanding of the concept of counselling or what the role of the professional counsellor entails. There is a big difference between a professional counsellor and a person who uses some counselling skills as part of his role, for example, his role as a friend or colleague. A professional counsellor is a highly trained individual who is able to use different range of counselling approaches with his clients.

Counselling is therefore the process that occurs when a client and counselor sets aside time in order to explore difficulties which may include the stressful or emotional feelings of the client. It is the act of helping the client to see things more clearly, possibly from a different view-point. This can enable the client to focus on feelings, experiences or behaviour with a goal to facilitating positive change (skills you need.com). Counseling is a helping approach that highlights the emotional and intellectual experience of a client, how a client is feeling and what he thinks about the problem he has sought help for. The counseling intervention here is however concerned with the rehabilitation of victims of sexual and gender-based violence to alleviate their emotional, physical and psychological trauma and to facilitate their reintegration into normal social life.

Forms of sexual and gender based violence

Sexual violence, gender-based violence and violence against women are terms that are commonly used interchangeably. All these terms refer to violations of fundamental human rights that perpetuates self-stereotyped roles that deny human dignity and the self-determination of the individual and hamper human development. They refer to physical, sexual and psychological harm that reinforces female subordination and perpetuates male power and control.

The term gender-based violence is used to distinguish common violence from violence that targets individuals or groups of individuals on the basis of their gender. Gender-based violence has been defined by the Convention on the Elimination of Discrimination Against Women (CEDAW, 1993) as violence that is directed at a person on the basis of gender or sex. It includes acts that inflicts physical, mental or sexual harm or suffering, threats of such acts, coercion and other deprivation of liberty.

The term violence against women refers to any act of gender-based violence that results in, or is likely to result in physical, sexual and psychological harm to women and girls, whether occurring in private or in public. Violence against women is a form of gender-based violence and includes sexual violence.

Sexual violence, including exploitation and abuse, refers to any act, attempt or threat of a sexual nature that results, or is likely to result in physical, psychological and emotional harm. Sexual violence is a form of gender-based violence. Sexual and gender-based violence (SGBV) encompasses, but not limited to the following:

- a. Physical sexual and psychological violence occurring in the family, including battering, sexual exploitation, sexual abuse of children in the household, dowry related violence, marital rape, female genital mutilation and other traditional practices harmful to women, non-spousal violence and violence related to exploitation.
- b. Physical, sexual and psychological violence occurring within the community, including rape, sexual abuse, sexual harassment and intimidation at work, in educational institutions and elsewhere, trafficking in women and forced prostitution.
- c. Physical, sexual and psychological violence perpetrated or condoned by the state and institutions, wherever it occurs.

The following list describes some of the more common forms of sexual and gender-based violence. The list is neither exhaustive nor exclusive. It is a practical tool that can be used in each location to help identify the different forms of sexual and gender based violence that exist. Acts of sexual and gender-based violence have been grouped in to five categories according to UNHCR (2003).

1. Sexual violence
2. Physical violence
3. Emotional and psychological violence
4. Harmful traditional practices
5. Socio-economic violence

Sexual Violence

1. Rape and marital rape
2. Child sexual abuse, defilement and incest
3. Forced sodomy/anal rape
4. Attempted rape or attempted forced sodomy/anal rape
5. Sexual abuse
6. Sexual exploitation
7. Sexual harassment
8. Sexual violence as a weapon of war and torture

Physical violence

1. Physical assault
2. Trafficking/slavery

Emotional and psychological violence

1. Abuse/humiliation
2. Confinement

Harmful Traditional Practices

1. Female genital mutilation (FGM)
2. Early marriage
3. Forced marriage
4. Honour killing and maiming
5. Infanticide or neglect
6. Denial of education for girls or women

Socio-economic violence

1. Discrimination and denial of opportunities and services
2. Social exclusion/ostracism based on sexual orientation
3. Obstructive legislative practice

Causes of Sexual and Gender-Based Violence

The root causes of sexual and gender based violence lies in a society's attitudes toward and practices of gender discrimination which place women in a subordinate position in relation to men. The lack of social and economic value for women and women's work and accepted gender roles perpetuate and reinforce the assumption that men have decision-making power and control over women. Through acts of sexual and gender-based violence, whether individual or collective, perpetrators seek to maintain privileges, power and control over women.

Kisaakye (2006) on educational attainment and domestic violence in Uganda gives clarity to the literature on the complex relationship between educational attainment and domestic violence. The study reveals that higher level of educational attainment and higher material status were associated with decrease in domestic violence. This reduction in domestic violence as educational attainment increases could probably be attributed to one's autonomy and economic power. Effective and higher education promotes respect for one another and enhances understanding as well as influences decision making in the family.

While gender inequality and discrimination are the root causes of SGBV, various other factors determine the type and extent of violence in each setting. It is important to understand those factors in order to design effective counseling strategies to respond to SGBV. The following chart describes some causes or risk factors that can increase the risks of becoming a victim/survivor or perpetrator of SGBV.

Individual Risks

1. Loss of security
2. Dependence
3. Physical and mental disabilities
4. Lack of alternatives to cope with changes in socio-economic status.
5. Alcohol, drug use/abuse.
6. Psychological trauma and stress of conflict, flight, displacement.
7. Disrupted roles within family and community

8. Ignorance/lack of knowledge of individual right enshrined under national and international law.

Social norms and culture

1. Discriminatory cultural and traditional beliefs and practices
2. Religious beliefs

Legal framework and practices

1. Discrimination and glossing over sexual and gender-based violence
2. Lack of legal protection for women's and children's rights
3. Lack of laws against SGBV
4. Lack of trust in law enforcement authorities
5. Application of customary and traditional laws and practices that enforce gender discrimination.
6. Discriminatory practice in justice administration and law enforcement
7. Low number of prosecutions/convictions obtained in proportion to the number of cases reported.

War and armed conflict

1. Breakdown of social structure
2. Ethnic differences
3. Socio-economic discrimination
4. Exertion of political power and control over other families.

Refugees, returnees and internally displaced persons

1. Collapse of social and family support structures.
2. Lack of police protection
3. Lack of security patrols
4. Overcrowded multi-household dwellings, communal shelter
5. Predominantly male camp leadership

Consequences of sexual and gender based violence

Suicide victims and survivors of sexual and gender-based violence are at high risk of severe health and psycho-social problems. Attoh (2016) reported in her findings that most victims of sexual and gender-based violence experience psychological trauma and low self-esteem. There is also the likely emergence of sexually transmitted diseases as many of the victims are coerced into sexual relationships with people not known to them.

According to her, there are also cultural implications as some of the abducted women who returned after being liberated by the Nigerian army faced some form of subtle ostracism. There are reports of some husbands quietly divorcing their wives and some others refusing to have intimate relationship with them. A sectoral breakdown is used in the following summary of consequences.

Health

There are serious and potentially life threatening health outcomes with all types of sexual and gender based violence.

Fatal outcomes

1. Homicide
2. Maternal mortality
3. Infant mortality
4. AIDS – related mortality

Non-fatal outcomes		
Acute	Chronic physical	Reproductive
Injury Shock Disease Infection	Disability Somatic complaints Chronic infections Chronic pains Gastrointestinal problems Eating disorders Sleep disorders Alcohol/drug abuse	Miscarriage Unwanted pregnancy Unsafe abortion STIs including HIV/AIDs Pregnancy complications Gynaecological disorders Sexual disorders

Source: (UNHCR, 2003)

Emotional and psychological consequences	Social consequences
Post traumatic stress Depression Anxiety, fear Anger Shame, insecurity, self-hate, self-blame Mental illness Suicidal thoughts behaviour	Blaming the victims/survivor Social stigma Social rejection and isolation Feminisation of poverty increased gender inequalities Loss of income, child care

Source: UNHCR, 2003

Legal/Justice

- If national laws do not provide adequate safeguards against SGBV, or if practices in the judicial and law enforcement bodies are discriminatory, this kind of violence can be perpetrated with impunity.
- Community attitudes of blaming the victim are often reflected in the courts. Many sexual and gender based crimes are dismissed or guilty perpetrators are given light sentences.

Safety/Security

- The victim/survivor is insecure, threatened, afraid, unprotected and at risk of further violence.

- Further harm and trauma may result because of delayed assistance or insensitive behaviour.

Counselling Intervention

Counseling intervention programmes should aim at partnership with family, non-governmental organizations community and law enforcement agencies to rehabilitate victims/survivors of SGBV, there should be follow-up and evaluation strategies on progress in this direction.

Counselling intervention should specifically address the following critical areas of response for victims/survivors of SGBV:

1. Counselling should involve assertive training to enable the victim/survivor freely express her feelings to the counselor to enhance proper diagnosis and treatment for positive behavioural change.
2. Alleviate clients' psychological trauma using appropriate counselling approaches.
3. Facilitate victims' successful integration with the society.
4. Help victims discover self sustaining means of livelihood to forestall further vulnerability.
5. Make appropriate referral to medical personnel in case of acute health complications.
6. Initiate legal redress through litigation or alternative dispute resolution channels.
7. Assist victims to avoid risk factors that predispose them to SGBV and lots more.

Recommendations

To prevent violence, we must identify, understand and address its causes and contributing factors, effective prevention strategies will include actions that focus on five key objectives.

1. Transforming socio-cultural norms with emphasis on empowering women and girls.
2. Rebuilding family and community structure and support system
3. Designing effective service and facilities such as providing housing to female-headed households without adult male family members in case of refugees and internally displaced persons camps.
4. Working with formal and traditional legal systems to ensure that their practices conform to international human rights standards.
5. Monitoring and documenting incidents of sexual and gender-based violence.

Conclusion

Sexual and gender-based violence, occurs in all social strata, cultures, religions, gender and ages. Women and girls make up the vast majority of victims/survivors. Intervention to prevent or respond to sexual and gender-based violence should target individuals, community and society in general. Counselling intervention has a tremendous responsibility to prevent and rehabilitate women who are the most vulnerable.

References

- Adadevoh, I. O. (2007) Gender dimensions of national security and human security problems: Core theoretical, conceptual and historical issues. *Rethinking Security in Nigeria*.
- Adler, C. (1992). Violence, gender and social change: Women liberation. *International Social Science Journal*. 132, 265-267.
- Attoh, (2016). The gender dimension of terrorism in Nigeria: Instrumentalization of Borno women as gender-based violence. *Kogi Journal of Sociology*. 1 (3), 59 – 68.
- Human Rights Watch (2014). Report on gender violence
- Kisaakye, P. (2006). *Educational attainment and domestic violence in Uganda*. Legon, University of Ghana: *Regional Institute for population studies*.
- Convention on the elimination of all forms of discrimination against women (CEDAW, 1993)*. Retrieved from <http://www.ipu.org/pdf/publicationsCEDAW-en.pdf>.
- Inter-Agency Standing Committee (2005). *Guidelines for GBV intervention settings*. Retrieved from <http://www.unher.org/refworld/docid/4394C74.intml>.
- UNHCR (2006). *Evaluation of United Nations High Commission on refugees efforts to prevent and respond to SGBV in situations of displacement*. Retrieved from <http://www.unhcr.org/research/4sca31062pdf>.
- UNHCR (2003). *Sexual and gender-based violence against refugees, returnees and internally displaced persons: Guidelines for prevention and response*. Retrieved from www.unhcr.org/en-lk/excon/unhcrannual/418612a4d4/report-united-nations-high-commissioner-refugee,-2003.html.

