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Expatriate Teachers' Multicultural Competence and Students' Attitude towards the Expatriate

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Abstract

This study focused on the competencies that expatriate teachers have and the attitudes of their local students towards them. The study adopted a non- experimental design which followed a mixed research approach. The general objective of the study was to investigate expatriate teachers' multicultural competencies and the attitude of their students towards them. The study was conducted in Wolayta Sodo University. So, selected expatriate teachers teaching at Wolyta Soddo University and their students were participants of the study. The specific research questions include: Do expatriate instructors have Knowledge about multiculturalism? Do the expatriate instructors have awareness on multiculturalism? What multicultural skills do participant expatriate instructors have? And what are the attitudes of both expatriate teachers and their students towards one another? Questionnaire and personal interviews were used as the data gathering instruments. The sampling technique that were employed was convenience sampling. For this research, responses to questions were converted to percentage and this information was represented as frequency distributions in table form. The interview data was transcribed, thematized and interpreted based on the themes. The findings of the study depicted that the majority of participant expatriate teachers did not have knowledge of multiculturalism which is one element of multicultural competence. But they were found having a considerable awareness and skills on multiculturalism which are the other two elements of multiculturalism. The result also showed that local students have a 'fair' attitude towards expatriate teachers though they preferred Ethiopian (local) teachers when they were given a chance to tell their choice between the two groups. Induction training, cross-cultural exchanges, pedagogical trainings for the expatriate teachers were among the recommendations.

Keywords: Culture, Multicultural, Multicultural Competence, Expatriate Teachers, Background, Justification

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INTRODUCTION

According to Cross (2001), culture is “the integrated pattern of human behavior that includes thoughts, communications, actions, customs, beliefs, values, and institutions of a racial, ethnic, religious, or social group.” Culture may include, but is not limited to, race, ethnicity, national origin, and migration background; sex, gender, gender identity, or gender expression; sexual orientation and marital or partner status; age and socioeconomic class; religious and political belief or affiliation; and physical, mental, or cognitive disability.

Assuming the many sides of culture, it is good to notice that every exchange is, potentially, a cross-cultural exchange; two individuals are unlikely to be identical in every aspect of cultural identity and expression.

The Social works dictionary (5th edition) defines multiculturalism as “an orientation that recognizes, supports, and accommodates a variety of sociocultural practices and traditions . . . and promotes the value of diversity as a core principle” (National Association of Social Workers, 2003).

Cultural competence, on the other hand, is defined as “the process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, religions, and other diversity factors in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each” (National Association of Social Workers, 2007).

In its broadest sense, multicultural competence can be defined as “a complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself” (Fantini, 2006, p. 12). The important elements of this definition of multiculturalism include ‘effectively’ and ‘appropriately’. They stipulate that interaction with others (people with a different culture from ours) need the development of effective and appropriate multicultural competence.

Multicultural education is described by Banks (in Banks, 2002) as an idea, a movement that contributes to educational reform. The idea behind multicultural education is to create equality amongst racial, social class and ethnic groups in terms of educational opportunities provided to them by schools. Multicultural education has been defined by the National Association for Multicultural Education (2003, p. 1) as “a philosophical concept built on the ideas of freedom, justice, equality, equity, and human dignity”.

When we bring this to our scenario, cultural competence is said to be the ability to successfully teach students who come from cultures other than our own. It entails developing certain personal and interpersonal awareness and sensitivities, developing certain bodies of cultural knowledge, and mastering a set of skills that, taken together, underlie effective cross-cultural teaching

Though two people cannot define multicultural education in the same way, it can be understood as “teaching the culturally different” students. Sletter and Grant (2002) described the five approaches to multi-cultural education in America as follows:

- *Teaching the culturally different approach:* Culturally relevant instruction is used to uplift the academic achievement amongst students of color,
- *Human relation approach:* the understanding of people's social and cultural differences occurs through teaching students that all people have a common background,

- *Single group studies approach*: teaches students about past and present issues regarding people of color, people from low socioeconomic groups, women, etc.
- *Multicultural education approach*: that allows for the transformation of the educational process and enlightens people about democracy by teaching students educational content using instruction that focuses on the knowledge and differences of culture,
- *The social constructionist approach*: teaches students about oppression and discrimination, students become aware of their roles as agents of social change and how they could contribute a more just society.

From this we can deduce that, if due attention is not given to multicultural education, the cultural gap between students and their teachers can be a factor in students' academic performance and contribute to achievement gaps among different student groups (Diller & Moule, 2005).

The following are the four basic cultural competence skill areas. They can be applied to individual educators, to the schools where they work, and to the educational system as a whole. Growth in one area tends to support growth in another:

Valuing Diversity: Accepting and respecting different cultural backgrounds and customs, different ways of communicating, and different traditions and values.

Being Culturally Self-Aware: Understanding that educators' own cultures—all of their experiences, background, knowledge, skills, beliefs, values, and interests—shape their sense of who they are, where they fit into their family, school, community, and society, and how they interact with students.

Understanding the Dynamics of Cultural Interactions: Knowing that there are many factors that can affect interactions across cultures, including historical cultural experiences and relationships between cultures in a local community.

Institutionalizing Cultural Knowledge and Adapting to Diversity: Designing educational services based on an understanding of students' cultures and institutionalizing that knowledge so that educators, and the learning environments they work in, can adapt to and better serve diverse populations (King, Sims & Osher, 2007).

Educators, at all levels, should become culturally competent since a classroom is a place where students from different cultural background come and strive to learn. According to Gay (2000), the following are the factors that make a strong case for educators to become culturally competent:

- Students are more diverse than ever. Due to globalization, people all over the world move from place to place aggressively. This movement contributes to the diversity of students' population in schools and universities.
- Culture plays a critical role in learning. Culture is central to student learning, and every student brings a unique culture to the classroom.

Therefore, while students are not solely the products of their cultures and they vary in the degree to which they identify with them, educators must become knowledgeable about their students' distinctive cultural backgrounds so they can translate that knowledge into effective instruction and enriched curriculum. (Banks, McGee & Cherry, 2001)

Cultural competence leads to more effective teaching. As students become more diverse, they are likely to benefit from different teaching strategies (Marizano, 2004). But educators will not cue into these differences and address them appropriately, unless they use the students' culture to build a bridge to success in school. Culturally competent teachers contextualize or connect to students' everyday experiences, and integrate classroom learning with out-of-school experiences and knowledge. Helping learners make the link between their culture and the new knowledge and skills they encounter inside school is at the heart of ensuring that all students achieve at high levels (National Education Association, 2005).

Cultural competence helps educators meet accountability requirements. Today, educators are required not only to increase all students' performance, but also to reduce achievement gaps among racial/ethnic/ gender groups of students.

Some literature consider that the multicultural competence encompasses three components: *awareness, knowledge and skills* (Pedersen, 2007, p. 10), whereas more recent literature speaks about four components, adding *attitude* to the list.

Awareness refers to an individual's position within a certain community and how it affects the individual's values, beliefs, assumptions and behavior towards the others. It also implies understanding how an individual's point of view may result in a type of behavior that affects the others. Awareness can be simply defined as the ability of understanding difference.

The *knowledge* constituent refers to learning specific information about different cultures, about the self and the individuals who are different from the self. However, acquiring knowledge about (in) equality, rights or exclusion and inclusion is not sufficient and may prove to be inconsistent with both individual and group behaviors.

The third component focuses on the *skills* to communicate with people from different cultures. Both verbal and non-verbal communication is fundamental when interacting with people from cultures different from our own. It is essential to identify and discuss differences, although communication skills vary from culture to culture.

Finally, the *attitude* component underlines the difference between acquiring knowledge, increasing awareness and training for communicating with the cultural other, in order to reconsider and redefine the individual's own values and behaviors about difference.

These four components of multicultural competence should be integrated across curricula so that students and their teachers should have the knowledge and the skills to recognize otherness. Moreover, both students and teachers should show a positive attitude towards the different cultural other.

Therefore, in order to achieve multicultural competence, one should understand and manifest respect and recognition to cultural values that are different from the self's cultural values. It can be achieved by becoming aware of "personal and culturally learned assumptions or biases", (Corey & Schneider, 2011). Although understanding of the cultural other is also influenced by biases, identifying them is a vital step towards introducing this competence in educational processes. Thus, students and teachers may be involved in activities that should inspire them to recognize misunderstandings and manage commonly held beliefs, in order to become culturally competent.

Increasing the knowledge about particular cultures is also an important movement towards achieving cultural competence. In this regard, direct contact with members of a culturally different community is the key to make a person more aware of diversity. Language may be a barrier and communication may be hindered by nonverbal-signs that can be misinterpreted. That is why, students and teachers should learn about different cultures.

Interaction is also another means of facilitating comprehension of the cultural other. When it is appropriate, students and teachers may take part in various traditional events that can improve communication.

The multicultural competence is a highly debated issues and whether it will be successful or not remains for the future generations to judge. However, the four components of this type of competence: awareness, knowledge, skills and attitude are essential in various fields and sectors. In a multicultural society, teams are created and diversity is managed in a positive way. Culturally diverse communities imply more than race and ethnicity.

Universities all over the globe behave as a community receiving various students with different backgrounds while integrating culturally diverse students remains a challenge. Furthermore, universities all over the world may host expatriate teachers coming from diverse cultural backgrounds. Here comes the importance of multicultural competence as instructors with strong multicultural competence teach better.

Statement of the Problem

Having had the experience of teaching with expatriate teachers in university setting over ten years and our childhood experience as students of some expatriate teachers influenced our decision to research on the topic of multicultural competency of foreign educators. Our childhood experience as a student extended to our present context where by similar incidents seem to replicate itself with regard to cultural diversity and ethnicity. In all instances, classroom learning and teaching will be enhanced if education show leadership in acknowledging the cultural diversity of students in the classroom. In so doing, teachers will be able to practice recognition of students regardless of race, or religion and in turn provide equal opportunities to students to promote success in learning.

In Ethiopian Universities, for example, students are coming from different social and cultural backgrounds. In many cases, these culturally and socially diversified students learn in classroom where the teachers are expatriates. These expatriates may or may not know these diversified nature of their classrooms. No effort was observed so far to equip the expatriates with the necessary skills to handle the diversified needs of their students. Their knowledge on the socio-cultural dimension of their students is no more than a hear-say.

Furthermore, these expatriate themselves are coming from different socio-cultural backgrounds. No effort was made so far to create a platform for cross-cultural practices between the expatriates, the local staff and their students. No induction programs have been conducted for expatriates so far. Due to this, both the expatriates and their students hold some prejudices. In addition to this, host universities have not been observed using the expatriate staff's potentials and experiences. They only involve the expats in classroom teaching. The researchers believe that the knowledge, skills and experiences of expatriate teachers should be shared to local staff. Universities have the responsibility of creating a platform for this. So, the current study tried to investigate expatriate teachers' multicultural competence in selected Ethiopian university. Attempts were also be made to investigate the attitude each group hold for one another.

Significance of the Study

Though the beneficiaries of the findings of this study will be expatriate university teachers and their Ethiopian students, both university officials and the Ministry of Education are also prime benefactors. The research will create awareness for both the expatriate teachers and their local students about working in a diversified classroom. It will also inform on the way of improving the expatriate teachers' competence to teach a culturally diverse Ethiopian university students. The Ethiopian universities as well as the Ministry of education will also get insight on the nature of relationship that exist between a culturally diverse Ethiopian university students and their expatriate teachers. This insight may help the Ministry to think about mechanisms of integrating expatriate teachers in the way they will serve their purpose fully and cohesively.

Research Questions

The underlined research questions are aimed to address the objectives of this study:

- Do expatriate instructors have Knowledge about multiculturalism?
- Do the expatriate instructors have awareness on multiculturalism?
- What multicultural skills do participant expatriate instructors have?
- What are the attitudes of both expatriate teachers and their students towards one another?

MATERIALS & METHODS

Description of the Study Area

The study will cover one Ethiopian university found in SNNPR. Wolayta Soddo University. The purpose of focusing on this university is that the university host various expatriate teacher groups. There are Indians, Americans, and Africans teaching in various faculties and departments. So, working there gave us a representative sample to generalize the findings to other universities of the country since the situations in all other universities are similar.

Participants of the Study

Selected expatriate teachers of the Wolayta Soddo University and their selected students were participants of the study.

Study Design

The research design is the way and means the researcher employs to conduct the research. The research design assists in guiding the researcher to meet the objectives. A non-experimental research design were selected for this study. Mixed research method which include a qualitative descriptive method and a quantitative method is used to gather information about a group of people, aiming to describe and interpret responses and allow for the development of theories and identification of problems (Cohen & Marrion, 2001, p. 169). Best (in Cohen & Marrion, 2001, p. 169) states that descriptive research is about "points of view or attitudes". Descriptive studies

are best done with groups, institutions and individuals, where methods and materials are also looked at for the purpose of describing, comparing, contrasting, analyzing and interpreting anything that exists or may be supposed to exist and the events that develop in the various fields of inquiry. The quantitative method, on the other hand, tries to fill the short comings of the qualitative description by supplying statistical evidences for the description.

As mentioned earlier, a mixed research method was selected. In line with this, questionnaire and interview were used as data gathering instruments. According to Cohen and Marrion (2001, p. 245), questionnaire is seen as a widely used and useful means of information collection. Since the sample size will be large, i.e. over fifty, the questionnaire had to be more structured and closed. Structured interview was conducted with two groups of respondents. This groups include expatriate teachers and some selected post graduate students.

Sample Size and Sampling Procedures

The sampling technique that was employed is convenience sampling as it allows for choosing respondents that are close by and easily available. The sample size includes all expatriate teachers in the aforementioned University. The number was delimited after getting the actual number of expatriate teachers of the University. However, 19 expatriates from the sample university participated. Random sampling will be employed for participant students. Participation is based on the list of students enrolled in the participant expatriate teacher's. The total number of participant students was 48.

Data Management and Analysis

Mouton (2001: 106) describes the analysis of data as the breaking up of information into trends, themes, patterns and relationships. Through the interpretation of these patterns and relationships that emerge, the researcher is able to understand what constitutes the various elements in the data. Quantitative data, when analyzed, are reduced to numbers and are obtained by counting or measuring (De Vos, etal. 2002: 225).

For this research, responses to questions were converted to percentage and this information was represented as frequency distributions in table form. The qualitative data, on the other hand, was transcribed, categorized under major themes and interpreted.

Data Analysis and Interpretation

Following are the analysis and interpretations of data obtained from participant expatriate teachers and their students through close ended questionnaire and structured interview. The analysis and interpretation of expatriate teachers' questionnaire followed by students' questionnaire were presented first. Next to these, expatriate teachers' individual interview followed by students' interview were presented. In other words, the quantitative data were analyzed before the qualitative data since the purpose of the structured interview was to supplement the questionnaire data in any way.

RESULTS

Analysis and Interpretation of Expatriate Teachers' Questionnaire

19 expatriate teachers from the sample University filled and returned the questionnaire prepared for expatriates. The results of the questionnaire were summarized as follows:

Table 1: Respondents personal details

Teacher's code	University	Nationality	Subject/s teaching	Subject/s trained to teach	Professional qualifications (Higher diploma in education...)	Academic qualifications (PhD, MSc, M.A...)	Country where qualified	No. of years teaching in University	Number of years teaching in this University	No. of years teaching in home/other country's university	No. of years teaching as an expatriate
01	WSU	Indian	Computer science & Engineering	Computer science & Engineering	No	PhD	India	18	1.6	17.6	1.6
02	WSU	Indian	Engineering	Embedded systems, electronics	No	PhD	India	7	0.2	5	0.2
03	WSU	Indian	Accounting & Finance	Accounting & Finance	No	PhD	India	23.6	1.6	22	1.6
04	WSU	Indian	Engineering	Electronics & communication Engineering	No	PhD candidate	India	8	2	6	2
05	WSU	Indian	Industrial management & Engineering economy	Mechanical oriented subjects	No	PhD candidate	India	9.3	3	9	3
06	WSU	Indian	Mechanical, Auto cad, Mechanical drawing.	Manufacturing, machine design	No	MSc	India	8	2	6	2
07	WSU	Indian	Instrumentation & Measurements	Meteorology, Design of machine elements, Transmissi	No	PhD	India	9.6	0.3	9.3	0.3

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08	WSU	Indian	Mechanical engineering	Mechanical engineering	No	MSc.	India	7.1	2.7	22	2.7
09	WSU	Indian	Engineering Materials	Engineering Materials & Metallurgy	No	M.Tech	India	5	2.6	2.4	2.5
10	WSU	Indian	Zoology, Ecology, Fishery	Biology	No	PhD	India	20	3	17	3
11	WSU	Indian	Artificial Intelligence, Data mining and IT subjects	All computer & IT related subjects	No	PhD	India	12	3	9	3
12	WSU	Indian	Accounting & Finance	Accounting & Finance	No	PhD	India	22	2	22	2
13	WSU	Indian	Accounting & Finance	Accounting & Finance	No	PhD	India	10	1	9	1
14	WSU	Indian	Accounting & Finance	Accounting & Finance	No	PhD	India	27	<1	27	<1
15	WSU	Indian	Management	Research methods	No	PhD	India	16	1.5	16	1.5
16	WSU	Indian	Psychology/Management	Psychology/Management	No	PhD	India	23	3	20	3
17	WSU	Indian	Agriculture/Rural development	Agriculture, Rural banking, Enterprise, micro finance, agriculture extension	No	PhD	India	11	1	10	1
18	WSU	Senegalese American	Literature in Language Teaching, Graduate seminar	Higher education leadership/literature	No	PhD	Senegal/USA	40 years teaching (30 years University)	3	30	10
19	WSU	Kenyan	Research methods, statistics, leadership, strategic planning & supervision	Research methods, statistics, leadership, strategic planning & supervision	No	PhD	USA	3	3	No	3

As can be seen from the table, 17 of the 19 respondents were Indian nationals, one is an African American and the other one is a Kenyan. They are teaching different subjects that include mechanical engineering, computer science, electronics, Information Technology (IT), engineering materials, zoology, accounting and finance, research methods, literature in language

teaching, graduate seminar, and the like. All the respondent expats did not have any professional qualification (Higher Diploma in Education). Their University teaching experience ranged from 5-40 years. They have been teaching in the sample University from 2 months to 3 years.

Respondents' Conceptions of Multiculturalism

Table 2: Summary of the participant expatriate teachers' multicultural awareness & knowledge

Statement	True	False	Total
i) People who speak the same language share a common culture	15	4	19
ii) People who are from the same nation share a common culture	12	7	19
iii) People who are from the same geographic area share a common culture	14	5	19
iv) Families from the same culture share the same values	17	2	19
v) When we teach we forget about common aspects that prevail throughout people	13	6	19
vi) Most people identify with only one culture	7	12	19

As can be seen from the table above, majority (15 out of 19) respondents believe that people who speak the same language share a common culture. Only four respondents did not agree in the supposition. This clearly shows that majority of the respondents failed to understand the appropriate link between language and culture. It is true that culture and language are inseparable since language is an instrument used to express culture. But, when we come to individual language users, the thing may be different. A person may speak a certain language but failed to understand the culture of the people using that language. Therefore, people who speak the same language may or may not share the same culture. Whilst people speak the same language they do not necessarily have the same cultural background.

The second item in the table says, "People who are from the same nation share a common culture". Twelve of the respondents agreed to this statement while 7 of them disagreed. This again indicated the majority of respondents understanding of multiculturalism is problematic. It is clearly known that people of the same country may have diverse cultures. This includes Ethiopia, the land of diversity. And above all, these expatriate instructors are teaching in this country. Geographical areas like regions and nations cannot be assumed to be monocultural.

Another item in the table above says, "People who are from the same geographic area share the same culture". For this item, 14 respondents agreed and 5 disagreed. This in turn, clearly shows majority of the respondents understand culture in association with geographic area. This understanding has problems since people who are living in the same geographic area do not necessarily share the same culture. These people may or may not share the same culture. A good example for this is people living in the South Omo SNNPR, Ethiopia in which one can get more than one language and culture in one Kebele (the minimum administrative area in Ethiopia).

The fourth item says, "Families from the same culture share the same values". 17 out of 19 respondents said 'yes' to this proposition while only 2 respondents said 'no'. Here majority of the respondents generalized culture and personal value as one and the same. But, in practice, two individuals are unlikely to be identical in every aspect of cultural identity and expressions. Each of us has our own personal values, beliefs, customs, etc. Lynch & Hanson (in Aldrige &

Calhoun, 2000) note that families tend to “live out” their culture over generations. While grandparents retain their ‘original’ culture, grand children tend to follow one of four paths; i.e they follow the mainstream culture, or they become bicultural, or they become culturally different people or they become culturally marginalized (Naido, 2007, pp. 26-27). So, families from the same culture do not necessarily share the same values.

Another misconception about multicultural education says, “When we teach, we forget about common aspects that prevail throughout people”. For this, 13 respondent expatriates said “yes” and 6 respondents said “no”. This shows that majority of the respondents failed to acknowledge the fact that individuals have significant similarities as well as differences and teachers have to exploit similarities in order to compromise the differences.

The last item on the table says, “Most people identify with only one culture”. Seven respondents agreed and 12 of them disagreed with this statement. Here, it is possible to conclude that majority of the respondents understand the fact that individuals can identify themselves with different cultures.

Table 3: Expatriate teachers’ teaching experience and interaction with students from different cultural groups

Statement	Agree	Uncertain	Disagree	Total
a) I am familiar with the learning outcomes for my subject according to the course curriculum	19	0	0	19
b) I am able to integrate cultural differences into the teaching of my subject	14	2	3	19
c) I am able to attend the students with different learning needs, as a result of cultural background, in my classes.	15	3	1	19
d) My teaching links the curriculum to real life experiences across cultural backgrounds.	15	3	1	19
e) I am able to promote student learning by linking new cultural concepts to prior knowledge of cultural concepts.	12	6	1	19
f) I integrate students’ cultural backgrounds into classroom learning.	12	4	3	19
g) I am able to identify the dominant group from the dominated groups in my classroom.	6	8	5	19
h) I do not allow students who belong to the same culture to sit together.	2	7	10	19
i) My subject area allows me to integrate content that arises from different cultural backgrounds.	11	2	6	19

The table 3 above is on participant expatriate teachers’ experience of integrating multicultural knowledge into their classroom teaching. Apart from the 8th item (i.e. item ‘h’), the majority of the respondents agreed to the statements given. Only 2 respondents agreed, 7 respondents responded ‘uncertain’ and 10 respondents disagreed to the item ‘h’ which says, “I do not allow students who belong to the same culture to sit together”. This result shows that a high percentage of respondents agreed to the supposition. This agreement, in turn, implies that participants’ are culturally aware and tolerant of diverse students’ population. This shows that expatriate teachers are accomplishing an objective of multicultural education. Feinberg (2004, p. 1), mentions, “Multicultural education aims for inclusion of culture and all aspects of life that create equality amongst people. The aim is not to separate cultures but to create cultural fairness in the way that no one group dominates the public scenario”.

Comparatively, respondents did not differ much in their opinions on respondents' conceptions of multiculturalism. Therefore, we can conclude that majority of the expatriate teachers do have misconceptions on multiculturalism but they fulfilled the objective of multicultural education in their teaching.

Table 4: Cultural tolerance of expatriate teachers towards their students

	Statement	Yes	No	Total
A	I show a great deal of concern for students of all cultural background.	19	0	19
B	I am able to work with students regardless of ethnic background.	19	0	19
C	I am patient with students of all cultural groups.	19	0	19
D	I am able to interact in a positive manner with students whose background is different from mine.	19	0	19
E	I consider myself to be open minded regarding ethnic diversity.	18	1	19
F	I consider myself to be flexible regarding ethnic diversity.	18	1	19
G	I am able to communicate well with students of all cultural groups.	17	2	19
H	I am able to prepare appropriate techniques for assessing intellectual growth of students of all cultural groups.	18	1	19
I	I am able to give clear directions for students from different cultural backgrounds to follow.	17	2	19
J	I am able to identify and develop appropriate materials for students from different cultural background to learn from.	14	5	19
K	I am able to use different techniques for stimulating students' interest even though they come from varied cultural backgrounds.	17	2	19

According to the information in table 4, the majority of expatriate teachers use multiple culturally sensitive techniques to assess complex cognitive and social skills. This shows that expatriate teachers are able to teach and tolerate students of diverse cultures. Therefore, based on the result of this data, we can conclude that majority of the respondents reflect cultural tolerance.

Analysis and Interpretation of Students' Questionnaire

The following table is intended to give students' attitude towards their expatriate teachers using a five point Likert scale of twenty items.

Table 5: Students' attitude towards their expatriate teachers

Ethiopian students' views	Strongly agree	agree	uncertain	Strongly disagree	Disagree	Total
1. Expatriate teachers do not know our difficulties in learning	16 33.33%	15 31.25%	5 10.41%	3 6.25%	9 18.75%	48 100%
2. Expatriate teachers' teaching is disappointing	4 8.33%	10 20.83%	12 25%	6 12.5%	16 33.33%	48
3. Expatriate teachers' classes waste our time and energy	8 16.66%	8 16.66%	5 10.41%	9 18.75%	18 37.5%	48

4. I cannot learn much in expatriate teachers' classes	5 10.41%	13 27.08%	10 10.41%	11 22.91%	11 22.91%	48
5. It is unrealistic to expect to learn much from expatriate teachers	7 14.58%	9 18.75%	10 10.41%	9 18.75%	13 27.08%	48
6. Expatriate teachers' teaching is unsystematic	6 12.5%	6 12.5%	3 6.25%	13 27.08%	20 41.66%	48
7. Expatriate teachers' teaching cannot lead to high academic performance	11 22.91%	7 14.58%	6 12.5%	11 22.91%	13 27.08%	48
8. Expatriate teachers' teaching is good for oral English only.	9 18.75%	6 12.5%	15 31.25%	4 8.33%	14 29.16%	48
9. The teaching techniques used by expatriate teachers do not suit my learning needs.	8 16.66%	8 16.66%	11 22.91%	9 18.75%	12 25%	48
10. Very few expatriate teachers have lived up to my expectations.	9 18.75%	12 25%	7 14.58%	9 18.75%	11 22.91%	48
11. Expatriate teachers' classes cannot provide us with much knowledge.	7 14.58%	9 18.75%	9 18.75%	10 20.83%	13 27.08%	48
12. There is no point in employing expatriate teachers	6 12.5%	6 12.5%	9 18.75%	10 20.83%	17 35.41%	48
13. The presence of expatriate teachers is but a window dressing for host institution	5 10.41%	6 12.5%	14 29.16%	10 20.83%	13 27.08%	48
14. The time and effort we have spent with expatriates is not much by the gains	8 16.66%	11 22.91%	9 18.75%	6 12.5%	14 29.16%	48
15. Expatriate teachers' classroom behavior did not conform to Ethiopian cultural norms.	6 12.5%	10 20.83%	10 20.83%	8 16.66%	14 29.16%	48
16. Expatriate teachers lacked basic teaching competence	8 12.5%	12 25%	7 14.58%	9 18.75%	12 25%	48
17. Expatriate teachers adopt better teaching techniques than Ethiopian teachers.	5 10.41%	10 20.83%	7 14.58%	8 16.66%	18 37.5%	48
18. I prefer Ethiopian teachers' teaching	23 47.91%	6 12.5	3 6.25%	10 20.83%	6 12.5%	48
19. Ethiopian teachers can better understand the needs of the students than expatriate teachers does	16 33.33%	7 14.58%	8 16.66%	9 18.75%	8 16.66%	48
20. I can learn more in Ethiopian teachers' classes than in expatriate teachers' classes.	12 25%	10 20.83%	10 20.83%	8 16.66%	8 16.66%	48

As can be seen from the table 48 students were given questionnaires on their attitude towards their expatriate teachers. Accordingly, the first item says, "Expatriate teachers do not know our difficulties in learning". The result shows that 31 (64.58%) respondents either strongly agree or disagree and 12 (25%) respondents strongly disagree or disagree to the statement. Only 5 (10.4%) respondents replied that they are 'uncertain'.

From these it can be deduced that the majority of the students understudy believe that their expatriate teachers do not know their difficulties in learning. Item number 2 is on expatriate teachers teaching. It says, "Expatriate teachers teaching is disappointing". For this, 14 (29.16%) respondents strongly agreed and agreed while 18 (37.5%) respondents strongly disagreed and disagreed. 12(25%) students couldn't decide and chose 'uncertain'. This shows that the number of undecided students is significant and there is no significant difference between the respondent who favored the statement and the respondents who did not favor it. Therefore, it is difficult to conclude the students' response to this specific question is positive though a slight majority gave a positive response.

For the next item, 16(33.33%) students either strongly agreed or agreed while 27 (56.25%) strongly disagreed and disagreed. Only 5 (10.4%) were uncertain. Therefore, the

majority of respondent students do not believe on the statement that says, “Expatriate teachers’ classes waste our time and energy”. But the number of respondents who strongly agreed and agreed to this statement is significant (i.e. 33.33%).

Similarly, 18(37.5%) students strongly agreed and agreed; 22(45.83%) students strongly disagreed and disagreed. But 10 (20.83%) students chose ‘uncertain’ to item number four that says, “I cannot learn much in expatriate teachers’ classes”. Like item number 3, a good number of respondents unable to decide (20.83%) and there is no significant difference between the respondents who agreed to the proposition and who disagreed to it.

Item number five says, “It is unrealistic to expect to learn much from expatriate teachers”. 16(33.33%), 5(10.41) and 22(45.83%) respondents strongly/agreed, uncertain, and strongly/disagreed to it. Although majority of the respondents strongly disagreed or disagreed to this statement, significant number of respondents (16%) strongly/ agreed to it.

For the item that says, “Expatriate teachers’ teaching is unsystematic” 12 (25%) respondents agreed or strongly agreed, 33 (68.75%) respondents disagreed or strongly disagreed. Only 3(6.5%) said ‘uncertain’. Therefore majority of the respondents believe that expatriate teachers teaching is systematic.

Item 7 stipulates, “Expatriate teachers’ teaching cannot lead to high academic performance”. 18 (37.5%) respondents agreed or strongly agreed, 6 (12.5%) responded ‘uncertain’ and 24 (50%) respondents strongly disagreed or disagreed. Therefore, majority of the respondents strongly/disagreed to the statement but significant number of respondents strongly/agreed to it.

The next item says, “Expatriate teachers’ teaching is good for oral English only”. Accordingly, 15 (31.25%) respondents agreed or strongly disagreed, 18 (37.5%) disagreed or strongly disagreed and quite a good number, i.e. 15 (31.25%) hesitated and chose ‘uncertain’. This implies that there is no significant difference among the three groups.

The teaching techniques used by expatriate teachers do not suit my learning needs says the ninth statement. 16(33.33%), 11 (22.91%) and 21(43.75%) respondents strongly agreed/agreed, uncertain, and strongly disagreed/disagreed respectively.

Item number 10 is on students expectations of expatriate teachers. The statement says, “Very few expatriate teachers have lived up to my expectations”. 21(43.75%) respondents strongly agreed/agreed, 7(14.58%) chose uncertain and 20 (41.66%) strongly disagreed/disagreed. This implies that respondent students show a divided attitude towards their expatriate teachers on this area. There is no significant difference between the respondents who are for the statement and who are against the statement.

The next statement says, “Expatriate teachers’ classes cannot provide us with much knowledge”. 16(33.33%) respondents strongly agreed/greed and 23 (47.91%) respondents strongly disagreed or disagreed. 9 (18.75%) student respondents said they are uncertain. From this, we can learn that majority of the respondents either strongly disagreed or disagreed to the statement. But, considerable number of respondents chose strongly agreed/disagreed and uncertain. When we sum up this two, they are more than an average (a considerable number).

Item number 12 is on the importance of hiring expatriate teachers. Accordingly, 12(25%), 9 (18.75%), 27 (56.25%) respondents strongly agreed/agreed, uncertain and strongly disagreed/disagreed respectively. Therefore, majority of the respondents either strongly disagreed or disagreed with the statement.

Number 13 is on expatriate teachers’ appearance in the host institution. It says, “The presence of expatriate teachers is but a window dressing for host institution”. 11(22.91%), 14

(29.16), and 23 (47.91%) respondents replied strongly disagreed/ agreed, uncertain, and strongly disagreed/ disagreed respectively. What makes this data unique is the number of respondents who neither agree nor disagree. This number is greater than the number that strongly agreed/agreed. Probably this is because of the nature of the sentence (i.e. students could not understand the sentence).

Item 14 says, “The time and effort we have spent with expatriates is not much by the gains”. Regarding this, 19(39.58%) respondents responded strongly agreed or agreed, 9 (18.75%) responded uncertain, and 20 (41.66%) responded either strongly disagreed or disagreed. According to this data, respondent students are divided between agreeing and disagreeing to the proposition.

The next item is on the conformity between expatriate teachers’ classroom behavior and Ethiopian cultural norms. It says, “Expatriate teachers’ classroom behavior did not conform to Ethiopian cultural norms”. Accordingly, 16 (33.33%) strongly agreed/agreed, 10 (20.83%) responded ‘uncertain’ and the majority (i.e. 22 or 45.83%) respondents strongly disagreed or disagreed. However, the sum of respondents who strongly agreed/agreed and who responded ‘uncertain’ exceeds the sum of the respondents who strongly disagreed or disagreed.

Next to the previous item, item number 16 says, “Expatriate teachers lacked basic teaching competence”. For this item 20 (41.66%), 7(14.58%) and 21(43.75%) respondents strongly agreed/agreed, uncertain, and strongly disagreed/disagreed respectively. From this we can understand that the number of respondents who favor and/or disfavor the statement is almost equal. There is no significant difference between these two groups.

Item 17 compared expatriate teachers teaching techniques to that of Ethiopian (local) teachers. It says, “Expatriate teachers adopt better teaching techniques than Ethiopian teachers”. With regard to this, 15 (31.25%) respondents strongly agreed/agreed, 7 (14.58%) uncertain and the majority (i.e. 26 or 5.16%) responded strongly agreed/agreed. This implies that majority of the respondent students do not think that expatriate teachers teaching techniques is better than Ethiopian teachers.

Item 18 says, “I prefer Ethiopian teachers’ teaching”. This statement is to cross check the participant students response for the previous item (i.e. item 17). Accordingly, 29 (60.41%), 3 (6.25%), and 16 (33.33%) respondents strongly agreed/agreed, uncertain and strongly disagreed/disagreed respectively. From this, we can understand that the large majority of respondents prefer Ethiopian teachers’ teaching. This result conforms to the result of item number 17.

The next items serve the same purpose to that of item 18. They were written to cross-check whether the participant students’ response for the previous items are intentional or not.

Accordingly, item 19 says, “Ethiopian teachers can better understand the needs of the students than expatriate teachers do”. 23 (47.91%). 8 (16.66%), and 17 (35.41%) strongly agreed/agreed, uncertain, and strongly disagreed/disagreed respectively.

Similarly, item 20 says, “I can learn more in Ethiopian teachers’ classes than in expatriate teachers’ classes”. 22 (45.83%) respondents strongly agreed/agreed 10 (20.83%) and 16 (33.33%) strongly disagreed/ disagreed respectively.

Therefore, these results conform to the student respondents responses of the previous items that shows participant students inclination towards local (Ethiopian) teachers teaching than the expatriate teachers.

Analysis & Interpretation of Expatriate Teachers' Interview

Structured interview was conducted with selected expatriate teachers on issues related to their multicultural competence and the overall teaching and learning process in the host university and their possible contribution to the betterment of the host university. Accordingly, four expatriate teachers (i.e. two Indian and two African American) were interviewed and the result of the interview is presented in 9 themes as follows:

Background

Respondent 1 is an Indian. He has PhD in Management and Psychology and has published 71 articles. He has 18 Years of teaching experience in different institutions in India. His area of specialization is quantitative management and research methodology.

Respondent 2 is also an Indian. He has PhD in psychology and management. He teaches both psychology and management in undergraduate as well as post graduate programs and has 23 years of experience. For more than 13 years, he served as a clinical psychologist.

Respondents 3 is Senegalese American, Studied 1st degree in Senegal; 1978 sent to America on exchange program. Get married in USA and did not return back to Senegal. Stayed there for 30 years and has children with 6 grandchildren now. Since Senegal was a French colony, he speaks French fluently. He was hired as teaching assistant in French in the 1978 in the University of Illinois. Studied MA there in Illinois and finished his study in 1982. After graduation in English language & American literature, he began teaching in Chicago. He received a quarter time appointment and scholarship for PhD in Howard University. But, the scholarship is only for quarter time. So, he could not complete his PhD and began teaching. He taught in Florida for 20 years. He started PhD again in higher education leadership which is completed only in 2009.

He decided to be back to Africa that gave him everything, not necessarily to Senegal. In 2001, he went to Ghana to teach; his wife was working in UNHCR in Ghana. Stayed 3 years there. He had plan to open school there but Ghana is well educated and schools are plenty.

He decided to open school in Mali, he opened international school in Bamako. His wife had MA in public administration. The school was successful, people were flocking in because they were African Americans.

Captains, police officers, in addition to students joined their school. Payment was not good as Mali is poor country. Profit was less so they could not sustain and survival was impossible. They gave the school to be run by his x- student. "It was my biggest mistake" he said. He got job in Algeria and went there- good job from the state's department. First in Menturi University, which is in Constantine, the largest town in Algeria. The US department renewed his job, this time in ministry of communication in Algeria. He was training journalists- 2008. Then, He went to the University of Djibouti—2013. He did not like Djibouti and left. Then, he joined Debrebrhan University of Ethiopia and worked for one year. Then, went back to Algeria. Algeria is Maghreb country and are more developed than sub-Saharan. They did not want much of his support. He then applied to Ethiopia again - he wanted to work in black Africa to help his people. So, he came to Wolayta Sodo university- now 3 years here.

The fourth respondent is from Chicago, United states; currently his residence is Georgia Jessie Jacksons place -civil write activist. He finished his doctorate there, he was working for Wal-Mart.com as systems manager. He made a move multi million project. System did not start

without him. People did not know that it was run by black American. He was working 20 hour plus and it was hard for family life. That was one of the motivator to study psychology in his doctorate.

He has got BA psychology, MA in Business administration and systems analysis and design. He was a network director for electronic company before he went to Wal-Mart. His psychology background helped him to adapt and to think he was better and he was the best in the company. After he worked for some years, he got bored then began teaching children with autism. He learnt sign language. He was worked as psychologist. He did so well again. “We worked in care facility of children, blind, deaf, adults, etc” he mentioned. He learnt software communication to work with blind- they talked to computers.

He worked finance information system- a best performance people. He said, “I was a superman”. Rose-petro hired him (two African American) among all. He worked for Blue cross as a computer programmer. He also worked for general motors. He did his doctorate in psychology, he resigned from Wal-mart and accepted internship in Chicago-predominantly Caucasian area. He was originally in clinical psychology. He diagnosed schizophrenia, he said, “Everybody needs clinical psychology”. He had two job offers before coming here. He did not want to go for computer stuffs, so he just came here to Wolayta Sodo University and teach clinical psychology- to work with human than computer programs.

Therefore, it can be deduced from the respondents background that expatriate teachers understudy have immense academic preparation, experience and exposure that we (locals) can learn from.

Contribution of Multicultural Knowledge to Expatriate Teachers

Expatriate teachers were asked on their understanding of the contribution of multicultural knowledge to their work. Accordingly, each of the respondent expatriate teachers responded as the following:

Respondent 1 thought multicultural knowledge is not only important. It is compulsory. He said, “We are coming here from different country and different culture. Even our students are coming from different cultural background. So, having a multicultural knowledge contributes a lot to our service”

Similarly, respondent 2 replied that multicultural knowledge is very essential. He further mentioned,

I haven't learned any Ethiopian languages so far. I am trying to learn from my students. But, to do so I should have some knowledge of their culture. You see how important the knowledge of different cultures? If I know some part of your culture, that means I know some part of you, want to know more about you and want to share my culture as well. So, the knowledge of multiculturalism highly contributes to foreign teachers like me. It lets us know the culture of the people around us in general and our students in particular. It can also help us to know our students, their likes and dislikes, etc. This knowledge, in turn, can help us to understand our students and to be understood by our students in the classroom. Generally speaking, this knowledge enhances teaching learning.

In like manner, other respondents also mentioned the importance of multicultural knowledge to the expatriate teachers. For instance, respondent 3 said that he is naturally predisposed for multicultural education. He conducted lots of workshops in multiculturalism first in Miami on African culture, African art. His mother and father are from different cultural groups. He said, "They called me when there is multicultural problem in Miami- Cuban-Spanish area". He mentioned that multicultural knowledge is extremely important to handle diversity. For him, it is extremely normal and integration was not a problem. He visited 20 countries in Africa and empirically accumulated multicultural experience. He stipulated, "I was naturally blended in". To sum up, all respondents underlined the importance of multicultural competence to expatriates. They said it definitely help them render the service they are expected to render to local universities as well as their students.

Differences between Ethiopian and Foreign Students

Participant expatriate teachers were also asked to comment on the difference between Ethiopian and students in their respective country. They all mentioned the differences they believe exist. Accordingly, respondent 1 explained the differences saying:

I observed that Ethiopian students lack the basic knowledge which should be obtained from schools. They are very concerned about their grades than the knowledge or competence they receive due to education. The reason for this is that they get employment according to their grades. Not according to their competence. But in India students are learning to get basic knowledge because they get employment if only they pass competitive exams pertinent to the basic knowledge/competence they received from school. This is the basic difference I observed between students of these two countries.

Moreover, respondent 2, underscored that Ethiopian students have a problem in using English as a medium of instruction. Particularly, undergraduate students find the language expats use to teach them too difficult. He continued saying, "They can hardly understand their lesson due to language problem. Due to this, I select one student who is somehow good in English and use him/her as a translator. These students translate the lesson into Amharic all the time.

Respondent 3, on the other hand, believed that African students including Ethiopian are almost the same. "The mind of Africa was born in colonial system." He said. He further mentioned that In Ethiopia grade 1-4 is in Mother tongues that other Africans have to learn. For instance, In Senegal kids learn in French. This is the difference between colonized Africa and Ethiopia. The fact that Ethiopia was not colonized might have helped to consider their language and culture. Another respondent mentioned that students in his country have access to everything, books, internet; etc. Socio-economic conditions are incomparable. Access were less in Ethiopia. He said, "Scio-economic factors limit students in Ethiopia in their potentials".

Therefore, based on their responses, one has to conclude that there are differences between Ethiopian students and students in the expatriates' respective countries. The differences include their level of understanding the language of instruction (i.e. English), their interest for the basic knowledge and ability. One respondent mentioned the reason for this variation is the employment system. He compared the employment system in India which is based on competency examination with the employment system in Ethiopia which is based on the students

Cumulative Grade Point Average (CGPA). Another difference mentioned by one respondent includes socio-economic differences that entail difference in accessing materials, internet, etc.

Complaints that Ethiopian Students have on Expatriate Teachers

The fourth theme is on possible complaints of Ethiopian (local) students on expatriate teachers (if the expats over hear them). Based on this the following responses were sought.

Respondent one mentioned that many of his students couldn't understand what he was teaching due to language problems. He added, "They couldn't understand my pronunciation and accent. I also face a problem when conversing with my Ethiopian colleagues and students due to the local accent".

Similarly, respondent 2 mentioned that the complaint his students have is on his language. "They can hardly hear my English" he said. The other area of complaint he mentioned was assessment. He added, "Students usually complained that they earned less grades in my course. I gave mark for their competence. I am very serious on marking. There is no free meal. I strongly believe that students should get the grade they deserve according to their competence regardless of their complaint". Apart from the language and assessment issues, he said, "my students are happy on my teaching".

The third respondent, on the other hand, said, "I am picky. The students say, I choose words in my teaching. This is important to advisees since one day they will be researchers. Accuracy is important; I give hard time to advisee. I make them really toil. They complain for this many times but I did it deliberately for their good.

Respondent 4 said, "They complain that I give them too much work. The first three classes, my pronunciation was a problem; they did not understand my American accent, but I slowed my pace slowly. Now, they get used to my pronunciation and I think we are in good terms".

To conclude, according to the respondent expatriate instructors, the major complaints that their students have on their teaching include failing to understand their teaching due to their pronunciation, their assessment and grading practice, work load entrusted to students.

Challenges Expatriates Faced

The other interview theme given to the expatriate teachers was on the challenges they faced while teaching Ethiopian students in Ethiopian classrooms. The challenges that they mentioned include the students' poor language ability and communication gap due to language and cultural differences.

Accordingly, respondents 1 said, "initially many of my students couldn't understand what I was teaching due to language problems. They couldn't understand my pronunciation and accent. I also face the same problem when conversing with my Ethiopian colleagues due to the local accent". He added that he read his students faces and tried to elaborate what he was trying to say in a more simplified English with more examples. "I also tried to read their leaps when they are trying to talk to me" he concluded.

Respondent 3 said nothing was unexpected to him. He further mentioned that he had experienced much of African situations and cultures and the obstacles all African face are the same. He mentioned Communication with students at the beginning was a problem. "Through time we learnt one another. I cannot articulate in their language" he said.

For respondent 4 rules were challenges. He said:

I needed cabinet for confidentiality of my students that follow counseling. But I failed to obtain it till today. Because of rules- I don't know- I could not have a file cabinet. By June this year (2017), I will have to destroy the students file before I go because they are confidential and they cannot be kept unlocked. I expressed my concern. It is not acceptable not to have you just a file cabinet” he complained and continued complaining, ‘Rules- do not work. There are some crazy rules; authorities cannot be challenged even when they do wrong and they do not respond to the institute they are working for’. People are scared-probably it’s across Ethiopia. People do not challenge wrong decisions of persons above them in power. Fear, scaring people is used to control people. People cannot progress when controlled by fear; they cannot go to the next person for justice. This needs improvement. The society cannot progress if they do not go to the next person for justice.

Induction Training for Expatriates and its Importance

When we came to the sixth team which is on the chance of getting induction training and the importance of such a training, none of the respondents witnessed the provision of induction training in their host University. But they strongly underscored the importance of induction training for the success of their service. For instance, respondent 1 said, “Unfortunately, I did not get induction training but it is really important. He further mentioned, “When you are moving from geography to geography, from one culture to another culture, from one language to another language, you need exposure that gives you awareness on the new geography, culture and language. So, I believe that the induction program is a must before you meet new places and new people. It can inform you on them (the new place, people & culture) and boost you with confidence”.

Similarly, respondent 2 said, “It is very, very important but I didn’t receive that sort of training before”. Respondent 3 specifically mentioned, “It is extremely important. Expatriates have to be exposed to language, values and culture. I and my Ethiopian colleague have discussed this and expressed our concern about this to the president of the University”. He added, “We need to understand the rules and cultures and respect them. Orientations are important. Diversity should be valued and respected”. He further explained, “Students are diverse, we have expatriates, and cross-cultural contexts are here. We need to resolve these. Africa speaks more than 2000 languages. They were considered threats than resources. They have to be considered as resources and integrated to curriculum”.

Expatriate teachers’ expectations of the host country/university and local students

Respondent expatriate teachers were asked to tell whether they met their expectations of the situations in the host university including their students. Accordingly, respondent 1 mentioned that some of his expectations were met and some were not. He further mentioned, “I expected to have my own office in the campus in person or in group but many expatriates including me do not have our own office. We don’t have a place to stay after class; we don’t have a place to advice our students”. He further said, “There is also another big problem which was unexpected.

There is no toilet in and around teachers' office and classrooms. You have to spend from 20 to 30 minutes to find a toilet out of campus. No internet access, poorly equipped library and the like. These were some of the things which I did not expect from a university".

Another respondent said, "I am a clinical psychologist. I am going to say I was a little bit scared when I understood that there was no counselling program in the university. Therefore, I had presented the case to the Ministry of Education so that it would be accepted and opened".

To sum up, all participant expatriate instructors had expectations before they came to the host university; some of their expectations were fulfilled and some were not. They were surprised as the simplest things in their country become biggest challenges here.

Expatriates Overall Evaluation of the Teaching - Learning in the Host University

Finally, participant expatriate instructors were asked to tell their overall evaluation of the teaching- learning in the host university. In this regard, expatriate instructors gave their overall evaluation as follows:

Respondent 1 said "I have realized that both teachers and students have a very good potential for learning. But, they lack opportunities and resources. The library materials are not updated up to the advanced level requirements, no training opportunity for teachers in the advancement of the teaching and learning process". Another respondent explained his evaluation saying, "Students are lacking basic knowledge on basic theories and basic statistics... I try to compensate this gap by teaching extra or additional time on basic knowledge. The library is not well furnished. There is scarcity of reference materials. I usually provide e-books, books, and my own notes to my students".

Respondent 3, on the other hand gave his general evaluation. He said, "We need to learn from the experience of brothers in Africa. As a sit of Africa, Ethiopia has lots of opportunity. Ethiopia should continue valuing languages and cultures and integrating them to school.

Similarly, respondent 4 mentioned, "50 percent of my students do not understand my English though I pronounce words slowly. 30 % do not understand Amharic. The translation between English, Amharic-wolayta made teaching and understanding difficult". Furthermore, he said, "There are lots of cheating because the students want to pass, and they cheat because they have language problem. If we give them opportunity and good training on how to get from wolayta-Amharic-English, the students would be best. The language issue should be addressed. About 40% of the class could not understand English- About 10% of the students do need to be here in the university- they need to be somewhere; they need opportunity to go somewhere appropriate to them."

To conclude, the expatriate instructors gave their overall evaluation of the teaching learning process of their host University. Their evaluation may worth consideration of the host university as well.

Analysis and Interpretation of Ethiopian Students' Interview

Two M.A students were interviewed on their attitude towards their expatriate teachers. The purpose of the interview was to strengthen the result obtained through questionnaire. Therefore, structured interview with items were conducted.

Background Information

Respondent S1 was a first year M.A in TEFL regular program student. He has four years of experience in teaching English in secondary schools. The second respondent, S2 was a first year M.A student. He has 15 years of teaching experience in secondary schools.

Influence and Benefits of Foreign Teachers' Instruction

S1 complained on his foreign teachers teaching. He mentioned issues like speaking speed, methods of teaching and accent as negative impacts and resourcefulness as positive impacts. Lets' read what he actually said:

I don't like foreign teachers for many reasons. I couldn't understand their English due to their unfamiliar accent. In addition to this, they do not know the education policy of Ethiopia. Their pace is not according to our progress. They are too fast when they speak, and they rush without checking their students understanding. Furthermore, their methods of teaching is confusing. The procedures they follow is not clear. Most of the time they do not create a link between the previous lesson and the day's lesson, the do not provide summary of the days lesson, they do not close the day's lesson with appropriate closure, etc. But, they are resourceful. They provide us with books and handouts which local teachers do not. So, I can say the foreign teachers influence my learning both negatively & positively

Similarly, S2 mentioned the influence of his foreign teachers on his learning. He said:

This year I have two foreign teachers. One African American and an Indian. Their approach to teaching is quite different. I prefer the African American. He is diligent and resourceful. The Indian, on the other hand, is too careless. He is always talking about grades. He is trying to threaten us. This teacher usually comes to class without preparation. He spent his time talking about evaluation, grades, etc. The American, on the other hand, prepares well and tries to present the lesson accordingly but he doesn't know the linguistic competence of his students. He teaches as if he is teaching the native speakers. It is too difficult for us to follow his speed, his pronunciations, etc. So, it is difficult to say that I benefited from their teaching.

Therefore, both of the respondents mentioned the foreign teachers teaching affected their learning both positively and negatively.

Local Students' Instructor Preference

Concerning whether the local students prefer Ethiopian or expatriate teachers, both respondent students said they preferred Ethiopian teachers. Let's read from their own words:

S1 said, "I prefer Ethiopian teachers because they are very structured. They deliver their lessons in steps from introduction to closure slowly following our pace. They check their students understanding time and again and provide locally familiar examples. They can

understand our problems easily which foreigners cannot do. Their pronunciation is intelligible, etc.”.

Similarly, S2 confirmed the same by saying, “I prefer Ethiopian teachers because they teach on our pace. They know the linguistic competence of their students. Furthermore, they are structured and their pronunciation is intelligible. They give us as many local examples as possible until we catch up with the lesson”.

Local Students’ Expectations from Expatriate Teachers

“My expectation was to get exposure to English and English speaking cultures. But I couldn’t get my expectation since they didn’t talk with us much and they didn’t share their culture with us. I think I failed to meet my expectation because I had an exaggerated expectations” said S1.

Similarly, S2 said, “I expect to imitate their pronunciation and pronounce English as native speakers do. I also expected to know more about their culture and widen my knowledge of the global society. But both of my expectations were unmet because they didn’t tell us about their culture (no cross cultural exchange) and they didn’t train us on pronunciations”. Therefore, both interviewees failed to meet their expectations.

Advantages and Disadvantages of Learning with Foreign Teachers

S1 tried to list the advantages and disadvantages as follows: Compared to Ethiopian teachers, giving more freedom to students, their being generous on grade provision are the benefits; and failing to measure the competence of their students, poor lesson presentation and failing to check their students understanding are their shortcomings. As a means of minimizing or avoiding the shortcomings, S1 suggested awareness training on the way of teaching-learning in Ethiopian Universities, on the education policy of the country (Ethiopia), on multicultural context of Ethiopia and on lesson presentation (methodology).

S2, on the other hand, said, “I see no advantage at all. I advise the government to exert maximum care during recruitment. They should be observed while teaching. Many of them do not know how to teach. I mean they lack pedagogical knowledge”.

Generally, both respondents could not mention strong points on the advantages of expatriates. They thought learning by expatriate teachers is a mere disadvantage.

Major Problems that Negatively Influenced the Local Students Learning

Both respondents mentioned major problems that negatively influenced their learning include shortage of reference materials in the university library, connectivity problem (no internet access, and teachers’ commitment (to provide the necessary support including e-books, lecture notes, etc.).

Local students’ advice for maximizing the use of foreign teachers’ expertise

In line with this theme, S1 said, “In order to use the foreign teachers’ potential, concerned bodies should give cross cultural trainings on the rules and regulations of the university, on the countries education policy, on Ethiopia’s multicultural setting, on how to work with Ethiopian teachers, and on interpersonal communication skills”.

Similarly, S2 mentioned, “I strongly agree that knowing the students culture is very important for foreign teachers. So, offering cross cultural training is crucial. Foreign teachers should get awareness on the nature of Ethiopian classrooms, Ethiopian values & norms, education policy, assessment policy”, etc.

DISCUSSION AND CONCLUSION

The study focused on four research questions relating to expatriate teachers multicultural competence and students’ attitude towards the expatriates. The specific research questions of the study were to:

- Do expatriate instructors have Knowledge about multiculturalism?
- Do the expatriate instructors have awareness on multiculturalism?
- What multicultural skills do participant expatriate instructors have?
- What are the attitudes of both expatriate teachers and their students towards one another?

All the research questions were attained. The following points clearly depict how each research question of the study was answered:

Research Question 1

The first research question was to see “whether expatriate teachers have awareness on multiculturalism”. The research instruments used to answer this question were expatriate teachers’ questionnaire and expatriate teachers’ structured interview.

Accordingly, the data clearly depicted that majority of the participant expatriate teachers do not have the knowledge of multiculturalism. This is clearly depicted in the analysis section. Looking at the analysis of expatriate teachers’ questionnaire data, we can deduce that majority of the respondents suffer from misconceptions on multiculturalism. The reason for these misconceptions include lack of induction program or lack of prior training on multiculturalism (refer expatriate teachers’ interview section)

Research Question 2

The second research question was to investigate the expatriate instructors’ awareness on multiculturalism. The instruments used to answer this research question were expatriate teachers’ questionnaire and structured interview.

The participant expatriate teachers are accomplishing objectives of multicultural education which include inclusion and cultural tolerance. Therefore, it is possible to conclude that participant expatriate teachers have some sort of awareness about multiculturalism. They understand differences and tried to be inclusive in their teaching.

Research Question 3

The third research question was on the multicultural skills that participant expatriate teachers have. The instruments used to answer this question were expatriate teachers’ questionnaire and structure interview. In section on expatriate teachers questionnaire with 11 items were analyzed

and the result showed that participants have multicultural skills which enable them to communicate with people from different culture.

Similarly the result of the interview questions on the participant expatriates' challenges in teaching Ethiopian students show that, initially, there were misunderstandings between local students and their foreign teachers. These misunderstandings include language as well as culture differences. But, participant instructors mentioned that their interactions are improving from time to time.

Research Question 4

Research question 4 was on the attitudes local students have towards expatriate teachers. The instruments used to answer this question were students' questionnaire and structured interview for students'.

The result showed that participant students have fair attitude towards their expatriate teachers. This means that they did not completely favor expatriates or they did not show negative attitude towards them. They said, expatriate teachers give more freedom than Ethiopian teachers; they are resourceful, and they are generous on grades (Refer to students' interview section).

However, in some specific instances the respondents show negative attitude towards expatriate teachers. For example, majority of the respondents chose to be taught by Ethiopian teachers than expatriates (see item 18-20). In personal interview, respondent students mentioned the issues that made them chose Ethiopian teachers over Expatriate teachers. They said that the expatriates' English has unfamiliar accent which hinders understanding; while teaching, they did not check students understanding, they simply rush, their methodology is confusing; they are not structured, they lack pedagogical skills, etc.

Therefore, the result of both the students' questionnaire and structured interview depicted that participant students have 'fair' attitude towards their expatriate teachers though when they are given a chance to choose between Ethiopian and Expatriate teachers, the majority prefer Ethiopian teachers. This in turn shows that respondent students have positive attitude towards Ethiopian teachers than expatriate teachers.

Recommendations

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

- Host Universities should give induction training on working in multicultural setting for newly deployed expatriate teachers;
- Host Universities should provide pedagogical skills training for expatriate teachers;
- Host universities should follow-up the teaching, advising, etc. of expatriate teachers and assist them;
- When hiring expatriate teachers, priority should be given to those with pedagogical skills training.

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Application of Information and Communication Technology (ICT) in teaching Geography in Secondary Schools in Obio/Akpor, Rivers state, Nigeria

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Abstract

This study—“Application of Information and Communication Technology (ICT) in teaching Geography in Secondary Schools in Obio/Akpor, Rivers state, Nigeria” is aimed at portraying Information and Communication Technology (ICT) as a key resource in the effectual teaching of Geography in Secondary Schools. In doing this, the researchers employed a descriptive survey research design. The study was guided by four (4) research questions. The population of the study comprised 240 Geography teachers drawn from all the public and private Senior Secondary Schools in Obio/Akpor, Rivers State. It was later sampled to 60 Geography teachers using proportionate stratified random/probability sampling technique. The researchers in the course of the study employed the use of a sixty (60) item questionnaire as the instrument for data collection. The instrument was validated, having a reliability index of 0.83. It was then administered and the data collected analyzed using mean and percentage. At the end of the analysis, it was revealed that Information and Communication Technology (ICT) can be best applied in teaching virtually all areas in Geography; that Information and Communication Technology (ICT) applied in teaching Geography in secondary schools has enormous and positive effects; that its application is not without a challenge, but that the challenges can be resolved with some measures, among which are inclusion of Information and Communication Technology (ICT) in Geography curriculum and more especially, Geography teachers’ education curriculum; training and retraining of Geography teachers on the application of Information and Communication Technology (ICT) in Geography education; engagement of only trained, certified and qualified Geography teachers in teaching Geography; provision of enough fund for the procurement and maintenance of Information and Communication Technological (ICT) tools and facilities; motivation of teachers through prompt remuneration, allowances, incentives, aids and grants; etc.

Keywords: Application, ICT, Teaching, Geography, Secondary Schools, Obio/Akpor, Rivers state, Nigeria.

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INTRODUCTION

The world is rapidly growing into a global village with the emergence of Information and Communication Technology (ICT). Information and Communication Technology popularly known by its acronym 'ICT', is a universal concept. This is so because it is seen to be in operation in most fields of study and organizations across the globe. It is a system derived from the intermingling of Information Technology (IT) and Communication Technology (CT). It is defined as the application of electronic media [Computers, telecommunication gadgets, digital media, mobile devices, Personal Digital Assistants (PDAs), etc.] in the acquisition, processing, storage, retrieving, and dissemination of Information. It consists of those software and hardware technologies that support the purposeful communication of Information.

Geography is one of the subjects taught at the senior secondary level of Nigerian education. It has a broad syllabus which deals with virtually every phenomenon within the earth crust. Hence, it is said that everything that can be located on the surface of the earth (i.e. geo-referenced) can be studied in Geography. The word Geography is derived from two Greek words – 'Geo' meaning 'Earth' and 'Graphe' meaning 'to describe'. Etymologically, it is defined as the description of the earth. It was however first used by scholars at the Museum in Alexandria, Egypt in about 300BC, although its study as a distinct discipline in tertiary institutions started in the 15th century. Many scholars and practitioners of Geography have overtime come up with diverse definitions of Geography. This is because of the dynamic scope of Geography. Emphasizing on the broad and ever-changing scope of Geography, Wizer (2017) stated in his unpublished lecture module on Contemporary Philosophy and Methodology of Geography that "the ever-changing nature of the field of Geography, its scope, content and methodological approach has made a static definition of Geography irrelevant". As such, different scholars have overtime given their own definitions of Geography as it relates to time (i.e. temporal) and space (i.e. spatial). Adeyemo (2002:4) gave one of such definitions as a "discipline which is primarily concerned with the observation and analysis of spatial patterns of virtually all phenomena on the earth's surface; the processes involved, the underlying factors, as well as the possible effects of the spatial processes and patterns". A more contemporary definition is however given as, the study of Man, his environment (Cultural–Sociofact, Mentifact and Artifact–and Physical – Biotic and Abiotic), and the relationship (interaction, interconnection and interdependency) that exist between them.

The internal logic of Geographic study has tended to split the subject into Physical and Human geography. The physical geography tends to study the natural features of the earth's crust. It studies the spatial processes and patterns in the natural environment. On the other hand, the human geography studies the activities of Man on earth. It focuses on how man's activities on earth are been influenced by his environment, and how the activities in turn affect the environment. Geography as been studied in the senior secondary level of Nigeria's education system is of the following importance to the students:

- It provides the platform for the students to study the way of life of other people.
- It provides the students with the knowledge of the physical environment around them.
- It provides the students with diverse opportunities of professional careers to choose from.
- It is a platform for the students to study the social environment around them.
- It creates the platform for better understanding of related concepts in other subjects.

- The knowledge and skills gotten from Geography can help the students in international relationship (Iwena, 2012).

Due to the broad nature of Geography and its relevance to the society, it is imperative that Geography teachers adopt and apply the best possible methodologies in teaching the subject. This is to arouse the students' interest, facilitate their learning and reduce to the barest minimum the boredom that the students may encounter as a result of the broad scope of the subject. They need to update and acquaint themselves with the recent developments and trends of development (inventions and innovations) in the discipline. One of such developments is the application of Information and Communication Technology (ICT) in teaching Geography.

The 21st century education emphasizes a technological-based education that is problem-solving. Its curriculum is intended to develop in the students a higher order thinking skill, an effective communication skill, and the knowledge of technology that they will need for 21st century careers and the increased globalized environment. The 21st century Geography teachers are expected to be tech-savvy, computer literate, and at the cutting edge of Geography education. They should operate learner-centred classrooms and personalized instructions, learn and apply new technologies, go global and digital, be smart with the use of technology, collaborate and connect with the world, be innovative, and keep learning thereby changing the role of Geography teachers from repertoires of knowledge to facilitators of knowledge. More so, the 21st century Geography education has a number of modern technologies that are geared toward enhancing teaching and learning of Geography of which, Information and Communication Technology (ICT) is one of them. Hence the 21st century Geography teachers are expected to adequately and appropriately utilize the technologies in their classroom interactions for effective teaching. It is in this vein that this study tends to orient Geography teachers on the gains of the application of Information and Communication Technology (ICT) in teaching Geography in secondary schools, with the aim of portraying Information and Communication Technology (ICT) as a key resource in the effectual teaching of Geography in secondary schools. The objectives include: to identify the areas (concepts/topics) in Geography that Information and Communication Technology (ICT) can be best applied in teaching Geography in secondary schools in Obio/Akpor, Rivers state; to determine the effects of applying Information and Communication Technology (ICT) in teaching Geography in secondary schools in Obio/Akpor, Rivers state; to analyse the challenges of applying Information and Communication Technology (ICT) in teaching Geography in secondary schools in Obio/Akpor, Rivers state; and to proffer solutions to the challenges of applying Information and Communication Technology (ICT) in teaching Geography in secondary schools in Obio/Akpor, Rivers state.

Educational Technology

The concept of Information and Communication Technology (ICT) in teaching Geography can be best understood when we look at it from the aspect of Educational Technology. It is from the concept of Educational Technology that Information and Communication Technology (ICT) in Education derived its root. Educational Technology is born out of three different perceptions: the Product view/Media technology of Educational Technology, the Process view/Instructional technology of Educational Technology, and the System's Approach view. The Product view perceives educational technology to be synonymous to teaching aids, audio-visual materials, or instructional materials – an adjunct to the teacher to be used at will (Achuonye, 2004). Here,

Educational Technology is perceived as a catalogue of educational tools, equipments, gadgets, etc, that is to say, perceiving Educational Technology from the hardware approach. The Process view perceives Educational Technology as the application of learning theories to instruction thus, perceiving it from the software approach. The both approaches/views mentioned above are aspects of Educational Technology. The contemporary definition of Educational Technology is all encompassing hence, the System's approach. The System's approach view Educational Technology as the combination of the product and process views. It is a more holistic, goal-oriented and pragmatic perception of Educational Technology. Therefore System's approach perceives Educational Technology as the systematic application of both product and process in order to achieve efficient and effective learning.

Based on the foregoing, Educational Technology was defined as the “systematic process of organizing and managing both human and non-human resources and their environment in identifying and solving educational problems” (Achuonye, 2004:5). It is the application of science – technology – in making learning more efficient. The Association for Educational Communications and Technology (AECT) defined it as “a complex integrated process involving people, procedures, ideas, devices and organizations, for analyzing problems and devising, implementing, evaluating, and managing solutions to the problems, involved in all aspects of human learning” (AECT, 1977 in Ike, Chimezie, Iwu & Anulobi, 2012). To Ogunranti (1982) in Achuonye (2004), it is “a principle and method which brings together men and resources in a systematic bid to effectively resolve educational problems”. It is therefore “a process by which techniques and materials, both human and non-human, are used relatively to support and complement one another to make learning more effective and efficient” (Achuonye, 2004:6). Alessi and Trollop (2001) in Vikoo (2015:228) gave their own definition as “the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources”. However, a more contemporary definition is given by Olele and Abraham in Williams and Avwiri (2016) as the facilitation of learning and improving of students' performance through the use of technological tools and processes. For this they said, to be achieved, teachers need to understand how to create, use, and manage appropriate digital resources and activities, and also their affordances.

Information and Communication Technology (ICT) is an example of such technological tools or digital resources that can be applied in Education especially Geography education, to facilitate learning and improve students' performance. However, three essential types of knowledge are necessary for its effective application in teaching: Content knowledge (CK), Pedagogical knowledge (PK) and Technological knowledge (TK). They are incorporated into a single whole in the TPACK framework for technology integration in Education. TPACK focuses on the understanding of what is involved in teaching with technology thereby, forming the basis of effective teaching with technology. It emphasizes that the most effective uses of technology require a deep understanding of content and related pedagogical strategies. Therefore for effective application of Information and Communication Technology (ICT) in teaching Geography, the TPACK framework must be duly considered.

Information and Communication Technology (ICT) in Geography Education

The internet and computer stand at the core of Information and Communication Technology (ICT). Computer however, is not the only Information and Communication Technological (ICT) tool, as erroneously perceived by many. According to Achuonye (2004) in Vikoo (2015),

Information and Communication Technology (ICT) is not one but many different complementary technologies that are all digital. They include, but not limited to: Fibre-optics, Laser-disc, Packet switching, Direct Broadcasting Satellite (DBS), Digital Satellite System (DSS), Multimedia technologies, etc. Hence, Vikoo (2015) defined it as the convergence of computer networking and telecommunications to process, store, retrieve and send information of all kinds. It is the intermingling of Information Technology (IT) and Communication Technology (CT). Information Technology (IT) as stated in United States of America (USA) report of 1997, cited in Achuonye (2004) is the collection, storage, processing, dissemination and use of information. It is the acquisition, processing, storing and dissemination of vocal, pictorial, textual and numeric information by a micro-electronic based combination of computers and Telecommunication (Achuonye, 2004). To Nwanji, Nweke and Waribo (2007), it defines those instruments which permit purposeful acquisition and application of information. Therefore, Information Technology (IT) can be seen as the use of electronic devices in acquiring, processing, storing and disseminating of information. Communication Technology (CT) on the other hand, defines the use of hardwares and softwares to send (share and transfer) information from one place to another; recording, storing, or retrieving it, as well as ensuring its security (Achuonye, 2004). It defines the use of telecommunication gadgets to disseminate and share messages, information, ideas, knowledge from one point (source) to the other (destination). Achuonye (2004) asserted that it consists of various channels through which messages, information, ideas and knowledge could be passed from a sender to the receiver. Information and Communication Technology (ICT) therefore brings Information Technology (IT) and Communication Technology (CT) into a single framework.

Chukwuebuka (2015) in Oledibe (2016) defined it as the application of various softwares and hardwares which support activities involving information. Oledibe (2016) gave her own definition as the various means by which information is communicated using technology. Olele and Abraham in Williams and Avwiri (2016) also defined it as different types of digital tools and resources which are used for storing, managing, and for communication. To Ndioho in Williams and Avwiri (2016), it is a complex system involving gathering of information and transmitting same to the global community. It covers a wide range of complementary contemporary technology derived from the handling and processing of information by means of electronic gadgets and communication devices such as Computer, Camera, Telephone, Flat screen television, Scanning machine, etc (Dike & Arokoyu, in Williams & Avwiri, 2016). It emphasizes the integration of telecommunications, computers as well as necessary enterprising software, which allows users to access, store, transmit and manipulate all relevant information (Obafemi & Avwiri, in Williams & Avwiri, 2016). Hence, from the above definitions, it can be deduced that Information and Communication Technology (ICT) involves those hardware and software technologies that permit the purposeful acquisition, management, application and communication of information.

Information and Communication Technology (ICT) represents the building block of modern society, as it cuts across every facet of human endeavours, which include teaching and learning. It is an essential tool in transmitting a country into a knowledge-based society. As such, the emergence of Information and Communication Technology (ICT) in Education reflects a paradigm shift in the teaching profession. The infusion of Information and Communication Technology (ICT) in Education has redefined the society's expectations about what it means to be an educated person. Thus, one basic requirement of present day Education is to prepare learners for participation in a networked, information society in which knowledge will be the

most critical resource for social and economic development. The application of Information and Communication Technology (ICT) in teaching and learning is a viable tool for uplifting the standard of Education in any nation including Nigeria. No wonder many countries are already keying into it especially those of the developed world. It is therefore defined as the use of Information and Communication Technological (ICT) tools in a brand new way to teach students digital literacy, and how to share content with the world. It emphasizes the whole range of facilities or technologies involved in information processing and dissemination, so as to achieve educational potentials (Nworgu, 2008 in Oledibe, 2016).

It is also seen as a modernized procedure by which a teacher prepares, delivers and evaluates his/her instruction using some Information and Communication Technological (ICT) tools. It provides the students with the 21st century skills needed to be relevant in the labour market. It is therefore a necessity as it has replaced the limiting walls of the classroom by introducing long distance learning, and other computer-based learning patterns. It enables teachers and indeed Geography teachers, to improve their instruction to students and update their knowledge, skills and aptitudes, for effective teaching. It digitizes the curriculum and teaching profession, especially as it concerns Geography education. It is therefore imperative and pertinent that Geography teachers apply Information and Communication Technology (ICT) in their instructional processes and classroom interactions. This is because the 21st century students are regarded as digital natives because they are born into technology, whereas the teachers are seen as digital immigrants because they were not born but rather, came into technology.

Angwin (2013) and Norwich, Dudley, Ylonen and Annaman (2014) in Dambudzo (2014) asserted that the interest generated by Information and Communication Technology (ICT) in teaching has reduced truancy and absenteeism by learners significantly. A review of literatures according to Dambudzo (2014) has shown that the use of Information and Communication Technology (ICT) especially Geographic Information System (GIS) in teaching Geography enhanced learners' engagement and motivation to learn Geography. This is as shown in the diagram below:

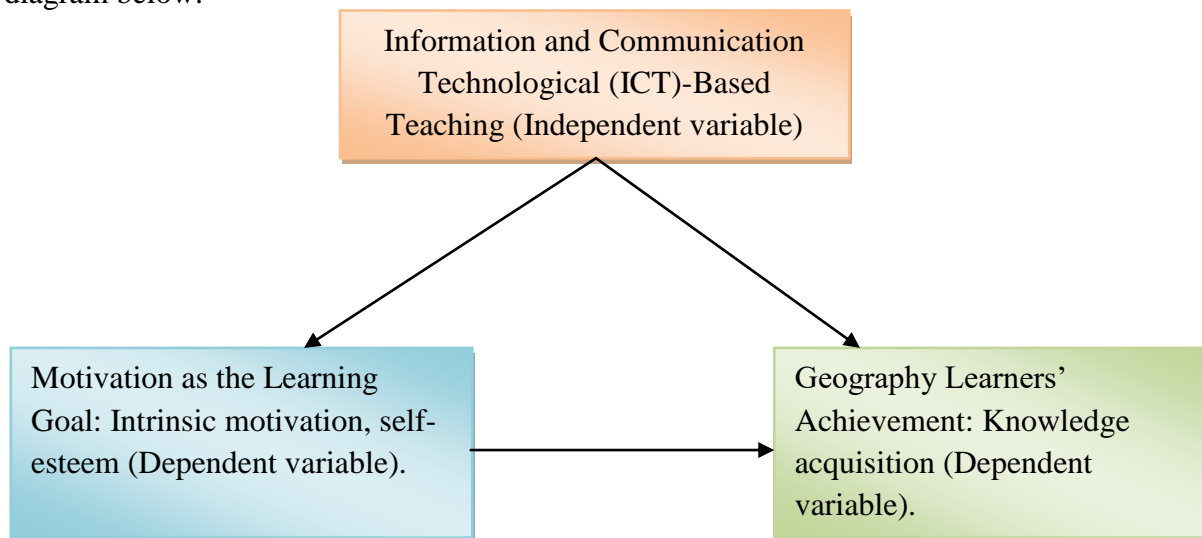


Figure 1: Conceptual framework for assessing the impact of Information and Communication Technology (ICT) on Motivation and Achievement (Adapted from Singh and Penny Van Bergen, 2013 in Dambudzo, 2014).

Bada, Adewole and Olalekan (2009) outlined the importance of Computer - Information and Communication Technology (ICT) – in teaching and learning to include:

- Helping students to learn at their own pace.
- Promoting individualised instructions through personalised responses to learners' action to yield a high rate of reinforcement.
- Putting more information in the hands of teachers.
- Providing a more positive affective climate especially for slow learners.
- Allowing students' control over the rate and sequence of their learning.
- Giving appropriate feedback.
- Producing significant time saving over conventional classroom instruction.

Thus, application of Information and Communication Technology (ICT) in teaching Geography should be an integral part of Geography education. However, Information and Communication Technology (ICT) in teaching will only be effective as the teacher using it, which in this case is the Geography teacher. This is because the effective use of Information and Communication Technology (ICT) requires careful planning from the teacher, especially in terms of lesson objectives, lesson contents, learning resources, learning environments, and learning experiences. Conducive learning environments are very much needed for effective application of Information and Communication Technology (ICT) in the classroom.

The teacher (Geography teacher) must also be acquainted with the affordances of the various Information and Communication Technological (ICT) tools for appropriate, suitable and effective utilization hence, the dire need for the inclusion of Information and Communication Technology (ICT) in Teacher's education (Geography teacher's education), to equip prospective teachers with the relevant skills and knowledge needed to effectively apply Information and Communication Technology (ICT) in teaching. Rue (2014) in Dambudzo (2014) asserted that teachers needed a sound understanding of the tools available and their utilization for pedagogy which to him, without such an understanding, the learning and teaching tools such as Computers may become part of the problem rather than part of the solution to improve learning. This however erases the fear of teachers that technology will someday replace their role in the classroom thereby displacing them from their most cherished job.

Kersh (1995) cited in Bada, et al (2009) reacting to this, asserted that the classroom teachers will never be replaced by programme of self-instruction but will rather be freed to guide the learning of their students in ways that only a human being can. Still emphasizing on that, Benmaman (1992) and Wynn (1999) all in Bada et al (2009) posited that teachers cannot be removed from effective instructional positions they occupy irrespective of the level of technology because of the paramount role they play in teaching and learning processes. It is to remove this fear from teachers and to curb the perceived challenges the fear will pose to Education through the resistance of technological changes by teachers that Bada, et al (2009) recommended that the government and employers of labour should employ only applicants with Educational degrees as teachers.

Modes of applying Information and Communication Technology (ICT) in teaching Geography in Secondary Schools

Teaching is a pedagogical process. It is an art of instructing learners. Iloabuchi, Abraham and Afangideh (2016) posited that a teaching staff (teacher) is one who guides others in gaining knowledge, skills and abilities that are necessary for possible adjustments in the society for future development. They further defined a teacher as a trained person employed to facilitate learning in classroom situation in order to achieve set educational goals. Therefore a teacher must be trained and certified in the art of teaching for him/her to be qualified to practice as a teacher. Madumere-obike, Nwabueze and Ukala (2013) in Iloabuchi et al. (2016) gave their own definition of a teacher as one who facilitates the acquisition of desirable knowledge and skills, and inculcates societally acceptable attitudes into the learners for present and future development. Therefore teaching as an art defines the facilitation of knowledge and development of skills in learners, for the present and future development of themselves and the society. Clark and Starr (1970, p. 4) in Awotua-Efebo (1999) in defining teaching posited that, it is “an attempt to help people acquire some skills, attitudes, knowledge, ideas or appreciation”. Therefore teaching Geography entails an attempt to help Geography students acquire geographic skills, attitudes, ideas, and knowledge. It explains facilitating geographic knowledge and developing geographic skills in Geography students. It is the pedagogy of Geography.

Igwe (2013, p. 1) asserted that “the teacher is indeed an indispensable element in curriculum development ...”. Therefore Geography teachers remain indispensable elements in the planning, developing, implementation and evaluation of Geography curriculum. This is because the subject (Geography) maintains a broad curriculum, which for its effectual implementation at the senior secondary level of Nigerian education, the application of Information and Communication Technology (ICT) in its pedagogy is very pertinent. Its broad course (lesson) content is seen in its various definitions postulated over time by different scholars and practitioners, as relating to time (temporal) and space (spatial). Some of such definitions is given by Ackerman (1963) in Adeyemo (2002) describing Geography as “... an understanding of the vast interacting system comprising all humanity and their natural environment on the surface of the earth”. Harvey (1973), Abler et al (1977), Onyemelukwe and Filani (1983) all in Adeyemo (2002:3) also gave theirs as concerning ‘the what’, ‘the where’, ‘the how’, and ‘the why’ of phenomena on the earth’s surface. Hence, to effectively transmit geographic knowledge and skills and achieve the goals of Geography education, Geography teachers must acquaint themselves with the knowledge and skills of Information and Communication Technology (ICT), and apply same in their instructional processes. This can be applied through the following modes:

As an Instructional Tool: Information and Communication Technology (ICT) can be used in the instructional process to enhance teaching, professionalise the teacher and the teaching profession, and improve the students’ performance. It can be used in planning, developing and presenting the lesson, as well as managing the learning experiences and evaluating the instruction. These can be done using Information and Communication Technological (ICT) tools like Slides, Projectors, Televisions, Electronic/Interactive White boards, Computerized Blackboards, Computer systems, Routers, Modems, Smart phones, Remote Chalk boards, Personal Digital Assistants (PDAs), Digital maps, Presentation softwares, Spreadsheets, Word processors, Social networking apps, Desktop publisher, Virtual classrooms/E-classrooms, Virtual

fieldtrips and laboratories, Computer-Based Instruction (CBI), Computer-Managed Instruction (CMI), Computer-Assisted Teaching (CAT), Computer-Assisted Instruction (CAI), Computer-Based Testing (CBT), Geographic Information System (GIS), Remote sensing, Computerized Cartography, Graphic softwares, E-Tutorials, Games and Simulation softwares, Models, etc.

As a Communication tool: There can't be teaching without communication. Therefore communication is key to teaching. The communication process must be clear, devoid of noise, and free from other barriers of communication for teaching to be effective. The communication channel must be such that will integrate the teacher and students in the process, through a democratic framework. Information and Communication Technologies (ICTs) like Smart phones, Computer systems, Projectors, Televisions, Tablets, Interactive White boards, Slides (Screens), Public Address systems (PA systems), Ipads, Personal Digital Assistants (PDAs), Router, Modem, Web 2.0, Video conferencing, Teleconferencing, E-mails, Skype, Social networking apps, etc, can be applied to enhance communication, bridge the communication gap, overcome the barriers of communication, break the limiting walls of face-to-face communication, and promote long distance communication.

As a Research tool: Research is an investigation into a particular problem with the aim of finding solution(s) to the problem. It is a platform for teachers to update themselves and professionalise their career. An effective research requires data acquisition and analysis, and information presentation. The use of Information and Communication Technologies (ICTs) like Computer systems, Smart phones, Tablets, Ipads, Router, Modem, Digital cameras, Circuit Camera Televisions (CCTVs), Photogram, Search engines (Google, Bing, etc.), Browsers (Firefox mozilla, Opera, Microsoft internet explorer, UC browser, CM browser, Google Chrome, etc.), Plug-ins (pdf reader, Adobe reader, WPS, VLC media player, etc.), E-books, Virtual fieldtrips and laboratories, Virtual libraries, GPS reader, Surfing softwares, Problem-solving softwares, Google Earth, Geographic Positioning System (GPS), etc, can help acquire and analyse data, as well as present information needed for research and problem-solving purposes.

As a Storage tool: Instructional designs, communicated messages, research reports, evaluation reports, etc, cannot just be discarded after first usage. They must be kept and stored for future reference purposes, in order to grow and develop skills continually. Such files (information) can be stored in Information and Communication Technologies (ICTs) like Flash drives, CD Roms, External Hard disks, Mini storage device (SD) cards, Micro storage device (SD) cards, Smart phones, Tablets, iPhones, Ipads, Computer systems, Word processors, Database Managements (DBMs), Spreadsheets, Graphic software's, etc.

Requirements for the application of Information and Communication Technology (ICT) in teaching Geography in Secondary Schools

The affordances of Information and Communication Technology (ICT) are enormous that if not properly and carefully harnessed, can be misleading. It must be mentioned here that not all the affordances of Information and Communication Technology (ICT) are academically wholesome. As such, care must be taken to select the best possible affordances and effectively harness the powers of Information and Communication Technology (ICT). To do this, Abraham (2017) in

her unpublished lecture note on Computer in Education, outlined three (3) conditions that must be met as follows:

- Teachers and students must have unlimited access to digital technologies and the internet in their classrooms, schools and Teacher's education institutions.
- High quality, meaningful and culturally responsive digital content must be available for teachers and learners.
- Teachers must have the knowledge and skills to use the new digital tools and resources to help all students achieve high academic standard.

The above conditions have implications for students, teachers, and even school administrators. Vikoo (2015) highlighted some of the implications for the teachers to include:

- The teacher should choose technology with an eye towards how it can help students actively explore, construct, and restructure information.
- The teacher should look for collaborative and real-world learning.
- The teacher should choose technology that presents positive models for students.
- The teacher's teaching skills are critical, regardless of the technology used.
- The teacher should continue to learn about technology and increase his/her technological competencies.

The International Society for Technology in Education (ISTE) (2008) posited the following standards for teachers using technology in Education:

- Teachers should facilitate and inspire students' learning and creativity.
- Teachers should design and develop digital age learning experiences and assessments.
- Teachers should model digital age work and learning.
- Teachers should promote and model digital citizenship and responsibility.
- Teachers should engage in professional growth and leadership.

Statement of the Problem

The teaching profession has overtime experienced drastic changes. These changes are been reflected on the role of the teachers, the classroom activity and communication process, and the teaching methodologies. Today, the role of teachers has changed from repertoires to facilitators of knowledge. The classroom activity has now taken the form of interaction between the teacher and students rather than mere instruction as it used to be, with the communication process incorporating both the teacher and the students. The teaching methodology has not also been left-out in the trend of changes. The philosophical (conventional) methods of teaching have been fortified with psychological (innovative) methods that are more contemporary. These contemporary psychological methods emphasize the use of technology of which, Information and Communication Technology (ICT) is a part of. As such, they focus on delivering to the students the four Cs of learning (Communication, Collaboration, Critical thinking, and Creativity) even as been reflected in Geography teaching.

Application of Information and Communication Technology (ICT) in teaching Geography in secondary schools is a contemporary methodology in the pedagogy of Geography.

It reflects a paradigm shift in Geography education. It means using technology in a brand new way to teach Geography students digital literacy, and fortifying them with the skills needed in the 21st century technological-based labour market. It however has its effects and challenges which it poses to Geography education and educators alike. It is in vein of these, that this study is saddled with the problem of discovering those areas (concepts/topics) in Geography that Information and Communication Technology (ICT) can be best applied, unraveling those effects and challenges of applying it in teaching Geography in secondary schools, and then proffering possible solutions to the challenges.

Research Questions

To duly and effectively investigate the problem of this study, the following research questions were formulated:

- Which areas (concepts/topics) in Geography can Information and Communication Technology (ICT) be best applied in teaching Geography in secondary schools in Obio/Akpor, Rivers state?
- What are the effects of applying Information and Communication Technology (ICT) in teaching Geography in secondary schools in Obio/Akpor, Rivers state?
- What are the challenges of applying Information and Communication Technology (ICT) in teaching Geography in secondary schools in Obio/Akpor, Rivers state?
- What are the possible solutions to the challenges of applying Information and Communication Technology (ICT) in teaching Geography in secondary schools in Obio/Akpor, Rivers state?

METHODOLOGY

The researchers adopted a descriptive survey research design for this study with the aim of describing the effects and challenges of applying Information and Communication Technology (ICT) in teaching Geography in secondary schools in Obio/Akpor, Rivers state, using a sample of both public and private senior secondary Geography teachers' population in Obio/Akpor, Rivers state. The population consists of Geography teachers in all public and private senior secondary schools in Obio/Akpor, Rivers state which is 240 (20 public senior secondary school Geography teachers and, 220 private senior secondary school Geography teachers).

The population is sampled to 60 Geography teachers using Proportionate Stratified Random/Probability Sampling technique. The sampled population represents $\frac{1}{4}$ or 25% of the population. The population was first divided into public and private senior secondary school Geography teachers using Stratified Random/Probability Sampling technique with the public having 20 Geography teachers, and the private having 220 Geography teachers. The researchers then used Proportionate Stratified Random/Probability Sampling technique to proportionately sample $\frac{1}{4}$ or 25% of the public and private senior secondary school Geography teachers. The sampling arrived at 5 Geography teachers for public senior secondary schools, and 55 Geography teachers for private senior secondary schools, making the sample 60 Geography teachers. However, in selecting the actual respondents, who happen to be the sampled Geography teachers, from the list of the population, the researchers employed Convenience Non-Random/Non-Probability Sampling technique to pick the 60 Geography teachers at their convenience.

The instrument employed by the researchers to collect data for this study is questionnaire. The questionnaire is titled ‘Questionnaire on application of Information and Communication Technology (ICT) in teaching Geography in secondary schools’ (QAICTTGSS). It is divided into two (2) sections. The first section – Section A – focused on gathering information about the respondents, while the second section – Section B – which contains sixty (60) items focused on gathering the respondents’ responses to the research questions. The responses in Section B are weighed on a modified Likert 4-point rating scale, having Strongly Agree (SA) with 4points, Agree (A) with 3points, Disagree (D) with 2points, and Strongly Disagree (SD) with 1point. The instrument was subjected to a validity test by some test experts. It is based on the professional comments, corrections and modifications of the test experts that the instrument was adjudged valid. The test-retest method of reliability was employed to test the reliability of the instrument.

To do this, 5 copies of the instrument for data collection were administered to a different set of respondents, outside the sample. Within two (2) weeks interval, the instrument was again re-administered to the same set of respondents. The responses of the first administration of the instrument and that of the second administration were correlated using Pearson Product Moment Correlation Coefficient to obtain the Coefficient of Stability of the responses of both administrations. The Coefficient of Stability, after computations, was 0.83, meaning that the instrument for data collection has a high reliability index, and as such is highly reliable.

The data collected for this study through the use of the questionnaire were organised, analysed, and presented in tables. The questionnaire’s items have a mean rating scale of 2.50, which is used as the Criterion mean to analyse the responses of the respondents to the items. Thus, any item on the questionnaire with a Weighted mean ($W\bar{x}$) above the Criterion mean ($C\bar{x}$) of 2.50 is agreed with, while those with Weighted mean ($W\bar{x}$) below 2.50 are disagreed with. The Criterion mean ($C\bar{x}$) is illustrated below:

$$\text{Criterion mean } (C\bar{x}) = \frac{SA+A+D+SD}{4} = \frac{4+3+2+1}{4} = \frac{10}{4} = 2.50$$

More so, to authenticate the Mean rating scale, the researcher also used Percentage analysis to obtain the Percentage Agreed (%a) and Disagreed (%d). The total Weighted mean ($W\bar{x}$) on the questionnaire was also computed to obtain the Aggregate Weighted mean ($A\bar{x}\bar{x}$), while the Percentage Agreed (%a) and Disagreed (%d) were also computed to obtain the Aggregate Percentage Agreed (A%a) and Disagreed (A%d).

RESULTS

The researchers employed mean rating scale and percentage statistics in analysing the data collected for this study. Out of the 60 Geography teachers sampled for this study, only 51 of them were administered questionnaire. Among the 51 copies of the questionnaire administered, only 44 copies were retrieved.

Research Question 1

Which areas (concepts/topics) in Geography can Information and Communication Technology (ICT) be best applied in teaching Geography in secondary schools in Obio/Akpor, Rivers State?

Table 1: Mean rating scale and percentage analysis of respondents' responses to research question one (1) - which areas (concepts/topics) in Geography can Information and Communication Technology (ICT) be best applied in teaching Geography in secondary schools in Obio/Akpor, Rivers State

S/N	ITEMS	SA	A	%	D	SD	%d	$\bar{w}\bar{x}$	REMARK
1	Concepts in Physical geography like Rocks, Landforms, Soil, Vegetation, Weather and Climate, Drainage, etc can best be taught using ICT tools like Digital maps, Computerized models, GIS, etc.	22	19	93.2%	3	-	6.8%	3.43	Agreed
2	Concepts in Human geography like Population, Settlement, Transportation, Trade, Industrialization, Urbanization, etc can best be taught using ICT tools like Computerized models, Digital maps, GIS, Remote Sensing, etc.	19	20	88.6%	5	-	11.4%	3.32	Agreed
3	Concept of Regional geography can best be taught using ICT tools like Digital Maps, GPS, Google Earth, Remote Sensing, etc.	29	14	100%	-	-	-	3.68	Agreed
4	Concepts of Mapping and Surveying can best be taught using ICT tools like Digital Maps, Computerized Cartography, Remote Sensing, GPS, Google Earth, GIS, etc.	27	13	95.2%	1	1	4.8%	3.57	Agreed
	Aggregates			94.3%			5.7%	3.5	Agreed

From the above table, it is clear that Information and Communication Technology (ICT) can be best applied in teaching virtually all areas (concepts/topics) in Geography. This can be seen in the weighed mean and percentage agreed and percentage disagreed of the questionnaire's items which show that the questionnaire's items are been agreed with. It can also be seen in the aggregate weighed mean of 3.5, aggregate percentage agreed of 94.3% and aggregate percentage disagreed of 5.7% which all show an aggregate agreement that Information and Communication Technology (ICT) can be best applied in teaching virtually all areas (concepts/topics) in Geography.

Research Question 2

What are the effects of applying Information and Communication Technology (ICT) in teaching Geography in secondary schools in Obio/Akpor, Rivers State?

Table 2: Mean rating scale and percentage analysis of respondents' responses to research question two (2) - what are the effects of applying Information and Communication Technology (ICT) in teaching Geography in secondary schools in Obio/Akpor, Rivers State

S/N	ITEMS	SA	A	%a	D	SD	%d	$w\bar{x}$	REMARK
5	Application of ICT in teaching Geography in secondary schools will arouse students' interest in the subject.	27	15	97.7%	1	-	2.3%	3.60	Agreed
6	Application of ICT in teaching Geography in secondary schools will facilitate students' learning.	26	18	100%	-	-	-	3.60	Agreed
7	Application of ICT in teaching Geography in secondary schools will digitalize the lesson.	13	21	79.1%	8	1	20.9%	3.07	Agreed
8	Application of ICT in teaching Geography in secondary schools will break the limiting walls of the classroom.	17	18	79.5%	7	2	20.5%	3.14	Agreed
9	Application of ICT in teaching Geography in secondary schools will make the students active in classroom interaction.	23	18	93.2%	3	-	6.8%	3.45	Agreed
10	Application of ICT in teaching Geography in secondary schools will effectively develop the students' cognition.	17	22	90.7%	4	-	9.3%	3.30	Agreed
11	Application of ICT in teaching Geography in secondary schools will make the students creative.	17	20	86%	4	2	14%	3.21	Agreed
12	Application of ICT in teaching Geography in secondary schools will make the lesson lifelong.	13	24	88.1%	2	3	11.9%	3.12	Agreed
13	Application of ICT in teaching Geography in secondary schools will make the transfer of learning in students very productive.	20	23	100%	-	-	-	3.47	Agreed
14	Application of ICT in teaching Geography in secondary schools will make the students to collaborate effectively with one another.	12	28	90.9%	3	1	9.1%	3.16	Agreed
15	Application of ICT in teaching Geography in secondary schools will professionalise the teaching profession.	13	21	79.1%	8	1	20.9%	3.07	Agreed
16	Application of ICT in teaching Geography in secondary schools will enhance the teacher's teaching skill.	28	14	97.7%	-	1	2.3%	3.60	Agreed
17	Application of ICT in teaching Geography in secondary schools will minimize students' boredom in the subject.	18	23	93.2%	3	-	6.8%	3.34	Agreed
18	Application of ICT in teaching Geography in secondary schools will increase students' motivation in studying the subject.	21	20	93.2%	3	-	6.8%	3.41	Agreed
19	Application of ICT in teaching Geography in secondary schools will make learning more effective.	18	23	93.2%	2	1	6.8%	3.32	Agreed
20	Application of ICT in teaching Geography in secondary schools will take learning out of the teacher-managed classroom.	18	16	77.3%	7	3	22.7%	3.11	Agreed
21	Application of ICT in teaching Geography in secondary schools will promote open distance	17	24	93.2%	1	2	6.8%	3.27	Agreed

	learning.								
22.	Application of ICT in teaching Geography in secondary schools will make information sharing and transfer effective and easy.	23	20	97.7%	1	-	2.3%	3.50	Agreed
23	Application of ICT in teaching Geography in secondary schools will imbibe in the students problem-solving skills.	15	22	86%	5	1	14%	3.19	Agreed
24	Application of ICT in teaching Geography in secondary schools will improve classroom communication.	13	24	88.1%	5	-	11.9%	3.19	Agreed
25	Application of ICT in teaching Geography in secondary schools will stimulate discovery learning in the students.	20	21	97.6%	-	1	2.4%	3.43	Agreed
26	Application of ICT in teaching Geography in secondary schools will concretise and internalise the subject in the students.	16	24	90.9%	4	-	9.1%	3.27	Agreed
27	Application of ICT in teaching Geography in secondary schools will improve the teacher's instructional competence and proficiency.	31	12	97.7%	1	-	2.3%	3.69	Agreed
28	Application of ICT in teaching Geography in secondary schools will make both the teacher and students to be technologically-oriented.	28	14	95.5%	2	-	4.5%	3.60	Agreed
29	Application of ICT in teaching Geography in secondary schools will make abstract concepts in Geography to look real and easy to comprehend.	22	18	90.9%	4	-	9.1%	3.41	Agreed
30	Application of ICT in teaching Geography in secondary schools will bring the world closer to the students for their better understanding.	28	12	93%	2	1	7%	3.56	Agreed
31	Application of ICT in teaching Geography in secondary schools will enhance the high level cognitive domain in the students.	18	18	83.7%	6	1	16.3%	3.23	Agreed
32	Application of ICT in teaching Geography in secondary schools will provide the platform for the teacher to incorporate the Cognitive, Affective and Psychomotor domains in the lessons.	20	21	93.2%	3	-	6.8%	3.39	Agreed
33	Application of ICT in teaching Geography in secondary schools will make the subject to be interesting to teach and to learn.	23	19	97.7%	1	-	2.3%	3.51	Agreed
34	Application of ICT in teaching Geography in secondary schools will make the Geography teacher to stand out amongst his/her counterparts from other subjects.	21	15	85.7%	6	-	14.3%	3.36	Agreed
	Aggregates			91%			9%	3.35	Agreed

The table above shows that the effects of applying Information and Communication Technology (ICT) in teaching Geography in secondary schools are enormous and positive. This is seen in the weighted mean, percentage agreed and percentage disagreed of the questionnaire items which agree with all the items. The aggregate weighted mean of 3.35, aggregate percentage agreed of 91% and aggregate percentage disagreed of 9% show an overall agreement to the items, meaning that Information and Communication Technology (ICT) has enormous and positive effects when applied in teaching Geography in secondary schools especially in Obio/Akpor, Rivers state.

Research Question 3

What are the challenges of applying Information and Communication Technology (ICT) in teaching Geography in secondary schools in Obio/Akpor, Rivers State?

Table 3: Mean rating scale and percentage analysis of respondents' responses to research question three (3) - what are the challenges of applying Information and Communication Technology (ICT) in teaching Geography in secondary schools in Obio/Akpor, Rivers State.

S/N	ITEMS	SA	A	%a	D	SD	%d	$\bar{w}\bar{x}$	REMARK
35	Inadequate technological infrastructures is a challenge to applying ICT in teaching Geography in secondary schools.	28	15	97.7%	1	-	2.3%	3.61	Agreed
36	Unavailability of ICT facilities in schools is a challenge to applying ICT in teaching Geography in secondary schools.	30	13	97.7%	1	-	2.3%	3.66	Agreed
37	Uneasy access to internet facilities is a challenge to applying ICT in teaching Geography in secondary schools.	25	14	88.6%	5	-	11.4%	3.45	Agreed
38	Lack of fund for procuring ICT facilities is a challenge to applying ICT in teaching Geography in secondary schools.	20	22	95.5%	1	1	4.5%	3.39	Agreed
39	High cost of procuring ICT facilities is a challenge to applying ICT in teaching Geography in secondary schools.	17	25	95.5%	2	-	4.5%	3.34	Agreed
40	Lack of skilled manpower is a challenge to applying ICT in teaching Geography in secondary schools.	18	18	81.8%	6	2	18.2%	3.18	Agreed
41	Use of Untrained, Uncertified and Unqualified Geography teachers in teaching Geography is a challenge to applying ICT in teaching Geography in secondary schools.	16	16	72.7%	6	6	27.3%	2.95	Agreed
42	Poor teachers' motivation is a challenge to applying ICT in teaching Geography in secondary schools.	13	22	81.4%	7	1	18.6%	3.09	Agreed
43	Delayed teachers' salaries is a challenge to applying ICT in teaching Geography in secondary schools.	14	10	54.5%	14	6	45.5%	2.73	Agreed
44	Insufficient professional teachers is a challenge to applying ICT in teaching Geography in secondary schools.	12	19	72.1%	10	2	27.9%	2.95	Agreed
45	Unstable power supply is a challenge to applying ICT in teaching Geography in secondary schools.	24	17	93.2%	2	1	6.8%	3.45	Agreed
46	Students' technological background is a challenge to applying ICT in teaching Geography in secondary schools.	11	16	62.8%	15	1	37.2%	2.86	Agreed

47	Ethical implications of ICT in Education with regards to teenagers, is a challenge to applying ICT in teaching Geography in secondary schools.	9	8	38.6%	23	4	61.4%	2.50	Disagreed
	Aggregates			79.4%			20.6%	3.17	Agreed

It has become obvious, looking at the table that the application of Information and Communication Technology (ICT) in teaching Geography in secondary schools is not without challenges. These challenges impede and hinder the effectual, successful and plausible application of Information and Communication Technology (ICT) in teaching Geography in secondary schools. The respondents therefore agreed to all the items on the questionnaire as shown in the table above. The aggregate weighted mean of 3.17, aggregate percentage agreed of 79.4% and aggregate percentage disagreed of 20.6% all emphasize that there're challenges to the application of Information and Communication Technology (ICT) in teaching Geography in secondary schools especially in Obio/Akpor, Rivers state.

However, let it also be known that the challenge of ethical implications of Information and Communication Technology (ICT) in Education with regard to teenagers was disagreed with, meaning that it does not constitute a challenge to Information and Communication Technology (ICT) application in teaching Geography in secondary schools.

Research Question 4

What are the possible solutions to the challenges of applying ICT in teaching Geography in secondary schools in Obio/Akpor, Rivers State?

Table 4: Mean rating scale and percentage analysis of respondents' responses to research question four (4) – what are the possible solutions to the challenges of applying Information and Communication Technology (ICT) in teaching Geography in secondary schools in Obio/Akpor, Rivers State.

S/N	ITEMS	SA	A	%a	D	SD	%d	$\bar{w}\bar{x}$	REMARK
48	Provision of technological infrastructures such as Computerized laboratories, Computerized Libraries, Electronic Resource and Research centres, ICT tools and facilities, etc is a possible solution to the challenge of applying ICT in teaching Geography in secondary schools.	31	13	100%	-	-	-	3.70	Agreed
49	Availability and accessibility of ICT tools and facilities to teachers and students is a possible solution to the challenge of applying ICT in teaching Geography in secondary schools.	28	16	100%	-	-	-	3.64	Agreed
50	Provision of internet facilities and creation of easy access to such facilities is a possible solution to the	28	16	100%	-	-	-	3.64	Agreed

	challenge of applying ICT in teaching Geography in secondary schools.								
51	Enough fund should be channeled to procuring ICT facilities as a possible solution to the challenge of applying ICT in teaching Geography in secondary schools.	28	15	97.7%	1	-	2.3%	3.61	Agreed
52	The cost of procuring ICT facilities should be subsidized by government agencies and corporate bodies as a possible solution to the challenge of applying ICT in teaching Geography in secondary schools.	27	16	97.7%	1	-	2.3%	3.59	Agreed
53	ICT should be included in Geography teachers' Education curriculum to trained pre-service teachers, while in-service teachers should undergo special training and retraining on ICT as a possible solution to the challenge of applying ICT in teaching Geography in secondary schools.	32	12	100%	-	-	-	3.73	Agreed
54	Only trained, certified and qualified Geography teachers should be employed to teach Geography as a possible solution to the challenge of applying ICT in teaching Geography in secondary schools.	22	15	90.2%	4	-	9.8%	3.44	Agreed
55	Motivation of teachers is a possible solution to the challenge of applying ICT in teaching Geography in secondary schools.	18	17	83.3%	7	-	16.7%	3.26	Agreed
56	Early payment of teachers' salaries is a possible solution to the challenge of applying ICT in teaching Geography in secondary schools.	14	17	72.1%	9	3	27.9%	2.98	Agreed
57	Teaching profession should be made lucrative to attract more professional teachers as a possible solution to the challenge of applying ICT in teaching Geography in secondary schools.	22	21	100%	-	-	-	3.51	Agreed
58	Standby power supply should be made available to schools as a possible solution to the challenge of applying ICT in teaching Geography in secondary schools.	25	18	97.7%	1	-	2.3%	3.55	Agreed
59	Students should be exposed to ICT right from their homes as a possible solution to the challenge of applying ICT in teaching Geography in secondary schools.	23	17	90.9%	4	-	9.1%	3.43	Agreed
60	Students especially teenagers, should be properly guided to the productive use of ICT as a possible solution to the challenge of applying ICT in teaching Geography in secondary	22	19	93.2%	3	-	6.8%	3.43	Agreed

	schools.								
	Aggregates			94.1%			5.9%	3.50	Agreed

The challenges of Information and Communication Technology (ICT) application in teaching Geography in secondary schools can however be remedied. This is as shown in the table above, which agrees to the solutions proffered by the researcher. The weighted mean, percentage agreed and percentage disagreed of the questionnaire items show that the respondents agreed to the possible solutions proffered by the researcher. This cumulated to the aggregate weighed mean of 3.50, aggregate percentage agreed of 94.1% and aggregate percentage disagreed of 5.9% showing the respondents' agreement to the possible solutions proffered by the researcher as regards the challenges of applying Information and Communication Technology (ICT) in teaching Geography in secondary schools.

DISCUSSION

It was found out after the research that Information and Communication Technology (ICT) can be best applied in teaching virtually all aspects of Geography. It was also found that there're Information and Communication Technological (ICT) tools that are already established to aid teaching and learning of Geography. To this end, Osodo, Indoshi and Ongati (2010) who carried out a study on application of computer based resources in Geography education in secondary schools, asserted that over the years, there has been a rapid growth in the range and sophistication of new Information and Communication Technologies (ICTs) in teaching and learning Geography. In support of this, Becta ICT Research (2004) and Dambudzo (2014) found from their separate researches on Information and Communication Technology (ICT) in the teaching and learning of Geography, that Information and Communication Technologies (ICTs) like Geographic Information System (GIS), simulation, computerized models, digital photography, internet, e-mail, virtual realities, etc. are already been used in teaching and learning Geography. It therefore implies that Geography teachers should intensify efforts in making use of Information and Communication Technological (ICT) tools and facilities in their classroom interactions. Nevertheless, there's still need for the production of more sophisticated and improved Information and Communication Technological (ICT) tools and facilities in teaching Geography. Hence, it behooves on Information and Communication Technology (ICT) practitioners and Geography educators to go into research in the production of more efficient, effective, reliable, and sophisticated Information and Communication Technological (ICT) tools and facilities for teaching and learning Geography, as well as publishing literatures on Information and Communication Technology (ICT) in Geography education.

It was also found out that Information and Communication Technology (ICT) application in teaching Geography has enormous and positive effects. These effects are reflected on the teacher; his profession, skill, competence and proficiency, the student; his learning, attitude and activities, the lesson; its curriculum, content and structure, and the general teaching and learning process. It was found from the study that application of Information and Communication Technology (ICT) in teaching Geography will facilitate learning, improve performance, enhance increased productivity and professionalise the Geography teaching profession. It is based on the effects of Information and Communication Technology (ICT) in Education that Gonlhi (2003) in Oledibe (2016) posited that Information and Communication Technology (ICT) is an effective instructional tool to engage students on a daily basis in the teaching/learning process. The finding corresponds to that of Karriah (2015) who found out, after researching on the effect of

the application of Mobile technologies in teaching and learning (a case study of Delta state University, Abraka), that there are benefits derived from the use of Mobile technologies [which also are Information and Communication Technologies (ICTs)], in teaching and learning. More so, the study of Nwanji, Nweke and Waribo (2007) on the relevance of Computer education in tertiary institutions in Rivers state (a case study of Rivers state University of Science and Technology, Faculty of Technical and Science Education, Port Harcourt) supports the finding, as it was revealed from their study that students who use computers to learn behave better and increase their motivation. The implication therefore is that, with the continuous and increased application of Information and Communication Technology (ICT) in teaching Geography, it will through its enormous effects go a long way to enhance and improve the standard of education especially as it relates to Nigerian education. It will also make the graduates from schools to be more technologically oriented and suitable for the labour market, thereby increasing the transition rate from the schools to the labour market and, reducing the gap and disparities that exist between the products of the schools and the materials for the labour market.

Another revelation from this study is that there are challenges which are constraints to the effectual, successful and plausible application of Information and Communication Technology (ICT) in teaching Geography. This finding is in line with the positions of Shavinina (2001), and Anumu (2008), all in Oledibe (2016) that cost, weak infrastructure, lack of skills, lack of relevant software, limited access to the internet and non-availability of Information and Communication Technological (ICT) resources in schools are challenges that impede and hinder the successful and actual utilization of Information and Communication Technology (ICT) in schools. These challenges as they also stated hinder, limit, impede and mitigate the application of Information and Communication Technology (ICT) in teaching Geography and as such, should be looked into. This was also the stance of Oledibe (2016) who studied the role of Information and Communication Technology (ICT) in teaching and learning in Community Secondary School, Okoro nu Odo, Obio/Akpor, Rivers state, Nigeria. Her study revealed that the problems encountered by the students and teachers in utilizing Information and Communication Technological (ICT) facilities in learning and teaching respectively are cost of Information and Communication Technological (ICT) facilities, lack of internet connectivity, poor funding of schools, lack of professional skilled manpower and inadequate infrastructure. By implication therefore, Geography educators, the government, relevant individuals and agencies should devise measures to tackle the challenges so that Information and Communication Technology (ICT) can be freely, effectively and successfully applied in teaching Geography without any hurdle.

More so, it was revealed that if certain measures are put in place, the challenges of applying Information and Communication Technology (ICT) in teaching Geography in secondary schools will be a thing of the past. This is because there're possible solutions to the challenges of applying Information and Communication Technology (ICT) in teaching Geography in secondary schools. These solutions have to do with: Staffing, which Abraham (2003) opined that the right person should be put in the right place in line with the ELP (Expertise, Location and Position) principle he proposed. Igwe (2013:1) also asserted that "no educational system can rise above the quality of the teachers"; Finance, which the Federal Republic of Nigeria (1981:44) in Abraham (2003) clearly stated that for any educational system to succeed, there must be proper planning based on reliable statistical data, effective administration and above all adequate financing; Motivation and Remuneration (prompt and early payment of teachers' salaries), which Abraham (2003) asserted that it's geared towards increasing people's efforts and performance, even as Igwe (2013:9) posited that "it is also

important for teachers to be highly motivated as this has a positive correlation on learner's achievement"; and many other measures that were found to be possible solutions to the challenges. The implication of this finding is that no matter how mighty the challenges of applying Information and Communication Technology (ICT) in teaching Geography in secondary schools may be, there're possible solutions to curtailing and possibly curbing the challenges, for an effectual, successful and plausible application of Information and Communication Technology (ICT) in teaching Geography in secondary schools especially in Obio/Akpor, Rivers state.

In a nutshell, Geography teachers/educators should apply Information and Communication Technology (ICT) in every pedagogy of Geography, at all times because of its enormous and positive effects on teaching and learning, not minding the challenges that it poses to them, having in mind that those challenges can however be solved by putting some measures in place.

CONCLUSION

Based on the findings, as connected to the results of the analysed questionnaire's responses, it was concluded that Information and Communication Technology (ICT) can be best applied in teaching virtually all areas in Geography; that Information and Communication Technology (ICT) applied in teaching Geography in secondary schools has enormous and positive effects; that its application is not without a challenge, but that the challenges can be resolved with some measures been put in place. Some of these measures have been succinctly found to include staffing, financing, motivation, remuneration, etc.

Recommendations

From the findings of this study, the researchers therefore recommend that:

- Information and Communication Technology (ICT) should be applied by every Geography teacher in their classroom interaction, to facilitate learning, improve performance, enhance increased productivity, and professionalise the Geography teaching profession.
- More effectual and sophisticated Information and Communication Technological (ICT) tools and facilities should be produced to tackle the perceived deficiencies in the available ones.
- Literatures on Information and Communication Technology (ICT) in Geography education and Geography pedagogy should be published to bridge the gap in literature.
- Information and Communication Technology (ICT) should be part of the Geography education and Geography teachers' education curriculum to train both Geography students and teachers alike on Information and Communication Technology (ICT) in Geography education.
- Trained, certified and qualified Geography teachers (i.e. professional Geography teachers) should be employed to teach Geography in line with the Teachers Registration Council of Nigeria (TRCN) Act.
- Information and Communication Technological (ICT) tools and facilities should be made available to schools, teachers and students.

- Adequate finance should be appropriated and allocated to schools for procurement and maintenance of Information and Communication Technological (ICT) tools and facilities.
- Standby power supply and internet facilities should be available in schools.
- Children and indeed students should be exposed to Information and Communication Technology (ICT) right from their homes.
- Teachers should be motivated especially in terms of prompt remunerations.
- Geography teachers/educators should form associations separate from the Association of Nigerian Geographers (ANG) and the Nigerian Union Teachers (NUT), just like the National Council of Geographic Education (NCGE) in the United States of America (USA) and the Science Teachers' Association of Nigeria (STAN), to always converge and carry out researches and other academic and professional activities.

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Systems Approach to Entrepreneurial Education: A Panacea to Business Skills in Nigeria Tertiary Institution

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Abstract

The study adopted the systematic approach to examine the operational impact between the variables entrepreneurship education and acquisition of business skills in Nigeria tertiary institution. The study was empirical. A total of 236 participants from four (4) tertiary institutions in Rivers State formed the population of the study, from which a sample size of 169 was derived using Taro Yamane technique. An exploratory survey design was adopted. Data was generated through the structured questionnaire administered and retrieved by the researcher. Three null hypotheses were tested using the chi-square statistical tool. The results revealed clearly that there is a significant impact between entrepreneurship education and business skills measured. The study concluded that entrepreneurship education improves students' business planning skill in tertiary institution because it exposes students to a lot of business ideas which can be used to plan their dream business. It also recommended that entrepreneurship education should be more of practical than theoretical because students tend to remember and retain more of what they practice than what they read.

Keywords: Entrepreneurship Education, Business Skills, Systematic Approach.

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INTRODUCTION

Entrepreneurship Education is being emphasized today at all levels of education owing to the fact that the program is seen as a panacea to the problem of unemployment the world over. Nigeria, like other African countries is faced with the challenges of unemployment and its attendant social problems. The entrepreneurship spirit is a precondition in the creation of an entrepreneurial society and culture. Of which the spirit is required for the total economic growth of any country especially developing ones like Nigeria. This is in line with the view of Ojeifo, (2013) that entrepreneurship is the willingness and the ability of an individual, firm or an organization to identify an environmental change and exploit such an opportunity to produce goods and services for public consumption. According to the Finland Ministry of Education (2009), the Commission of the European Communities states that entrepreneurial attitude is considered by initiative, proactive, individuality and innovation with particular reference to individual and social life, in as much as it works. It also included the motivation and the determination to meet objectives, whether personal goals or aims are held in common with others, and/or at work. Entrepreneurship Education looks to provide students with the knowledge, skills and motivation to inspire entrepreneurial achievement in a number of ways and settings. Thus, Aruwa (2004) pointed out that Entrepreneurship Education is a form of educational program designed to help students acquire the spirit of entrepreneurship and all business skills needed for becoming an entrepreneur. Entrepreneurial attitude and competences are commitment to duty and willingness to accept positive as well as negative results of business ventures (Akudolu, 2010). Entrepreneurship Education helps students to develop the capacity to identify investment opportunities, establish and to run an enterprise successfully. What distinguishes entrepreneurship education from other forms of education is that it emphasis on the importance and the realization of opportunities.

These opportunities are said to be realized by starting up a business and introducing new products or ideas or by doing things differently from how others do them aimed at achieving goals. It is in this regard that the European Commission (2007) presents entrepreneurship as “an individual’s ability to turn ideas into action” Ocho (2005) asserts that entrepreneurship skill training programmes carried out in schools, helps students to gain insight to business planning. This is as (Nwagwu, 2007) and Solomon (2007) opined that incorporating skill acquisition programme into entrepreneurship education programme in tertiary institution has gone a long way in building students’ business planning skill. It is much easier to develop a good business plan if enthusiasm is matched with logical business thinking. Nevertheless, in the view of Akpomi (2009), the establishment of entrepreneurship skill centres in schools and exposing students to various skill sets has not yielded any positive result in terms of business planning skill. For her, theoretical knowledge of entrepreneurship and business practices is what develops students’ business planning skills. It is possible that a participant acquires the basic vocational skill but he or she is unable to prepare a workable business plan.

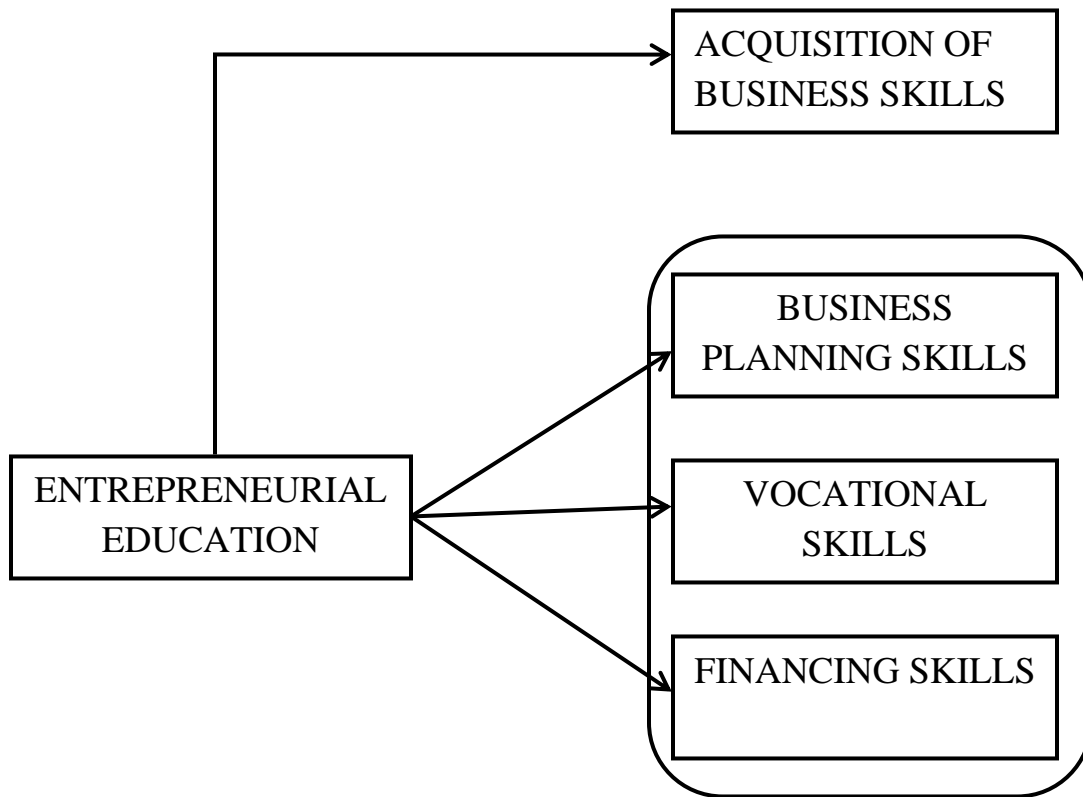
Amongst the studies which have assessed the relative association between entrepreneurship education and business skills, there exists congruence in findings which support significant impact between entrepreneurial education and business skills. Thus there exists knowledge gap made evident by the paucity of research literature on studies which have empirically examined the relative impact of entrepreneurship education on business skills within the geographical confines of a developing Nationality such as Nigeria.

Statement of the Problem

The issue of graduate unemployment has remained unabated and many of the students who have passed through the scheme have not shown any sign of having acquired relevant vocational and business skills necessary for establishing an innovative business venture to overcome the inertia of unemployment. The level of entrepreneurial intention and understanding of entrepreneurship is quite low among undergraduate students in most of the Tertiary institutions in Nigeria. Until recently, Entrepreneurship Education has been treated as a mere theoretical course which students just need to read and pass examinations with good grades without necessarily acquiring business skill. Entrepreneurial Skill Acquisition programs are on low key, which makes the students lack basic vocational and business skills that will build their entrepreneurship capacity.

Thus, this study attempts a unique investigation, based on contextual scope, of the impact of entrepreneurship education on business skills in Nigeria tertiary institutions. It will also contribute to the earlier identified knowledge gap through its application of empirical analysis in the investigation of the predictor variable (entrepreneurship education) and measures of business skills (business planning skill, vocational skill and financial skill).

OPERATIONAL FRAME WORK OF THE STUDY



Source: Researcher's Conceptualization, 2017

Purpose of the Study

In line with the conceptual framework, the purpose of this study was to achieve the following:

- To determine the impact of entrepreneurial education and business planning skill.
- To determine the impact of entrepreneurial education and financing skills.
- To determine the impact of entrepreneurial education and vocation skills.

Research Questions

The following research questions for this study provide a basis for the assessment of the variables of interest:

- What is the impact between entrepreneurial education and business planning skills?
- What is the impact between entrepreneurial education and financial skills?
- What is the impact between entrepreneurial education and vocational skills?

Hypotheses

- **HO₁:** There is no significant impact between entrepreneurial education and business planning skills.
- **HO₂:** There is no significant impact between entrepreneurial education and financial skills.
- **HO₃:** There is no significant impact between entrepreneurial education and vocational skills.

RELATED READINGS

Concept of Entrepreneurship Education

Entrepreneurship Education provides the platform for injecting business consciousness and business skills. Aruwa (2004) pointed out that Entrepreneurship Education is a form of educational program designed to help students acquire the spirit of entrepreneurship and all business skills needed for becoming an entrepreneur. The most popular aspect of Entrepreneurship Education is entrepreneurship Awareness Education. Entrepreneurship Awareness Education is typical of the theory based entrepreneurship education taught in schools without practical vocational skills. Entrepreneurship Awareness Education refers to entrepreneurship education program that are just designed to help students gain knowledge of entrepreneurship, business opportunities and spur them towards business venture. The regular teaching of Entrepreneurship Education as a course in the classroom or lecture rooms is a typical example of Entrepreneurship Awareness Education.

Entrepreneurship Education is not just about acquiring entrepreneurial knowledge. If an entrepreneurship course or program must serve the original purpose (which is to combat unemployment), it must help students to develop vocational skills. Vocational skills oriented entrepreneurship education promises to help students not only gain entrepreneurship awareness but to equip them with practical skills and help them establish business venture.

The rate of unemployment in Nigeria is disturbing. In 1992, the World Bank put the Nigerian unemployment rate at 28%. In April 2009, the discussion by panel of experts during a youth and employment session in Washington DC, the Director of the Nigerian National Planning Commission, Mr. Omotoso put the rate of youth unemployment at between 60-70% (The World Bank, 2009). Omotoso (2009) grieved the situation by adding that only 10% of the Nigerian graduates can be engaged in the Labour Market. The high rate of unemployment must have contributed to a large extent to the high rate of crime which has graduated in this country from social disturbances and armed robbery attacks, to kidnapping. It appears that these unemployed youths are taking it back on a society that has failed to give them a proper sense of direction through sound education. Aladekomo (2009) is of the view that comprehensive education equips students to challenge the status quo by proffering better alternatives in line with the present economic predicament. Omotoso (2009) reported that of all the strategies being adopted by Nigeria to redress this ugly circumstance was the reformation of the education sector. However, mere reformation of the education sector cannot result in job creation (The World Bank, 2009).

Ohanva (2009) opined that the solution is not increased vocalization of education, as is wrongly being canvassed, but a return to the basics". That is to say returning to basis of education, this means the cultivation of human aptitude, capacity, creative and imaginative potentials through comprehensive development of the individuals. He further noted that for Nigeria to respond to the demands changing needs of the world, not necessarily direct paid labour, Nigeria's formal and non-formal education sector should as a matter of urgency look towards teaching and training learners in the basic talents of knowledge acquisition, communication skills, flexibility, creativity, team spirit, literacy, and ICT fluency and lifelong learning. These generic skills are necessary for effective life in the present ICT - dominated world. They are not job specific. Their acquisition calls for the type of general education found in entrepreneurship. Entrepreneurship education equips the learner with the required knowledge and skills a learner desires, seeks, recognizes and utilizes to make him or her have opportunity to do things in new ways, and to be able to create wealth for sustainable development and for others. It consequently contributes effectively to the society in the era of global economic crisis. The systems approach as Mkpia (1988) saliently puts it focuses on "a systematic, sequential, integrated and goal-oriented procedure, design or approach to an undertaking". Its application in the context of this paper is a departure from an unplanned, unsystematic and unrealistic method of instructional delivery to learner. On the strength of this, Gagne (1979) opines that the planning of instruction must be consistent and impartible with the technical knowledge at each point of division. To this end, Akanbi (1998) asserts that the application of systems approach to any situation assumes the existence of problem.

Entrepreneurship Education Curriculum (EEC)

Curriculum is concerned with the why, what and how of instruction. In other words, it is concerned with the aims, goals and objectives of instruction, the content, organization and evaluation. These curriculum elements form the beacon for the development and implementation of entrepreneurship curriculum. This should constitute a core for every learner at all levels of education in Nigeria. This is in line with the Consortium for Entrepreneurship Education (2004) which maintained that it is a lifelong learning process starting from elementary level to other levels of education and spanning to adult education. Brown (2000) is of the view that the

principle of entrepreneurship is considered valuable for students at all levels. In this regard, all students at all levels of education in member States of the European Union such as United Kingdom, Cyprus, Ireland, Slovenia etc. are exposed to entrepreneurial education (European Commission, 2007).

The Consortium for Entrepreneurship Education (CEE-2004) further categorized the learning content of entrepreneurial education into Entrepreneurial skills and Ready skills. The entrepreneurial skills comprise the themes of entrepreneurial processes and entrepreneurial traits/behaviors. The ready skills comprise the themes of business foundations, communications and interpersonal skills, digital skills, economics, financial literacy, professional development, financial management, information management, marketing management, operations management, risk management, and strategic management. In fact, the skill is concerned with specialized ability in every way of human endeavour. Anyakoha (1997) categorized entrepreneurial skills into personality skills and management related skills. Entrepreneurship education should be able to equip learners with skills not only for understanding their capabilities but also for coping with different situations in life.

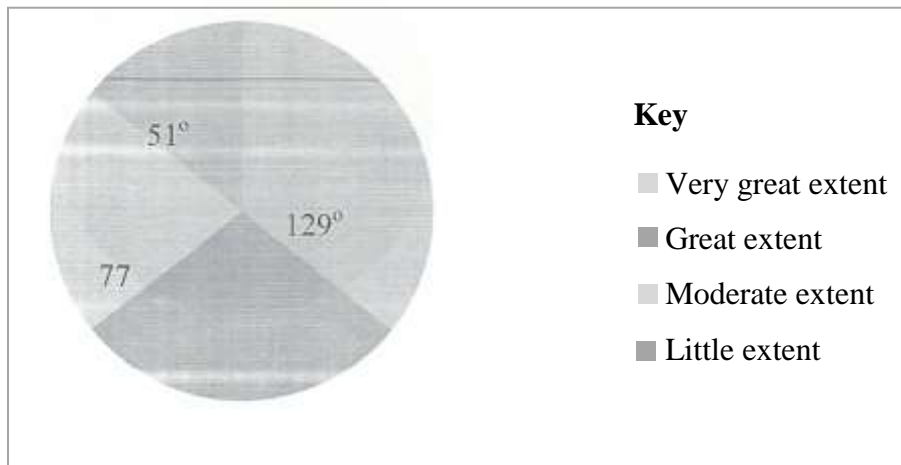
The effective implementation of entrepreneurship education (Ololube, Uriah & Dudafa, 2014) in our curriculum will no doubt help learners in Nigeria to develop entrepreneurial skill, knowledge, capacities (Abeh, 2017) and the ability to be self-reliant and self-employed (Ololube & Uzorka, 2008).

METHODOLOGY

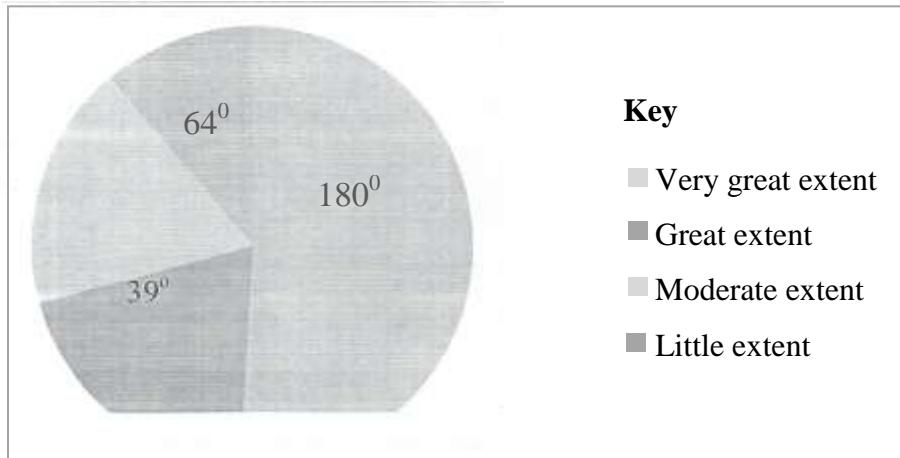
The study adapted the exploratory research design, and the population of this study is 236 students from tertiary institution in Rivers State. The Taro Yamane formula was employed to arrive at the sample size of 168. The questionnaire was used as instrument for data collection, while the chi-square statistical tool was adopted to test the hypotheses at 0.05 levels of significant.

DATA RESULT AND DISCURSION

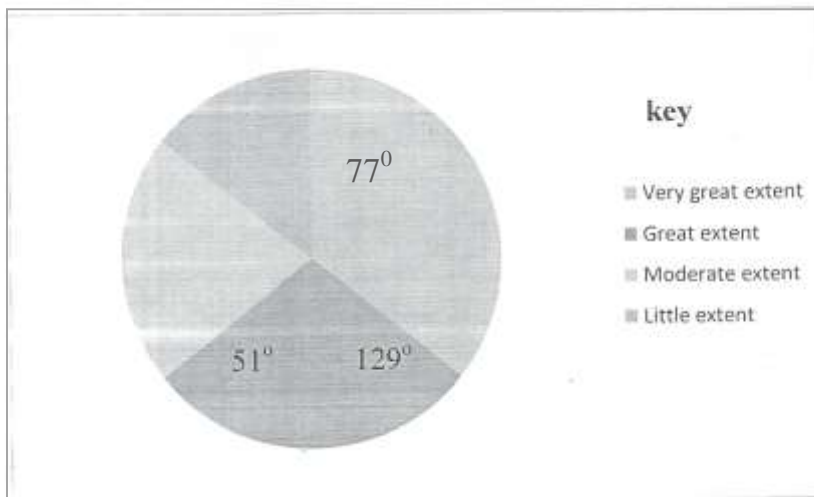
Response to Research Question 1



Response to research Question 2



Response to Research Question 3



TEST OF HYPOTHESIS 1

H₀₁: There is no significant impact between entrepreneurship education and business planning skill.

Table 1: Contingency table for H₀₁:

F _O	F _e	(F _O -F _e)	(F _O -F _e) ²	$\frac{(F_O - F_e)^2}{f_e}$
50	47.5	2.5	6.26	0.131579
55	47.5	7.5	56.25	1.184211
25	47.5	-22.5	506.25	10.65789
60	47.5	12.5	156.25	3.289474

40	40	0	0	0
45	40	5	25	0.625
35	40	-5	25	0.625
40	40	0	0	0
30	32	-2	4	0.125
25	32	-7	49	1.53125
48	32	16	256	8
25	32	-7	49	1.53125
20	20.5	-0.5	0.25	0.012195
15	20.5	-5.5	30.25	1.47561
32	20.5	11.5	132.25	6.45122
15	20.5	-5.5	30.25	1.47561
				37.11529

Cal $x^2 = 37.1$

df = 2 at 0.05 level of significance

crit $x^2 = 16.9$

Decision: Since the calculated X^2 values 37.11 is greater than the X^2 critical value 16.9, the null hypothesis which says that there is no significant impact between entrepreneurship education and student's business planning skill is hereby rejected. This implies that there is a significant impact between entrepreneurship education and students business planning skill.

Test of Hypothesis 2

H_{02} : There is no significant impact between entrepreneurship education and business financing skill.

Table 2: Contingency table for H_{02}

F_o	F_e	$(F_o - F_e)$	$(F_o - F_e)^2$	$\frac{(F_o - F_e)^2}{f_e}$
70	48.5	21.25	451.5625	9.262821
65	48.5	16.25	264.0625	5.41667
10	48.5	-38.75	1501.563	30.80128
50	48.5	1.25	1.5625	0.032051
30	33.75	-3.75	14.0625	0.416667
30	33.75	-3.75	14.0625	0.416667
30	33.75	-3.75	14.0625	0.416667
45	33.75	11.25	126.5625	3.75
25	28.75	16.25	264.0625	9.184783
25	28.75	-3.75	14.0625	0.48913
40	28.75	-3.75	14.0625	0.48913
25	28.75	11.25	126.5625	4.402174
15	28.75	-3.75	14.0625	0.48913
20	28.75	-13.75	189.0625	6.576087
60	28.75	-8.75	76.5625	2.663043
20	28.75	31.25	976.5625	33.96739
				108.7737

Cal $x^2 = 108.77$

df = 2 at 0.05 level of significance

crit $x^2 = 16.91$

Decision: Since the calculated x^2 value 108.7737 is greater than x^2 critical value 16.919, the null hypothesis which says that there is no significant impact between entrepreneurship education and business financing skill is hereby rejected. This implies that there is a significant impact between entrepreneurship education and business financing skill.

Test of Hypothesis 3

H₀₃: There is no significant impact between entrepreneurial skill acquisition programmes and students’ vocational skill.

Table 3: Contingency table for H₀₃

F_o	F_e	(F_o-F_e)	(F_o-F_e)²	$\frac{(F_o-F_e)^2}{f_e}$
75	51.5	23.5	552.25	10.7233
49	51.5	-2.5	6.25	0.121359
7	51.5	-44.5	1980.25	38.45146
75	51.5	23.5	552.25	10.7233
20	34	-14	196	5.764706
48	34	14	196	5.764706
23	34	-11	121	3.558824
45	34	11	121	3.558824
25	30.75	14.25	203.0625	6.603659
33	30.75	-5.75	33.0625	1.075203
50	30.75	2.25	5.0625	0.164634
15	30.75	19.25	370.5625	12.05081
20	23.75	-8.75	76.5625	3.223684
10	23.75	-3.75	14.0625	0.592105
60	23.75	-13.75	189.0625	7.960526
5	23.75	36.25	1314.063	55.32895
				165.666

Cal $x^2 = 165.66$

df = 2 at 0.05 level of significance

crit $x^2 = 16.919$

Decision: Since the calculated x^2 value 165.666 is greater than x^2 critical value 16.919, the null hypothesis which says that there is no significant impact between entrepreneurial skill acquisition programmes and student’s vocational skill is hereby rejected. This implies that there is a significant impact between entrepreneurial skill acquisition programmes and student’s vocational skill.

DISCUSSION OF FINDINGS

Entrepreneurship Education and Business Planning Skill

Lesko (2010) noted that the teaching and learning of entrepreneurship education in tertiary institutions has helped many graduates to acquire relevant vocational skill and business planning

skill. Entrepreneurship education exposes students to a lot of business ideas such can be used by students to plan their dream business. By reading about how successful entrepreneurs started, students gain relevant knowledge that can be used for effective business planning. In the same vein, a study conducted by Obanya (2008) revealed that the teaching and learning of entrepreneurship education has helped students to learn how to write good business plans for themselves. Similarly, Brown (2000) pointed out that in-depth knowledge of entrepreneurship education makes it easier for students to draft their own business plan.

However, Anyakoha (2010) argued that the teaching and learning of entrepreneurship education has not really helped students to gain business skill. He pointed out that the teaching and learning of entrepreneurship education is often treated as a mere academic course to the point that most of the teachers are unable to impart the business skill.

Entrepreneurship Awareness Education and Students' Vocational Skill

Entrepreneurship awareness education is an academic-based approach to entrepreneurship training (Ocho, 2005). It refers to a form of entrepreneurship educational program that is designed to expose student to theoretical knowledge and concepts about entrepreneurship. Solomon (2007) defined entrepreneurship awareness education as a theory-based approach to the teaching of entrepreneurship course which appeals to the cognitive domain rather than the psychomotor domain. However, Aruwa (2014) noted that teaching entrepreneurship education theoretically without providing practical skills makes it difficult for students to acquire vocational skills.

Entrepreneurship Education and Business Financing Skills

Akpa (2007) pointed that the teaching of entrepreneurship education as an academic course in tertiary institutions in Nigeria exposes students to ideas about how to source for fund in order to start up business ventures. Entrepreneurship education has many concepts and topics that show students how to source out capital to start up business.

However, Ojeifo (2013) noted that no matter what students have learnt in entrepreneurship education and other business-related courses, many students do not have fund sourcing skill so they are unable to materialize their entrepreneurial dreams. Also Solomon (2007) in his own view held that many students who have learnt ways of sourcing capital to start up their business are unable to apply what they have learnt.

CONCLUSION

Based on the analysis of data and discussion of findings, the study concluded that entrepreneurship education improves student's business planning skill in tertiary institution because it exposes students to a lot of business ideas which can be used by students to plan their dream business. The study also concluded that entrepreneurship education improves student's business financing skills because it gives them ideas about how to source for fund to start their own business ventures. Furthermore, the study concluded that entrepreneurship education improves students' vocational skill by exposing them to theoretical knowledge and concepts about entrepreneurship thereby enabling them to practice what they have learnt instead of only reading about it without engaging in any form of practice.

Recommendations


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

- Entrepreneurship education should be complemented with the establishment of entrepreneurship centres to encourage skills acquisition.
- The study is also recommending that entrepreneurship education should be more of practical than theoretical because students tends to remember and retain more of what they practice than what they read.
- Lecturers that teach entrepreneurship education should regularly go for trainings to update themselves with new innovations in entrepreneurship education.
- Technical skills to be emphasized rather than theoretical skills to encourage the economic independence for young school leavers in line with the National Policy on Education.

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Emotional Intelligence as Predictor of Academic Performance among Secondary School Students in Makurdi Metropolis of Benue State

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Abstract

The study examined emotional intelligence as a predictor of academic performance among secondary school students in Makurdi Metropolis of Benue State. Descriptive survey design was used. Three hypotheses guided the study. 375 out of 3,754 SS II students were used for the study. Data was collected using Emotional Intelligence Scale and Achievement Test in Mathematics with reliability coefficient of 0.72 and 0.74 respectively. Descriptive statistics and Multiple Regression Analysis were used for data analysis. Result showed that there is positive relationship between emotional intelligence and academic performance. It also showed that emotional intelligence components (self-awareness managing emotion, motivating oneself, empathy and social skills) had significant combined impact on academic performance. Based on the findings, it was recommended among others that emotional quotient should be incorporated into the existing educational programme in order to promote students' achievement in the present and secure their success for the future.

Keywords: Emotional intelligence, Academic Performance, Empathy, Self-motivation, Self-regulation.

Reference to this paper should be made as follows:

Amalu, M. N. (2018). Emotional Intelligence as Predictor of Academic Performance among Secondary School Students in Makurdi Metropolis of Benue State. *International Journal of Scientific Research in Education*, 11(1), 63-70. Retrieved [DATE] from <http://www.ij sre.com>.

INTRODUCTION

Students' outings in the various examinations (both external and internal) are replete with poor performances. For instance, the Joint Admission and Matriculation Board (JAMB) and the West African Examination Council (WAEC) continue to register high increases and incidents of students' poor performances in the various subjects registered, internally the situation is virtually the same. Teachers complain of and high causes of poor performances in their various subjects. Nigeria as a country has set out a number of laudable programmes for its vision 20:20 in all spheres of its endeavour especially in education. For instance, new curricular are being mapped out, more inclusive education is being proposed and a more serious march toward scientific and technological advancement is being charted. Yet students' performances in their various subjects are not meeting the expected demand. Many causes have been identified as being responsible for these poor performances prominent among these are shortage of qualified teachers, poor facilities, inadequate equipment and instructional materials, method of teaching large classroom size, poor self-concept, poor achievement motivation, some government policy (Salman, Mohammed, Ogunlade and Ayinla, 2012).

Emotional Intelligence (EI) which is a psychological construct is the capability of an individual to motivate, control impulse and delay gratification, to adjust one's mood and remove distress from swamping the ability to think, to empathize and to hope (Duygulu, Hicdurmaz and Akar 2011; Mahmood AbdEl-'Dayem and Mousa 2013; Corina, 2011). It is the people's self-perception of their emotional abilities and skills, personality characteristics and behavioural disposition that influence their ability to cope successfully with environmental demands and pressures. Mestre and Barchard (2014) stated that individuals who have developed high level of EI are able to recognize and regulate their own and others emotions. According to Mayer and Salovey (1997) EI consists of five basic social and emotional competencies such as self-awareness, managing emotions (self-regulation) motivating oneself (self-motivation), empathy and social skills. Self-awareness is the ability to monitor one's emotional state and to currently identify and names one's emotion. Managing emotion refers to the ability to control or re-direct disruptive impulses and mood and the propensity to suspend judgement, to think before acting. Self-motivation is the passion to work for internal reasons that go beyond money and status. Empathy has to do with the ability to understand the emotional make-up of the people, a skill in treating people according to their emotional reaction while social skill is the proficiency in managing relationship and building networks and an ability to find common ground and build rapport.

Academic achievement according to Deepa and Lawrence (2013) is the level of actual accomplishment or proficiency one has achieved in an academic area as opposed to one's potential in the educational goals measured by examination. Preeti (2013) refer to it as the outcome of education- extent to which a student, teacher and institution has achieved their educational goal. Academic achievement prepares students or future career and also allow them enter competitive field. It can also affect students' opportunities for further education and future occupation. Test scores have been shown to be a powerful predictor of future success as measured by education, occupation and income (Jonsdottir, 2012).

Researchers have clearly shown that there has been a clear link between emotional intelligence and work performance. Ogundokun and Adeyemo (2010) conducted a study on emotional intelligence and academic achievement: The moderating influence of age, intrinsic and extrinsic motivation in Oyo State using 1563 (Males 826, female 737) students. The finding showed that emotional intelligence, age and academic achievement were potent predictors mildly associated to academic achievement. In their study to investigate EI and academic performance in first and final year students: A Cross Sectional Study: Chew, Zain

and Hassan (2013) used 163 (84 year one and 79 year five medical students). The result revealed EI has impact of EI and academic achievement of college students: A review by Ramesh, Thavaraj and Ramkumar (2016) revealed a positive relationship between EI and academic achievement of student. A similar work by Kolachina (2014) to examine the relationship between EI and academic achievement of expatriates concluded that there is a positive relationship between EI and academic achievement.

Prabha (2015), Oomenen (2015), Bakhshi, Gupta and Singh (2016), Maraichelvi and Rajan, 2013; Chamundessari (2013), found in their separate studies that EI has positive relationship with academic achievement. A research study conducted by Fernandez, Salamons and Griffiths (2012), found that acquiring EI skills were key factors in the achievement and test performance of high school and college students. In a similar study Roy, Sinha and Sumon (2013) reported EI as a significant predictor of academic success. No significant relationship was found between emotional intelligence and academic achievement of high school students as reported by Azimifar (2013) and Lawrence and Deepa (2013).

From the reviewed literature it can be seen that emotional intelligence is an important psychological factor that has a profound effect on abilities and performances. Previous researches on emotional intelligence have identified that emotional intelligence results in certain work related outcomes, however, there has been limited research which proves that emotional intelligence is linked to positive work related outcome particularly in educational sector.

Purpose of the Study

Specifically, this study is aimed at addressing the under listed purposes:

- Examine the nature of the relationship that exist between emotional intelligence variables (self-awareness, managing emotion, motivating oneself, empathy and social skills) and academic performance in Mathematics among secondary school students in Makurdi Metropolis.
- Determine the combined predictive impact of self-awareness, managing emotion, motivating oneself, empathy and social skills on academic performance in Mathematics among secondary school students in Makurdi Metropolis.
- Estimate the relative predictive impact of self-awareness, managing emotion, motivating oneself, empathy and social skills on academic performance in Mathematics among secondary school students in Markurdi Metropolis

Hypotheses

The following hypotheses were stated to guide the study:

- There is no significant relationship between emotional intelligence variables (self-awareness, managing emotion, motivating oneself, empathy and social skills) and academic performance in Mathematics among secondary school students in Markurdi Metropolis.
- Self-awareness, managing emotion, motivating oneself, empathy and social skills combined do not collectively predict academic performance in Mathematics among secondary school students in Makurdi Metropolis.
- Self-awareness, managing emotion, motivating oneself, empathy and social skills combined do not relatively predict academic performance in Mathematics among secondary school students in Makurdi Metropolis.

METHODOLOGY

The participants for this study comprised 375 (181 males and 194 females) out of 3,754 SS II students drawn from 20 secondary school in Makurdi Metropolis of Benue State. One hypothesis was stated to guide the study. Adapted and modified EI scale developed by Mayer and Salovey (1997) and Achievement Test in Mathematics were used for data collection. The EI scale had two sections A and B. Section A comprised respondents' personal data such as sex, age and school while section B had 4 response categories as Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) that were assigned 4,3,2,1 respectively. The instrument was pilot tested on 35 students who were not part of the study, the internal consistency of the instrument using Cronbach Alpha method yield a reliability coefficient index 0.72.

The 40 item objective test in Mathematics drawn from the past SSCE paper constitute the achievement test. The tests were found to have high validity and reliability of 0.74 using Cronbach Alpha method. The copies of the instruments were administered to the respondent by the research and three research assistant with the approval of school heads in various schools. All the copies were retrieved. Data was analyzed with the use of Regression Statistical Analysis.

RESULTS

The null hypotheses were tested at 0.05 level of significance.

Hypothesis One

There is no significant relationship between emotional intelligence variables (self-awareness, managing emotion, motivating oneself, empathy and social skills) and academic performance in Mathematics among secondary school students in Makurdi Metropolis. The result is presented in Table 1.

Table 1: Descriptive statistics and inter-correlations among the variables

SN	Variable	Mean	SD	1	2	3	4	5	6
1.	Self-awareness	12.744	3.258	1.000					
2.	Managing emotion	15.257	3.531	.502*	1.000				
3.	Motivating oneself	13.464	3.114	.567*	.616*	1.000			
4.	Empathy	12.677	2.938	.570*	.575*	.644*	1.000		
5.	Social skills	14.019	3.169	.625*	.611*	.610*	.658*	1.000	
6.	Performance	13.456	4.953	.442*	.434*	.457*	.424*	.460*	1.000

*Correlation Significant at .05 level.

Table 2 above showed that there is significant positive relationship between the independent variables as well as the dependent variable with self-awareness ($r=.442$, $p<.05$); managing emotion ($r=.434$, $p<.05$); motivating oneself ($r=.457$, $p<.05$); empathy ($r=.424$, $p<.05$); and social skills ($r=.460$, $p<.05$).

Hypothesis Two

Self-awareness, managing emotion, motivating oneself, empathy and social skills combined do not collectively predict academic performance in Mathematics among secondary school students in Makurdi Metropolis. The result is presented in Table 2.

Table 2: Multiple Regression Analysis showing the combined predictive impact of self-awareness, managing emotion, motivating oneself, empathy and social skills on academic performance in Mathematics among secondary school students in Makurdi Metropolis.

Multiple R	=	.541
Multiple R ²	=	.292
Multiple R ² (Adjusted)	=	.283
Standard Error of Estimation	=	4.195

Source of variance	Sum of square	df	Mean square	F-ratio	Sig. of F
Regression	2682.675	5	536.535	30.495*	.000
Residual	6492.349	369	17.594		
Total	9175.024	374			

*Significant at .05 level

Table 2 showed that the independent variables (self-awareness, managing emotion, motivating oneself, empathy and social skills) had significant joint impact on the dependent variable (academic performance in Mathematics among secondary school students in Makurdi Metropolis) produced R² of .292. The combination of the independent variables account for 28.3% of the total variance on academic performance in Mathematics among the students (adjusted R² = .283). The analysis of variance of the multiple regression data yielded an F-ratio value which was found to be statistically significant at .05 alpha level; $F_{(5, 369)} = 30.495$, ($p < .05$).

Hypothesis Three

Self-awareness, managing emotion, motivating oneself, empathy and social skills combined do not relatively predict academic performance in Mathematics among secondary school students in Makurdi Metropolis. The result is presented in Table 3.

Table 3: The relative contribution of self-awareness, managing emotion, motivating oneself, empathy and social skills on academic performance in Mathematics among secondary school students in Makurdi Metropolis

Variables	B	Std. Error	Beta wts.	t-value	Sig
(Constant)	-.208	1.136		-.183	.855
Self-awareness	.247	.091	.163	2.723*	.007
Managing emotion	.190	.085	.135	2.225*	.027
Motivating oneself	.249	.103	.157	2.419*	.016
Empathy	.102	.110	.060	.923	.357
Social skills	.219	.105	.140	2.083*	.038

Dependent variable: Academic performance in Mathematics among secondary school students in Makurdi Metropolis.

Table 3 indicates the individual contributions of each of the independent variables to the prediction of academic performance in Mathematics among secondary school students in Makurdi Metropolis. In terms of magnitude of the contributions, self-awareness contributed most in predicting academic performance in Mathematics among secondary school students in Makurdi Metropolis followed by motivating themselves, managing emotion and social skills respectively with empathy having the least prediction which was not statistically significant.

DISCUSSION

The result finding indicated that significant positive relationships exist between emotional intelligence variables and academic performance. EI is related to academic and professional success and contributes to an extent to an individual's cognitive-based performance over and above the level attributable to general intelligence. Students with higher EI show more positive social functioning in interpersonal relationships and are regarded by peers as prosocial, less antagonistic and conflictual and this improved social competence and quality relationship could facilitate cognitive and intellectual development leading to a better academic performance. This agrees with the research findings of (Prabha, 2015; Oomenen, 2015; Bakhshi, Gupta & Singh, 2016) that there is a positive relationship between EI and academic performance of students.

The finding also revealed a significant combined impact of EI on academic performance. The result is not surprising because high intelligent students are masters at managing their emotions, they do not get angry in stressful situations instead they have the ability to look at a problem and calmly find a solution. They are excellent decision makers and they know when to trust their intuition. Regardless of their strength however, they make criticism well and they know when to use it to improve their performance. It then means that all the aspects of the student need to be properly developed for him to be able to cope with the social and emotional demands of a student and for excellent performance in mathematics. This is in consonance with Goleman's (2011) report that it is essential for students to learn how to use the emotional part of the brain because it does not only expand their range of choices when it comes to responding to a new event but also helps factor emotional memory into their learning activities.

The finding went further to show that empathy does significantly predict academic performance. This contradicts the earlier finding that empathy is the second important component of EI is the key factor to academic and career (Kolko, 2014; Fernandez, Salamonson and Griffiths (2012)). This is because EI higher capacity in empathy is directed towards achieving good grades. Students who have empathy are sensitive to the environment (happy, sad) and can adapt to the environment. They are better liked by friends and this creates a conducive environment to face learning which indirectly increases academic performance.

Recommendations

Based on the findings, the following recommendations were made:

- Students should be involved in setting social and educational expectations and targets for individual and group activities in order to develop their social skills for learning;
- Students should be helped to develop empathy and negotiating skills to resolve conflicts and promote their own and others' learning; and
- Emotional quotient should be incorporated into the existing educational programme in order to promote students' achievement in the present and secure their success for

the future. Also EI training programme should be introduced at every level of educational sector for better understanding of emotion by the students and teachers so as to achieve greater height in their academic sector.

CONCLUSION

The present study has contributed positively to the past research by reaffirming the ways in which emotional intelligence affects academic performance of students and gives confidence in the ability of EI to predict academic performance in educational settings. Therefore, an awareness of EI theory and an understanding of its application should be promoted among the sectors concerned with improving the performance of secondary school students in all subjects.

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Planned Educational Change and Innovation Process in Nigeria: Evaluation of Universal Basic Education

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Abstract

The purpose of this study is to examine the planned educational change and innovation process in Nigeria: Evaluation of Basic Education. Two research questions were postulated. The study adopted a descriptive design. Stratified random sampling was used to select 550 respondents consisting of 200 principals and 350 teachers. The data was analysed using frequencies and percentages. The findings were that teachers were trained though the training was inadequate during the planning process for Universal Basic Education. It was concluded that process of planning educational change and innovation in Nigeria, should give the issues of training and retraining of teachers optimal consideration. Equipment and learning materials should also be adequately provided. Based on the findings, it was recommended among others that funds should be sufficiently provided for Universal Basic Education to ensure achievement of the objectives of the Universal Basic Education.

Keywords: Change, Innovation, Process, Planned, Universal, Basic, Education.

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INTRODUCTION

The Federal Government of Nigeria in order to meet up with societal challenges makes changes in the education sector through reviews in the National Policy of Education. Cornali (2012) declared that today's educational systems are required to be both effective and efficient, or in other words, to reach the goals set for them while making the best use of available resources. There have been changes in educational policies over the years. Change means something different from what used to be. Maduagwu (1998) declared that change is one important attribute of progressive society. Okeke (2007) opined that the desire for change is rooted in social, economic, technological and political environment within which education functions. Igwe in Agabi and Okorie (2002) asserted that methodological and technological dimensions of creativity as factors of planned change process should always be incorporated in order to accommodate the various dimensions of educational dynamism.

BACKGROUND

Concept of Change

Educational change means a variation or deviation in educational policy, practices, objectives or methodology from what it used to be (Agabi in Agabi & Okorie, 2002). Change is a practical progression that deviates from an existing order. Fadipe and Adepoju (2006) stated that change is alteration of existing forms or status quo. Carlopio, (1998) remarked that change is a social process undertaken over period of time and not an event. Therefore, educational change is a social process that involves the alteration of activities in the educational system. The purpose of educational change is to encourage development. Educational change means a variation or deviation in educational policy, practices, objectives or methodology from what it used to be. Change may be quantitative and it may be an improvement or deterioration in the existing status quo. Change is a process through which new programmes or practices, techniques and approaches are put in or injected into the operations of a system to replace effective ones. Various changes have been introduced in Nigerian educational system in recent times.

Process of Planned Change

Educational institutions do not exist in a vacuum but within a given societal context. It is the changing needs, problems and demands of the society that prepares and effectively sustains the motivating force for change. Agabi in Agabi and Okorie (2002) averred that the ideal model for planning change in education is one that recognizes the interdependent and mutually reinforcing or interacting relationship between the educational organisation and its servicing environment.

Zaltman Proactive and Interactive Change Model

This is the planning model recommended by Zaltman et al. in Agabi and Okorie (2002) as a proactive/interactive process (see Figure 1). They described it as proactive because it energises forces from both the external environment and the school system, and provide direction, focus and scope for the change process being planned. The process is interactive through the feedback signals, constraints and challenges. The planning process as he presented, follow logical

sequence which include relationship building, problem diagnosis, resourcing, solution choicing, solution test-run and adoption, change implementation monitoring and institutionalization.

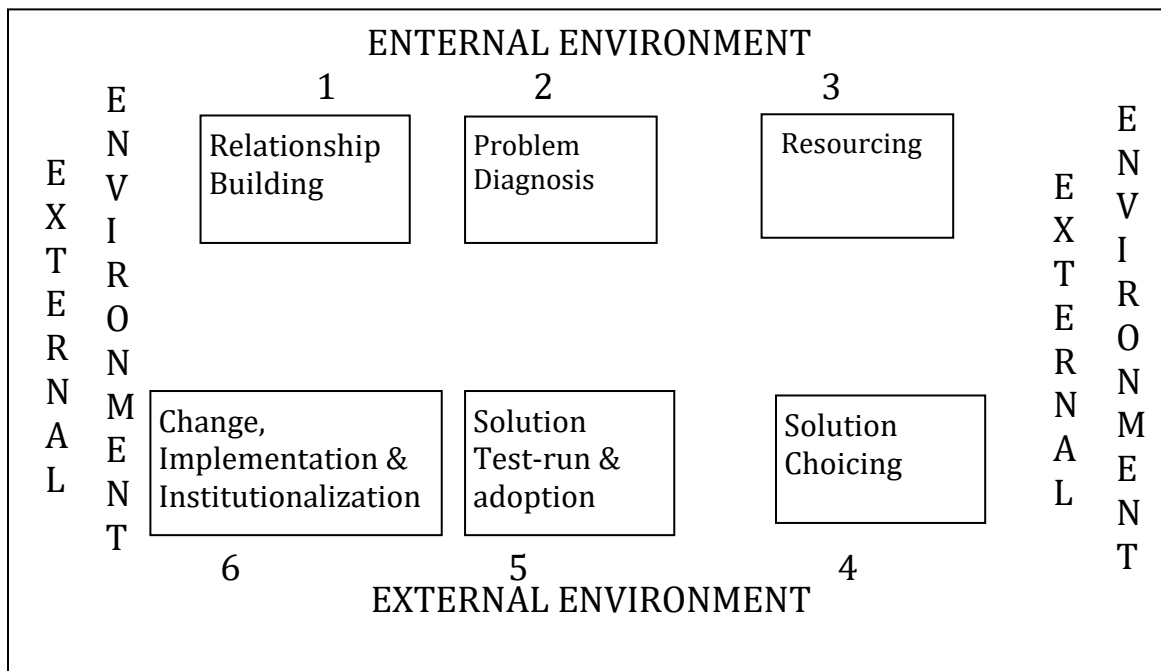


Figure 1: A proactive and interactive model of planning for educational change.
Source: Agabi & Okorie (2002).

Furthermore, Dennis, Wixon and Tegarden (2002) identified activities that form the process of change, to be, identify potential change, analyse change request, plan change, implement and review, and close change (see Figure 2).

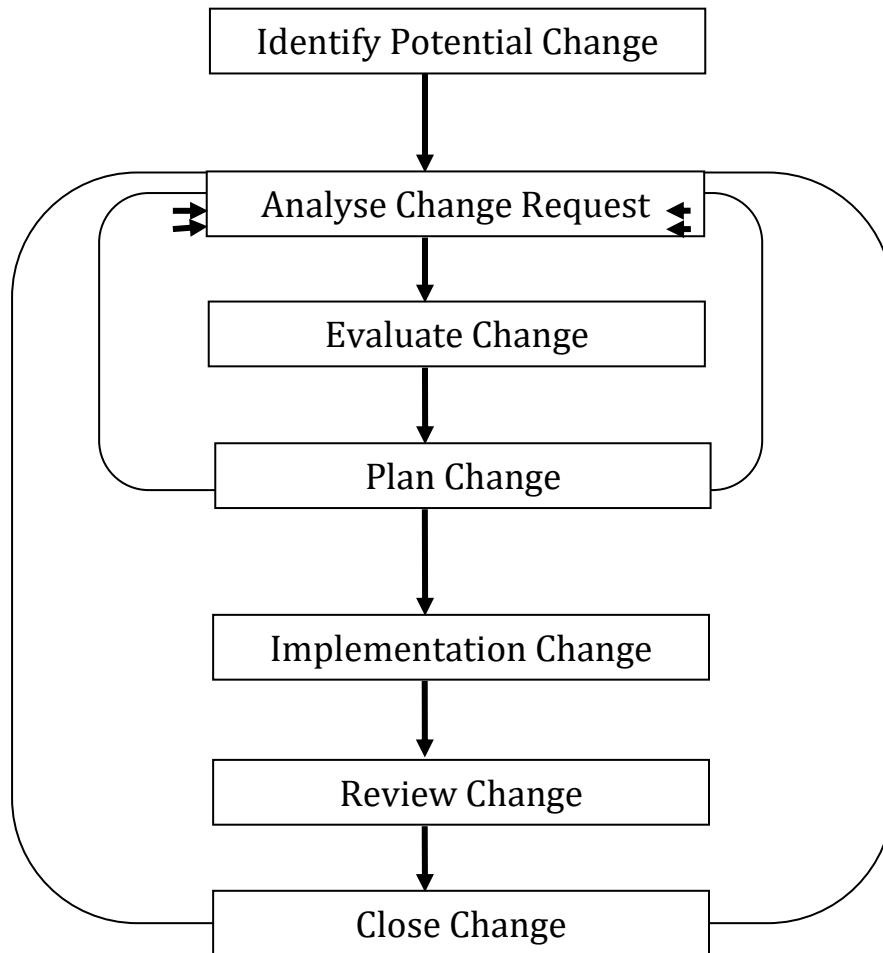


Figure 2: Process of Change Model
 Source: Adapted from Dennis, Wixon and Tegargden (2002)

Identifying Potential Change is the level when there is a request for change or if the educational organization requires new functionality. The request could be internal or external. An example is the change in the system of education from 6-3-3-4 to 9-3-4 Universal Basic Education. Analysing change request is the activity of determining the technical feasibility, costs and benefits (Ordein in Babalola and Ayeni, 2009). At this level, curriculum innovators and other change agent determine the technical feasibility of the proposed change request, resulting in change costs and benefits. Costs include things that can make the change successful and effective like provision of more classrooms, training and re-training of teachers and provision of instructional materials among others. Some of the benefits are making all citizens have a strong consciousness for education, reducing the incidence of dropouts and civic values needed for laying a solid foundation of life-long learning. At this level the evaluating change level, decision is made on the change to be adopted. This is a critical activity and as such should be managed carefully by the change initiators. Planning the change is an activity that involves having a blueprint of the change. An arrangement is made on how the change would be carried out. The planning change level explains the extent of the change. It discusses the items the change affects

and is determined in a change impact analysis (Ordein in Babalola and Ayeni, 2009). A change plan is created for the implementation of the change. At the implement change level the change is put into effect. It is diffused into other systems parts that are influenced by it. At this level, the change builders test the effectiveness of the change.

Reviewing change is the level of at which the implementation of the change in a new system release is verified by the project manager. The project manager is the owner of the project that change request concerns, for example, curriculum innovators for the UBE programme. Prior to the release, there should be proper education and sufficient communication to the public. Close change is the level at which the change cycle is completed.

Kurt Lewin's Change Model

Lewin (1952) identified three main steps of processes of change cycle namely unfreezing, changing and refreezing (see Figure 3): Unfreezing involves doing away with the present behavioral pattern in order to accommodate the change process. This is achieved through creating awareness of how the current level of the educational system is hindering achieving the educational goals economically or technologically or in a sort of way. The old policies, programmes and processes must be examined to show the rationale for change. Communication to the stakeholders in education like parents, teachers, students, principals and head teachers at this stage is very important. When people are well informed about a change, it will be easier for them to accept it.

Changing requires a trained agent to stimulate new values, attitudes and behaviour through the processes of identification and internalization. Once people have recognized the need for a change they can move to new desired state of doing things. This is evident by the implementation of the change. At this stage, people begin to learn the new behaviours and processes. It is necessary to note that at this stage, many of the teachers, students and educational agencies struggle with new concept. Education, communication, support, and time are critical at this stage for the change process to be internalized.

Refreezing refers to consolidating the new values, attitudes and behavior and ensuring that the participants feel comfortable with the new practices and techniques. Refreezing is important to ensure that people do not go back to the old ways of doing things before the implementation of the change. Deliberate and conscious steps must be made to ensure that the change is solidified.

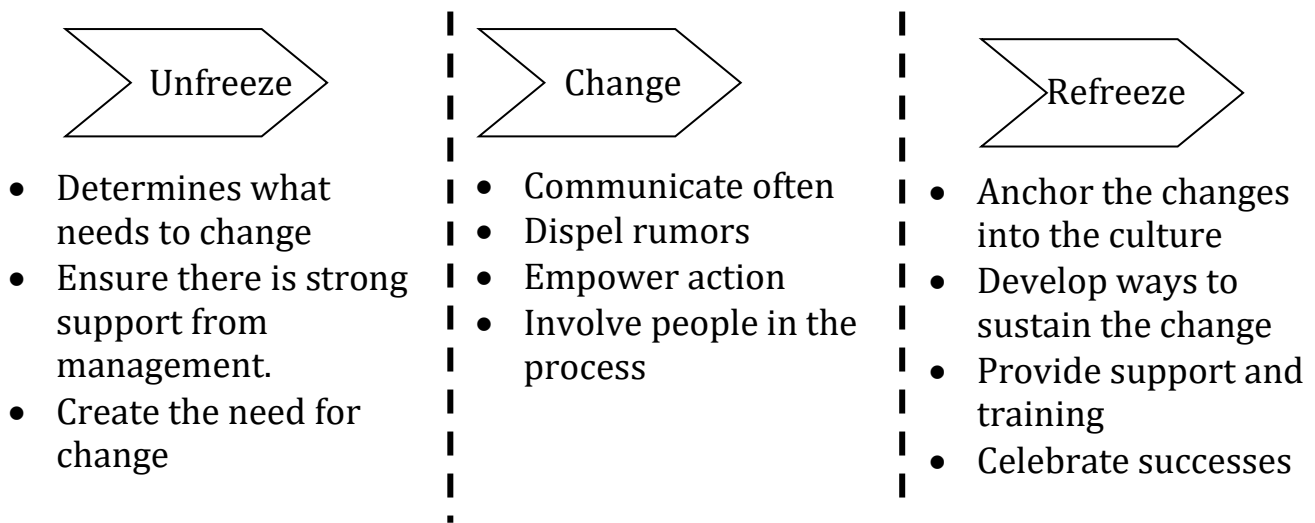


Figure 3: Kurt Lewin’s Change Model

Source: Adapted from Lewin (1952)

Resistance to change

Everyone does not necessarily accept planned educational changes. The resistance may come from any of the stakeholders like government, administrators, students, teachers or parents. People may resist planned changes in education for the following reasons:

Causes of Resistance to Change

Fear of the Unknown

One of the major causes of resistance to change is the fear of the unknown. People would rather continue with what the outcome is known. Employees irrespective of their position, educational background or experience, tend to react negatively to plunging into the unknown (Nwachukwu, (1992). The outcome of a planned change in education is unknown and will cause apprehension, which could lead to resisting the oncoming change (Lunenburg, & Orstein, 2008). People would have established normal routines and have acquired skill sets in performing their duties and changes upset the current level and would require learning new skills.

Lack of Adequate Information

When people are not well informed about a change, they may be apprehensive of the consequences. This could lead to resistance of change. If communicated of the favourable effects of a change a person is likely to work towards the success of a change.

Threat to Employment

Changes in educational system will affect the interested parties' self-esteem, socially and economically. The change could lead to loss of job or make ones skills irrelevant. The 9-3-4 educational system, which lays much emphasis on use of technology in lesson delivery, if well implemented, will throw out many teachers out of employment. Certainly, such teachers will strongly resist the change.

Organizational Structure

School organisations have structure and organisational relationships. Any change that affects the structure and organizational relationships of an educational system will attract resistance from those who would be disadvantaged by its implementation.

Limited Resources

Resources have always remained a vital factor in educational change. When there are adequate resources for implementation of an educational change, it can easily be embraced. However resources are mostly limited. This could evoke resistance from schools.

Reducing Resistance to change

A school is a social system with many interacting parts. Change in education may be by adding or subtracting parts of the interrelationship or by changing the nature of the interrelationship. Change may involve considering the need and interest of those concerned namely school administrators, teachers and students when implementing a change. The major stakeholders in the system should be allowed to participate in the change process. The educational environment where the change will be effected should be made conducive and attractive to facilitate the change process. Communication and education is paramount to reduce the effect of the change on the stakeholders.

Concept of Innovation

The term innovation has been used interchangeably with change. Agabi in Agabi and Okorie (2002) defined innovation as positive planned and specific changes that are initiated to facilitate the achievement of some defined goals. Educational innovation is defined as planned changes in the educational objectives, policies, programmes, methods or practices within the intent of improving educational goal achievement (Agabi in Agabi and Okorie, 2002). Educational innovation refers to an improvement on the current level. Innovations are used to modify some features of the educational system. The 9-3-4 system is a modification of the 6-3-3-4 system.

Process of Innovation

Bishop (1986) considered identifying the problem, considering possible solutions, selection of the innovation, introduction and development of the innovation into the user or client system on trial basis and implementation as phases of innovation process of innovation.

Identifying the Problem

This involves the identification of the situation that is causing dissatisfaction. It is the identified problem that innovation seeks to ameliorate. Prior to introduction of 9-3-4 system, it was observed that graduates were not easily absorbed into the economic system because the content is not in line with reality of the needs of the society.

Considering Possible Solution

This phase involves considering possible solutions while bearing in mind the economic, social and cultural limitations. In other words, solution proffered should be feasible in terms of cost and compatible with existing values.

Selection of the Innovation

The change agent will at this phase select the innovation that will best achieve the desired results with the greatest effectiveness and at reasonable cost (Bishop, 1986).

The Development and Introduction of the Innovation

The next phase of the process of innovation is to develop and introduce the innovation, that is, the selected solution into the user system on trial base. At this stage, there is need to create awareness and raise interest in the innovation. It also involves adjusting procedures like teaching methods, retraining of teachers, providing and setting up monitoring feedback procedures to assess the relevance and effectiveness of the innovation (Bishop, 1986).

Implementation

This may involve putting the innovation into use in stages and evaluating the process on each step. This is a distinct process from the trial phase. It is pertinent to devise a mechanism by which feedback can be collected from the users. Corrections could be applied with information derived from the feedback mechanism (Lunenborg & Ostein, (2008). An example was the implementation of the 9-Year Basic Education Curriculum commenced nationwide in Primary 1 and JSS 1 classes in September 2008 while the old curriculum (the 6-3-3-4 curriculum) was systematically being phased out. The feedback received from the previous stages of implementation assisted in preparing contingency plans for subsequent stages.

Process of Educational Innovation

The process of innovation involves four major factors namely the change agent, innovation, the user system and time (Bishop, 1986.)

The Innovator

The innovator is the person or group that decides upon and initiates the innovation or educational change. Examples of the innovators represent the initiator and the implementers of the innovation could be the principals, teachers, head teachers, national government or local authority.

Innovation

Innovation is the change itself. The innovation refers to the specific aspect of the educational system like the policy, programmes, curriculum content, methods or objectives that requires innovation.

The User system

The user system refers to the person or group at which the innovation is directed or targeted. These could be students, teachers, head teachers and principals.

Time

Time is essential factor in process of innovation. Innovation is a process that takes place over a period of time. Time represents the duration within which the innovator will act on the innovation to generate the desired impact on the user.

The Planning of Innovation

Innovation requires effective planning to avoid waste of resources, disenchantment and even failure of the innovation. For effective planning of innovation, there are elements to be considered in the innovation process. The elements include personnel, the specification of what is the actual task, method, equipment needed, plant, building or environment, cost, other social contexts, time, scheduling or coordination of activities, rationale for undertaking the innovation and evaluation of effects (Bishop, 1986).

In the planning of innovation there must be personnel who possess the expertise and capacity available to perform the tasks involved in the innovation. This will provide feedback on the real problems that might arise. The specification of what the innovation as an element of planning of innovation consists of the size, scope and role of teachers. The specifications could be detailed or open depending on those to carry out the tasks. The method refers to the strategy or procedure to carry out the task. The equipment needed should be provided to enable the innovation to effectively function. Equipment ought to be delivered before the implementation of the innovation and personnel adequately trained on how to use them. The cost to be incurred for the implementation of the innovation is to be planned by starting with analysis of the available resources. The resources available would determine the magnitude of the innovation. Social contexts would involve gaining the cooperation of the parties involved like parents, teachers, and school communities. Time involved in the execution of an innovation can be long since some people are slow in accepting innovations and change. Scheduling of activities means planning the coordination of events in a precise manner in the process of innovation. Rationale for

undertaking deals on the reason for use of particular approaches in the operational phase of the innovation. The evaluation of the effects is a stage that provides the needed feedback on the innovation on which corrections are made if required.

Having analysed the different models given by different authors, it is pertinent to consider if the planning process of the Universal Basic Education followed or observed these stages of planned educational change and innovation and to what extent the change processes adopted for these changes and innovations succeeded in achieving the desired educational objectives.

Development of Basic Education in Nigeria

Basic Education is the foundational education available to everyone within the stipulated age limits and also not restricted to any particular gender, place and time and upon which all other educational strata rest (Maduagwu,2006). The Federal of Nigeria introduced the Universal Basic Education (UBE) Programme in September1999. In order to ensure the accomplishment of the Universal Basic Education (UBE) a commission known as Universal Basic Education Commission (UBEC) was established. The Universal Basic Education Commission (UBEC) coordinated the implementation of the programme at the states and local government through the State Universal Basic Education Board (SUBEB) of each state and Local Government Education Authorities (LGEAs).

The objectives of Universal Basic Education (UBE) as enumerated in Mbanefo (2000) are as follows:

- Developing in the entire citizenry a strong consciousness in education and a strong commitment to its vigorous promotion;
- The provision of free, universal basic education for every Nigerian child of school age;
- Reducing drastically the incidence of drop-out from the formal school system (improved relevance, quality and efficiency);
- Catering for young persons who for one reason or another have had to interrupt their schooling through appropriate forms of complementary approaches to the provision and promotion of basic education; and
- Ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills as well as the ethical and civic values needed for a solid foundation for long-life learning.

The implementation committee listed the approaches it will adopt for a successful execution of the Universal Basic Education programme as:

- Public enlightenment and social mobilisation for full community involvement;
- Data collection and analysis;
- Planning, monitoring and evaluation;
- Teachers recruitment, education, training, retraining and motivation;
- Infrastructural facilities;
- Enriched curriculum;
- Textbooks and instructional materials;

- Improved funding; and
- Management of the entire process.

In 2008, the Federal Government of Nigeria, through the Nigerian Educational Research and Development Council (NERDC) developed and introduced the 9 Year Basic Education Curriculum (BEC) by realigning the primary and Junior Secondary (JSS). The 9 Year Basic Education Curricula in Nigeria is categorized into Lower Basic (Primary 1 to Primary 3), Middle Basic (Primary 4–6), and Upper Basic (Junior Secondary School -JSS 1-3). In the process of review, efforts were made to further reduce content overload, repetition or duplications within and across subjects. At the planning stage of selecting content, the needs of the nation that are required to shape the growth and development of Nigeria were identified and infused into the curriculum from Primary 1 to Junior Secondary School (JSS 3).

The structure of the 9-Year Basic education Curriculum is made up of ten (10) core compulsory subjects and three (3) electives for the Lower and Middle Basic Education Curriculum and four (4) electives for Upper Basic Education Curriculum (see Tables 1-4).

Table 1: The structure of the 9 -year Basic Education Curriculum

Lower Basic Education	Middle Basic Education Curriculum	Upper Basic Education Curriculum
PRIMARY 1-3	PRIMARY 4-6	JSS 1
Core Compulsory Subjects 1. English Studies 2. One Major Nigeiran Language (Hausa, Igbo or Yoruba) 3. Mathematics 4. Basic Science and technology 5. Social Studies 6. Civic Education 7. Cultural Religion Studies Islamic Studies 8. Christian Religious Studies 9. Physical and Health Education (PHE) 10. Computer Studies ICT	Core Compulsory Subjects 1. English Studies 2. One Major Nigeiran Language (Hausa, Igbo or Yoruba) 3. Mathematics 4. Basic Science and technology 5. Social Studies 6. Civic Education 7. Cultural Religion Studies Islamic Studies 8. Christian Religious Studies 9. Physical and Health Education (PHE) 10. Computer Studies ICT	Core Compulsory Subjects 1. English Studies 2. One Major Nigeiran Language (Hausa, Igbo or Yoruba) 3. Mathematics 4. Basic Science and technology 5. Social Studies 6. Civic Education 7. Cultural Religion Studies Islamic Studies 8. Christian Religious Studies 9. Physical and Health Education (PHE) 10. Basic Technology 11. Computer Studies ICT
Elective Subjects 1. Agriculture 2. Home Economics 3. Arabic Language	Elective Subjects 1. Agriculture 2. Home Economics 3. Arabic Language	Elective Subjects 1. Agriculture 2. Home Economics 3. Arabic Language
Note: Must offer 1 elective but not more than 2	Note: Must offer 1 elective but not more than 2	Note: Must offer 1 elective but not more than 3

Source: NERDC (2013)

Implementation of the 9-Year Basic Education Curriculum commenced nationwide with Primary 1 and JSS 1 classes in September 2008 while the old curriculum (the 6-3-3-4 Curriculum) was systematically being phased out. At the center of planning for UBE programme should be the

analysis of sustainable trained teachers. This is because qualified and trained teachers are central to the attainment of the overall objectives of UBE programme.

Furthermore, in 2012, the 9-year Basic Education Curriculum structure was revised in 2012 and the implementation commenced in 2014. The revised Basic Education Curriculum (BEC) consists of ten (10) subjects. The curriculum group related subjects into subjects like Basic Science and Technology (BST), Religion and National Values (RNV), Cultural and Creative Arts (CCA),

Table 2: Lower Basic Education Curriculum (Primaries 1-3)

Subjects	Explanatory Notes
1. English Studies	<ul style="list-style-type: none"> • Official national language • Medium of instructions in schools • The subject predisposes itself for the infusion of the following Road Safety Education Disaster Risk reduction Education Consumer Education • Subject includes Literature-in-English
2. Mathematics	<ul style="list-style-type: none"> • Fundamental discipline for science and technological development • Importance in everyday life
3. Nigerian Language (One Nigerian Language)	<ul style="list-style-type: none"> • National policy of Education (NPE) stipulated that the medium should be the language of the immediate environment of the child. • Schools are free to select such Nigerian Languages to be taught.
4. basic Science and Technology (BST) <ul style="list-style-type: none"> • Basic Science • Basic Technology • Physical and Health Education • Information Technology (IT) 	<ul style="list-style-type: none"> • Each of the listed components will serve as the theme for the Basic Science and Technology Curriculum • Climate change is part of the Basic theme • Disaster Risk Reduction Education and Customer Education are infused into Basic Science and Technology Curriculum. • Create enabling environment for the subject in all schools by making computer available in schools.
5. Religion and National Values (RNV) <ul style="list-style-type: none"> • Christian Religious Studies, Islamic Studies • Social Studies • Civic education • Security Education 	<ul style="list-style-type: none"> • Listed components will serve as theme in the Religious and National Value Curriculum • Contents are planned for all children to take Social Studies, Civic Education and Security Education Themes • Separate classes should be run for CRS theme and IS theme. • Consumer Education Disaster Risk Education and Peace and Conflict Resolution curriculum are infused into the Civic Education Social Studies and Security Education themes. • Create enabling environment for the subject in all schools.
6. Cultural and Create Arts (CCA)	<ul style="list-style-type: none"> • Important for preservation of our cultural and fostering creativity
7. Arabic Language	<ul style="list-style-type: none"> • Optional
Note:	
<ul style="list-style-type: none"> • Minimum of 6 subjects, Maximum of 7 subjects • Emphasis should be on basic and their explanation 	

- Teaching and learning activity must be creative, innovative and practical.
- Avoid content repetition across themes and subjects
- Admits only basic contents from old curriculum

Source: NERDC (2013)

Table 3: Middle Basic Education Curriculum (Primaries 4-6)

Subjects	Explanatory Notes
1. English Studies	<ul style="list-style-type: none"> • Official national language • Medium of instructions in schools • The subject predisposes itself for the infusion of the following Road Safety Education Disaster Risk reduction Education Consumer Education • Subject includes Literature-in-English
2. Mathematics	<ul style="list-style-type: none"> • Fundamental discipline for science and technological development • Importance in everyday life
3. Nigerian Language (One Nigerian Language)	<ul style="list-style-type: none"> • Schools are free to select such Nigerian Languages to be taught.
4. basic Science and Technology (BST) <ul style="list-style-type: none"> • Basic Science • Basic Technology • Physical and Health Education • Information Technology (IT) 	<ul style="list-style-type: none"> • Each of the listed components will serve as the theme for the Basic Science and Technology Curriculum • Climate change is part of the Basic theme • Disaster Risk Reduction Education and Customer Education are infused into Basic Science and Technology Curriculum. • Create enabling environment for the subject in all schools by making computer available in schools.
5. Pre-vocational Studies <ul style="list-style-type: none"> • Home Economics • Agriculture • Entrepreneurship 	<ul style="list-style-type: none"> • Each of the listed components will serve as themes for the Pre-vocational studies • Consumer Education is infused into Pre-vocational Studies • Create enabling environment for the teaching of pre-vocational studies in schools
6. Religion and National Values (RNV) <ul style="list-style-type: none"> • Christian Religious Studies, Islamic Studies • Social Studies • Civic education • Security Education 	<ul style="list-style-type: none"> • Listed components will serve as theme in the Religious and National Value Curriculum • Contents are planned for all children to take Social Studies, Civic Education and Security Education Themes • Separate classes should be run for CRS theme and IS theme. • Consumer Education Disaster Risk Education and Peace and Conflict Resolution curriculum are infused into the Civic Education Social Studies and Security Education themes. • Create enabling environment for the subject in all schools.
7. Cultural and Create Arts (CCA)	<ul style="list-style-type: none"> • Important for preservation of our cultural and fostering creativity
8. French Language	<ul style="list-style-type: none"> • Nigeria's second official language • Nigeria is surrounded by Francophone countries

	<ul style="list-style-type: none"> The study of French Language will make our children more competitive at the global level.
9. Arabic Language	<ul style="list-style-type: none"> Optional
Note: <ul style="list-style-type: none"> Minimum of 8 subjects, Maximum of 9 subjects Emphasis should be on basic and their explanation Teaching and learning activity must be creative, innovative and practical. Avoid content repetition across themes and subjects Admits only basic contents from old curriculum 	

Source: NERDC, 2013

Table 4: Upper Basic Education Curriculum (Junior Secondary 1-3)

Subjects	Explanatory Notes
1. English Studies	<ul style="list-style-type: none"> Official national language Medium of instructions in schools The subject predisposes itself for the infusion of the following Road Safety Education Disaster Risk reduction Education Consumer Education Subject includes Literature-in-English
2. Mathematics	<ul style="list-style-type: none"> Fundamental discipline for science and technological development Importance in everyday life
3. Nigerian Language (One Nigerian Language)	<ul style="list-style-type: none"> Schools are free to select such Nigerian Languages to be taught.
4. basic Science and Technology (BST) <ul style="list-style-type: none"> Basic Science Basic Technology Physical and Health Education Information Technology (IT) 	<ul style="list-style-type: none"> Each of the listed components will serve as the theme for the Basic Science and Technology Curriculum Climate change is part of the Basic theme Disaster Risk Reduction Education and Customer Education are infused into Basic Science and Technology Curriculum. Create enabling environment for the subject in all schools by making computer available in schools.
5. Pre-vocational Studies <ul style="list-style-type: none"> Home Economics Agriculture Entrepreneurship 	<ul style="list-style-type: none"> Each of the listed components will serve as themes for the Pre-vocational studies Consumer Education is infused into Pre-vocational Studies Create enabling environment for the teaching of pre-vocational studies in schools
6. Religion and National Values (RNV) <ul style="list-style-type: none"> Christian Religious Studies, Islamic Studies Social Studies Civic education Security Education 	<ul style="list-style-type: none"> Listed components will serve as theme in the Religious and National Value Curriculum Contents are planned for all children to take Social Studies, Civic Education and Security Education Themes Separate classes should be run for CRS theme and IS theme. Consumer Education Disaster Risk Education and Peace and Conflict Resolution curriculum are infused into the Civic Education Social Studies

	<p>and Security Education themes.</p> <ul style="list-style-type: none"> • Create enabling environment for the subject in all schools.
7. Cultural and Create Arts (CCA)	<ul style="list-style-type: none"> • Important for preservation of our cultural and fostering creativity • Tourism is a theme in Cultural and Creative Arts Curriculum
8. Business Studies	<ul style="list-style-type: none"> • It is desirable for every child to have some idea of business enterprise. • Enterprise is treated in Business Studies • Consumer Education is infused into Business Studies Curriculum
9. French Language	<ul style="list-style-type: none"> • Nigeria's second official language • Nigeria is surrounded by Francophone countries • The study of French Language will make our children more competitive at the global level.
10. Arabic Language	<ul style="list-style-type: none"> • Optional
<p>Note:</p> <ul style="list-style-type: none"> • Minimum of 9 subjects, Maximum of 10 subjects • Emphasis should be on basic and their explanation • Teaching and learning activity must be creative, innovative and practical. • Avoid content repetition across themes and subjects • Admits only basic contents from old curriculum 	

Statement of the Problem

Over the years, the educational system in Nigeria has witnessed series of changes. In order to provide basic education to its citizens, Nigeria launched the Universal Primary Education (UPE) in 1976. The Universal Primary Education was later abandoned and the Universal Basic Education was launched in 1999. The Universal Basic Education has been bedeviled with problems. Some of the problems include inadequate trained teachers, non-availability of equipment, no learning materials, poor funding and poor or inadequate infrastructure. These problems provide a pointer to the planning process of the Universal Basic Education. Therefore, this study seeks to investigate the educational change and innovation process leading to the 9 Year Basic Education in Nigeria.

Objectives of Study

The main objective of the study is to investigate the planned change and innovation process of Universal Basic Education in Nigeria. Specifically, the study seeks to:

- Review training of personnel as part of process of planned change of Universal Basic Education in Nigeria.
- Investigate provision of adequate materials as part of process of planned change of Universal Basic Education.

Research Questions

The study was guided by the following research questions:

- To what extent was training of personnel part of process of planned change for Universal Basic Education in Nigeria?
- To what extent was provision of adequate materials part of process of planned change for Universal Basic Education?

METHODOLOGY

The purpose of educational change is to encourage development. Educational change means a variation or deviation in educational policy, practices, objectives or methodology from what it used to be. Change may be quantitative and it may be an improvement or deterioration in the existing status quo. Various changes and innovations have been introduced in Nigerian educational system in recent times.

The design for the study was a descriptive survey. The sample of this study was made up of 200 principals and 350 teachers who were selected using the stratified random sampling technique from Rivers State. The instrument used was questionnaire titled Questionnaire for Planned Educational Change and Innovation in Nigeria Questionnaire (PECINQ). Planned Educational Change and Innovation in Nigeria Questionnaire (PECINQ) was made up of two parts. Part A sought information on personal data. Part B was designed to elicit information. Frequencies and percentages were used to analyse the research questions. Therefore items with scores below 50% were rated below average, 50 -54% as average, 56 -59% as above average, 60-79% as high and 80-100% as very high.

RESULTS

Research Question 1

To what extent was training of personnel part of the process of planned change for Universal Basic Education?

Table 5: Frequency and percentage analysis of training of personnel as part of the process of planned change

	N=550					Remarks
S/N	Items	Frequency Yes	Percent	Frequency No	Percent	
1	I received training in my subject area before UBE implementation	385	70	165	30	High
2	The time for training was adequate.	99	18	451	82	Below average
3.	I received training in the use of equipment for teaching my subject area.	187	34	363	66	Below average
4	Training received was adequate for take off of UBE programme	286	52	319	48	Average

Table 5 indicates that generally teachers received training for the UBE programme before the implementation. However, items 2 and 3 show below average and item 4 shows average respectively.

Research Question 2

To what extent was provision of adequate materials part of process of planned change for Universal Basic Education?

Table 6: Frequency and percentage of provision of adequate materials as part of process of planned change

	N=550					Remarks
S/N	Items	Frequency Yes	Percent	Frequency No	Percent	
1	Funds were made available for acquisition of equipment	297	54	253	46	Average
2.	Equipment were on ground before take off of UBE programme.	187	34	363	66	Below average
3	Adequate equipment were provided for teaching and learning under UBE	231	43	319	57	Average
4	Relevant equipment were provided for UBE	286	52	264	48	Average

Table 6 indicates that average funds available for acquisition of equipment while items 2, 3 and 4 show that a few equipment were on ground before take -off of the UBE programme and inadequate equipment were provided

DISCUSSION OF FINDINGS

Results showed that personnel were trained as part of process of planned change for Universal Basic Education, though the training was inadequate in terms of content and time. Nsirim in Ebong and Ezekiel-Hart (2006) stated that for a sustained educational system, a good number of professional teachers must be trained and recruited into the field.

Findings revealed that few equipment for teaching and learning were on ground before the take off of the UBE programme as part process planned change to UBE programme. This is an indication of the poor state of infrastructure facilities ranging from insufficient learning materials, to school buildings. This is as a result of shortage of funds. The approved funds for the UBE programme were not readily made available to the commission during the planning stage.

CONCLUSION

The paper examined the process of planned educational change and Innovation Process in Nigeria as regards Basic Education. An analysis of the planning process transition of the Nigerian educational system from the Universal Primary Education (UPE) to Universal Basic Education was made. In planning such a change in a nation's educational system the government in place should ensure that a systematic planned process which would ensure a smooth transition

from an educational system to another be made to avert issues that would pose great setbacks to the success of the new educational system. Factors relating to training and training of teachers and provision of equipment by making available for to acquire require extreme consideration.

Recommendation

Based on the findings the following recommendations were made:

- Training and re-training of teachers should make up the lapses being discovered since the introduction of the Universal basic Education.
- Funds for purchase of relevant equipment and learning materials should be made available for the achievement of the objectives of the Universal Basic Education are achieved.

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Estimating the Socio–Economic Implications of Wastage Rate in the Nigerian University Education System

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Abstract

This study investigated the extent of internal system efficiency among universities in Nigeria by determining the wastage rate. A modified Cohort of the promotion rate i.e. the corresponding enrollment and graduation rates of the period (2007–2015) under analysis were used in the survey. It discovered a 32% female wastage rate, 52% male wastage rate and a 56% cumulative wastage rate for the case under investigation. Inferentially, situation could be worse in most, if not all, Nigerian 1st, 2nd and 3rd generation universities since a 4th generation (state-owned) university yields this extent of wastage rate. These findings hold a potential ‘crippling effect’ on university internal efficiency. Consequently, this study recommends regular and continuous improvement steps (as indicated below) should be taken for effective trend reversal thus reposition the universities, and indeed, the higher education system for better establishment in the decades ahead.

Keywords: Wastage Rate, Internal Efficiency, Input-Output Ratio, Cohort Analysis, System Leakages, Crippling Effect, Socio-Economic Implications.

Reference to this paper should be made as follows:

Leigha, M. B. (2018). Estimating the Socio-Economic Implications of Wastage Rate in the Nigerian University Education System. *International Journal of Scientific Research in Education*, 11(1), 90-98. Retrieved [DATE] from <http://www.ij sre.com>.

INTRODUCTION

Recently, the wisdom of the federal government of Nigeria decided to revise, not only the goals of tertiary education (universities and inter-university centers) to include; among others, (a) reduce skill shortages through the production of skilled manpower relevant to the needs of the labour market, but also the pursuit of these goals. It specified that the pursuit should be through: (i) quality student intake; (b) quality teaching and learning; ... (c) a variety of flexible learning modes including full-time, part-time, block release, day-release, and sandwich programmes; ... (d) an all-inclusive credible admission policy for national unity; (e) supporting affordable, equitable access to tertiary education through scholarships and students' loans (FRN, 2014, p. 40-41).

In order to comply with this production possibility frontier, universities now organize rigorous screening test and accompanying qualifying examinations aimed to select only duly 'qualified' students (i.e. those with the capability of enrolling and completing) to undertake a chosen programme. It is expected that only students certified fit or qualified to commence and complete the programme are offered admission.

Usually, universities organize, mobilize and utilize both human and material resources in huge proportions to transform raw students into graduate-products (engineers, doctors, lawyers, teachers, etc.) and cannot afford to risk resource wastage or throw-away in the course of training. That means, it would be difficult to understand why only 260 students (45%) would complete a programme within the mandatory student-years from a total of 580 certified and qualified students that commenced the programme. This scenario does not portray an acceptable input-output relationship and do possess attendant socio-economic cum academic consequences which cannot be ignored.

The federal government of Nigeria abhors systemic wastages directing that success in higher education administration should be hinged on efficient administration of resources (FRN, 2014). It expects parameters governing and regulating the conduct of resource administration be made optimum within limits of scarcity, first time and every time, in order to ensure 'wastage-free' systems that requires internal efficiency analysis.

What then is Efficiency?

Economically, efficiency is the relationship between the inputs into a system and the outputs from that system. It is the quality or property of producing satisfactory results with an economy of effort, time and/or money (Lipsey; 1982; Psycharopolous & Woodhall, 1985; Begg, Fischer, & Dornbusch, 2003, Fabunmi, 2004). It also means the ratio of the effective or useful output to the total input in any identified system (political, economic, educational, etc).

In the university system, efficiency would mean the relationship between students, teachers, resources, etc., imputed into the system and the graduates output from that system. It is therefore the university's ability to effectively churn scarce resources (as listed above, including man-hours and material inputs) into large quantities and quality graduates with economy of time and wastages (i.e. without simultaneously producing huge products irrelevant to customer needs). By determining the level to which system is able to churn out required and desired (with capability to satisfy customer expectations) graduate-output, the internal efficiency level of the university under review would be ascertained. This aspect will be treated in a later part of this

work but for now, it is necessary to understand the different trajectories of system efficiency (Uwazuruike, 1991).

Efficiency Typologies

Irrespective of polarized typologies, Ajayi (2008) categorized efficiency into two for analytical convenience: namely; internal and external efficiency. For immediate relevance, attention focuses on the former trajectory though the latter is also treated. Internal efficiency of education could be derived by determining the relationship between inputs and outputs when students flow through the grade structure of an educational system (Ebong, 2006). In other words, it fathoms learning achievement (graduate-output) from the corresponding inputs - taken here as raw students only (Hanushek, 2010).

Measurement of the Internal Efficiency

Since internal efficiency is the ratio of the output to the input options, its measurement would require and, necessarily begin by identifying such output and input parameters in the educational system.

The term 'educational output' refers to the students who are able to complete (graduate) from the educational system, while educational inputs comprise of the school buildings, teachers, students, textbooks, instructional materials, laboratories, libraries, workshops, etc. consumed per student in the production process over the accounting period. Nevertheless, the basic unit of measurement of educational input is the student's year (www.uis.unesco.org/i/pages/indspec/efficiency.htm).

Hence, internal efficiency in education could be measured using Cohort analysis method which express students' flow pattern through the educational cycle because it adequately capture the wastages (i.e. system leakages) e.g. promotion rate, failure rate and drop-out rate. For instance, it takes 4 years to successfully complete a B.Ed (Educational management) programme in Nigerian universities hence, under maximum efficiency, a successful completer requires 4-student years to complete. Therefore, real output/input ratio is as follows:

$$\text{Input/output} = 4/1 = 4$$

Nevertheless, no educational system realizes perfect efficiency due to the system leakages (i.e. wastages) such as carry-overs (repeaters) and waffed (drop-out) students, etc. Hence, using the Cohort analysis method, actual input-output ratio is determined by the actual quantity of student years spent and the quantity of successful completers:

$$\text{Input/output} = \frac{\text{Actual Student year}}{\text{Successful Completers}}$$

Similarly, the inefficiency rate could be determined by dividing the actual input-output ratio by the perfect or ideal input-output ratio to obtain the wastage ratio:

$$\text{Wastage ratio} = \frac{\text{Actual Input-output}}{\text{Ideal Input-Output ratio}}$$

For instance, since the ideal input-output ratio is 4, if the actual input-output ratio is 2.50, then the wastage ratio would be:

$$2.50/4 = 0.625$$

This result indicates educational system inefficiency. If the result obtained is 1. Then, it becomes a perfect efficiency. However, there are limitations to the principle of internal efficiency of education. According to www.uis.unesco.org/ipages/indspec/efficiency.htm, these constraints include the following:

On the input side: (1) the student-year index is a non-monetary measure of input and fails to account for the concepts and findings of educational cost analysis. Accounting educational costs involves many determinants and it is not a simple linear function of the number of students.

On the output side: (1) Equating output with number of graduates only presents a narrow perspective of education process and its contribution to the economy and society; (2) Regarding grade repeaters or drop-outs as wasteful (and logically automatic promoters as increasing efficiency) is not entirely justified, considering the positive and negative effects of repetition; (3) Failure to accord output value to the years spent by drop-out students in senior secondary education would ignore research on literary retention, hence it is unrealistic.

On the process: The concept of internal efficiency in education can only apply to those educational processes that follow the grade-pattern of conventional school system. On efficiency: (1) internal efficiency in educational system does not necessarily measure external efficiency because in most cases, they antagonize each other; (2) Reduction of educational wastage (e.g. repeaters) through higher internal efficiency may not necessarily reduce unit cost of education. If this action is backed by decree it reduces learning achievement; and may increase costs if it is backed by remedial studies. Accommodating drop-out students would further create problems of increasing school capacity and hence, educational budgets.

The Concept of External Efficiency in Education means different things to different scholars. Akpangbou (1987) sees external efficiency as the extent to which education sufficiently addresses the gamut of social, economic and political goals in the operating community. It could also be seen as the ability of the educational system's output to meet the needs and aspirations of a particular society (Okeke, 2004; Ebong, 2006). According to Oluchukwu (2000), external efficiency "fits" between education and the societal needs, especially the labour market needs. However, external efficiency is usually not an easy concept to quantify and measure.

The foregoing analysis infers that an educational system is adjudged externally efficient if its output meets the expected needs of the society. This requires a qualitative analysis of an educational system with a view of making it more responsive vis-à-vis the yearnings and aspirations of society. Measures to adopt may include curriculum review, improved funding, staff motivation, staff development, programme and institution approval, quality control and quality assurance, among others. For example, the current NUC accreditation effort in Nigerian universities is a quality control measure aimed at correcting perceived system failure and meets the higher manpower requirements of the country. However, it must be emphasized that the task of achieving external efficiency is a joint effort involving all stakeholders in education rather than relying on government alone.

Wastage rate is one of the two measures of efficiency. Efficiency itself, measures the extent of prudence in the utilization of resources (both human and materials) available to the

school system. It measures the strength and weakness of the school system in the management of resources to achieve pre-stated objectives and goals. For instance, a school system is efficient when it can make use of the available resources to train the students in the shortest possible time period i.e. with minimum economy of wastage rate (failures, repeaters, drop-outs, etc.).

Table 1: Computation of wastage rate in a faculty of a Nigerian university

S/n	Cohort	Enrolment	Graduate rate	% Graduate rate	% Wastage rate
1.	2007/2011	210	142	68	32
2.	2008/2012	270	125	46	54
3.	2009/2013	285	144	51	49
4.	2010/2014	195	94	48	52
5.	2011/2015	240	162	68	32
Total wastage rate over the period					56

Source: Exams and records unit of the case study university (2010–2015).

The above table indicates a cohort input-output wastage rate of 32% in 2007/11; 54% in 2008/2012; 49% in 2009/2013 cohort; 52% in 2010/2014 and 32% in the 2011/2015 cohort period. This shows a cumulative 56% wastage rate over the accounting period.

Table 2: Wastage computation by Sex (Male and Female)

Cohort	Enrolment			Graduation			Graduation rate			Wastage rate		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
2007/2011	100	110	210	55	87	142	55	41	96	45	59	104
2008/2012	110	160	270	45	80	125	41	50	91	59	50	109
2009/2013	115	170	285	44	100	144	38	59	97	62	41	103
2010/2014	80	115	195	34	60	94	43	52	95	57	48	105
2011/2015	100	140	240	60	102	162	60	73	133	40	27	67
Total										52.1	32.4	

Source: As above–Unclassified (2010 – 2015).

The sex information portrays an interesting picture about the issue under discourse. The cohort analysis again indicates a relative higher wastage rate for males, reflecting the pattern of admissions which is skewed towards the females. In other words, male students waste educational opportunities much more than their female counterparts, as portrayed by the picture under review. The final analysis could be a ‘crippling effect’ on systemic development with attendant implications too grievous to ignore.

IMPLICATIONS OF WASTAGE RATE

Generally, educational wastage could mean frustration and may promote a life of crime and criminality, particularly where males are involved as observed in this analysis. There are other grievous effects. It is more obvious now than before that these occurrences are not accidental, incidental or even coincidental and require deliberate actions that can cause systemic

improvement. More so, continuous existence of this phenomenon is more than inimical because it represents a potential recipe for administrative and academic inertia.

Institutional Implications

A clear and present danger is institutional decadence. Institutions operate on efficiency by minimizing resource wastages, including students. Academic capacity is developed to ensure that graduates are produced within specified or scheduled time and resources. It is expected that the process so well designed with little or no lapses or loops for non-completing students undergoing its 4 student-year programme and upon X quantum resources (Okeke, 2004; Leigha & Benwari, 2011).

Hence, it becomes difficult or impossible to understand why student declared capable after several qualifying examination would commence its curricula and still fail to complete programme within stipulated time and resource. Obviously, the validity and reliability of designs and machinations the institution operates is questionable. Continuous existence of the institution is threatened, no less.

Administrative Implications

Administration relates to economics because both demands for ‘adroitness’ or ‘skillfulness’ while translating resources into practical account and require prowess. Efficient administration is characterized by minimizing ensuing wastages while maximizing its productivity. In other words, it is administratively impossible to admit X number of student and produce Y number of graduates, wastage as much as Z number of would-be graduates with serious implications on the system and beyond. This is a clear indication that the administration rather than students require massive improvement (Okeke, 2004).

Psycho-social Implications

Being a student in an institution of learning extends to psychology because students are, first of all, human beings. The status inevitably wields feelings, excitements, and such other sensibilities that hardly just evaporate once abruptly ejected from the system. Such students share life with the institutions and can only effectively elapse at the terminus of the system. Any premature termination would produce psychological and social maladjustment that may linger beyond the point of incidence (Fafunwa, 2004). Sometimes, it may stain or even paralyze the physical and mental balance of the individual for life and require ‘the old man’s eye’ justice in court to avoid social complications and/or psychedelic and traumatic citizenry.

Economic Implications

A student that confronts drop-out also represents loss of valuable and, often, inestimable opportunities in business, politics, commerce, insurance, industry and other such valuable ventures. Gains are possible if the student had been informed of this assumed incapacity and had re-directed resources into other venture (Eze, 1983; Ayeni, 2003). This also represents ‘double-loss’ or even ‘triple-loss’ to the student that is no fault of theirs and may attract possible protracted litigations to redress.

On the other hand, the same number of attrition students represents loss of valuable revenue in the form of school fees to the institution. The number reflects the revenue loss in corresponding extents and may rise exponentially if the trend is not checked. This could further endanger its continuous existence as well as request for further funding from authorities (Blaug, 1970; Hoy & Miskel, 2009).

Political Implications

This has many policy implications and would adequately inform and shape the character of future policy decisions. Specific and perhaps general existence and rationale for the existence of institutions would be affected by the character and dimension of institutional assumed capacity. This is because it would be difficult if not impossible to sustain institutions that are not viable (Abraham & Leigha, 2007).

Social Implications

Schools cannot continue to operate with high level of wastage and contribute significant to national or social development. Development is affected by the education (i.e. the number of graduates in relevant areas). This capacity is halved or outright reduced with the number of wastage in the system. Obviously, the level of development achievable within specified periods would continue to crumble under the tutelage of wastage occasioned by institutional inefficiency (Longe, 2003).

The lag of many societies, especially in the third world countries is a direct precipitate of educational wastages. Potential product and contribution of wasted students represents a major minus to the GDP composition. As a matter of fact, the quantum of roads, cars, duplexes, electricity, food-stuffs, surgeries, drugs, adjutants, teachers, and so on that would have contributed to the quality of Nigerian life is continuously aborted by the rising 'still-births' in educational productivity. This hardly represents social development capable of placing Nigeria remarkably among the comity of advancing nations in the global arena.

CONCLUSION

In the course of educational development, wastages or drop-outs are inevitable due to various imperfections and requires redress for effective systemic improvement. Metric estimates indicate, a high wastage rate holding the possibility of both a crippling effect and inertia on systemic internal efficiency development. Religious and effective redress is inevitable since growth and development of the universities, and indeed, the higher education system is predicated on efficiency. Most especially, there are academic, economic, political and social implications in these wastages which can longer be ignored.

Recommendations

- Authorities should ensure that academic policies governing institutions of higher learning are reviewed regularly and continuously to redress areas inconsistent with modern practices;


- There should be a developed mechanism to reintroduce drop-outs to other skills so as not to waste the resources spent on their education and training;
- Administrator should endeavour to isolate causes of drop-out, particularly internal efficiency, with a view to redressing their roots;
- Student-teacher relationships should be strengthened to ensure mutual or harmonious co-existence in the system;
- Student participation in decision making should be encouraged to promote cooperation, understanding, and learning;
- Well-equipped vocation centers should be established and maintained in higher education studies to mop-up and compensate students weak in cognitive activities.

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Globalizing Secondary Education for National Growth and Productivity

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Abstract

The paper examined globalizing secondary education for national growth and productivity. The concept of globalization was discussed, the objectives of secondary education was also highlighted. Globalization of the school curriculum, teachers quality, funding of secondary school and the learning environment was x-rayed, the challenges of globalizing secondary education was revealed in this paper, and recommendations were made such as integrating ICT into the school curriculum and adequate funding for the growth and national development of the country.

Keywords: Globalization, Secondary Education, National Growth and Productivity

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INTRODUCTION

Education is the veritable means of knowledge generation and national development and it impart knowledge through learning which brings about changes in skills, behaviours, attitudes and interest for national growth and productivity. The only way to reduce underdevelopment, poverty and economic dependency as well as political instability is by adopting holistic educational strategies through globalization of the education sector especially secondary education system which is the focus of this paper. The educational system that promotes national development must be dynamic, easily accessed by many and the curriculum must be relevant to the society and its content should be of good quality and adequate. But here in Nigeria, secondary education has been faced with the challenges that make it incapable of meeting the development needs of the nation.

This paper emphasises on the globalization of secondary education as a means to achieving national growth and productivity in Nigeria. According to Enemuo (2007) in consonance with the national objectives, the Federal Government of Nigeria enumerated the

following as the role of education such as the acquisition of appropriate/creative skills, abilities and competencies both mental and physical as tool for the individual to live in and contribute to the development of the society. In view of this, an educated individual should be creative and enterprising in order to contribute to the national development.

Concept of Globalization

Globalization is not new it has in recent years, intensified in all its ramifications and has become a very important issue for discussion in various educational fora. It has also acquired considerable emotive force being associated, rightly or wrongly, with most of the major issues and challenges currently engaging the world's attention. Globalization is a multiplicity of actions geared towards transcending the nation state as a privilege form for organising political and social life (Adejo, 2003; Abubakar, 2003).

Globalization is about an increasing interconnected and interdependent world. Some other scholars perceive globalization as an inevitable and irreversible process for world development (Jike, 2003). Globalization according to Usman (2007) remains unpopular among the developing countries because it has widened the gap between developed and less developed countries, no wonder the rich world countries and powerful developed countries of the world have captured the benefits of globalization in educational sector, while the poor countries including Nigerian educational system has been left behind (Usman, Uzoma & Mangere, 2013).

Objectives of Secondary Education

The National Policy on Education (2013) sees secondary education as the form of education children receive after primary education and before the tertiary education. The following objectives of secondary education are enumerated below:

- Raise a generation of people who can think for themselves, respect the dignity of labour and appreciate those values specified under the broad national aims and live as good citizens.
- Foster Nigeria unity with an emphasis on the common ties that unite us in our diversity.
- Develop and project Nigeria culture, art and language as well as world cultural heritage.
- Equip students to live effectively in our modern age of science and technology.
- Provide an increasing number of primary school leavers with the opportunity of education of higher quality irrespective of social, religious and ethnic background.
- Diversity of curriculum to cater for the differences in talents opportunity and roles to students after secondary schools course.
- Inspires the students with a desire for achievement and self-improvement both at school and in later life.

From the above stated objectives, it is note while to say that the secondary school graduates should be creative, entrepreneurially developed and be able to contribute to national development. Therefore as a secondary school graduate, it is expected that he/she should be able to carry out activities that are resourceful and contribute to national growth and development. But these are not seen in our secondary school, hence the paper advocates for globalization of secondary school sector in order to achieve the objectives of secondary education for national growth and productivity.

Curriculum and Globalization of Secondary Education

Curriculum is all the experiences that individual learners have in a programme of education whose purpose is to achieve broad goal and related specific objectives which is planned in terms of a framework of theory and research on past or present professional practice (Onwuka 1996). Curriculum embraces the total environment in which education takes place because it is basically concerned with the child, the teacher, the subject, the method of teaching and evaluation of learning experience. Therefore its implementation is very crucial because for good result in secondary education to be achieved, the curriculum must be effectively and properly planned (Usman, 2007).

The fact remains that the curriculum of secondary education in Nigeria was not well planned considering the target population in Nigeria. The curriculum was overloaded in the content, large classes and inadequate instructional resources. This is not in line with the international standard of secondary school curriculum because globally, the content of curriculum is not overloaded, and the teachers to implement it are also adequate and well qualified and in a conducive learning environment.

The integration of E-learning, information and communication technology, internet, open education resources in the secondary school curriculum would enhance the globalization of secondary education curriculum for the growth and productivity of the Nigerian nation.

In line with this, Apologun (2005) rightly observed that Information and Communication Technology (ICT) is the principal agent and infrastructure of globalization and often the cause of significant disparities in wealth and welfare, not just between rich and poor but also among culture, gender and age group. From the forgoing, you will agree with me that the globalized world is one that is characterized by internet super high way and connectivity giving room for a world that had fast assumed the status of a global village (Usman et al, 2013). Based on these, ICT is very essential in the secondary schools for the growth and development of the nation.

Teacher Quality and Globalization

Teachers in the secondary schools in Nigeria are inadequate and some unqualified in most cases and as such implementation of the planned curriculum becomes difficult as some did not go through teacher training institutions (Nwiyi & Uriah, 2007). They affirmed that these teachers came into teaching profession as the last resort where there are no jobs and therefore cannot offer quality and professional services since they were not trained for such purpose. Teachers are at the centre stage of teaching and learning, hence they are determinant factor in translating the curriculum into reality as to achieve the goals of secondary education.

Ukeje (1996) affirmed that teachers are the hub of any educational system, for upon their number, their quality, their commitment or devotion and their effectiveness depend on the success of the system and no education system can be stronger than the quality of its teachers. Training of teachers and their qualifications have a lot of implication for globalization or internationalisation of secondary education because the better trained and qualified a teacher is, the more prepared and likely he will appreciate the complexity of his role in education.

Periodic professional training of teachers' in secondary school need to be globalized to bring national growth and productivity by putting the right calibres of professionally qualified teachers in the classroom to manage the interactive process. The teacher who by the professional training, know, understand and appreciate the significant of the utilization of the investigation method in achieving the set objectives and non-teaching staff in the secondary schools guarantees internationalization of the secondary education system. It is very

important for the teachers and other staff to update the knowledge and skills regularly as to stand the test of time in carrying out their prescribed roles.

Funding of Secondary Education and Globalization

Education is an expensive social service and stakeholders in education, such as the government, the community, individuals, multi-national companies, private public partnership and so on. But currently secondary schools are being funded alone by government with some multi-national companies, hence the financial requirement for the schools to be globalized in nature are lacking (Nwiyi & Osuyi, 2009). This situation is worrisome as teachers are not motivated with adequate equipment, micro teaching laboratory equipments, good classrooms, libraries, relevant textbooks science laboratories among others. Generally education in Nigeria is associated with inadequate funding from the government and the public, teachers' salaries and allowances are not paid as at when due. This ugly trend jeopardizes the growth and the development of the country. To boost globalized secondary education in Nigeria, the funding system has to be improved and all the stakeholders must rise up to their responsibility as far as funding secondary education is concerned. At least the UNESCO percentage of 26% of the total budget of each year should be allocated to education in addition to the private public partnership, community sponsorship individuals who are well to do in the society, and other stakeholders in the financing of education in Nigeria. Finance is adequately required in the secondary schools to acquire infrastructural facilities to enhance effective teaching and learning which invariably would lead to the growth and development of the country.

Learning Environment and Globalization

Good learning environment connotes adequate classroom, good learning facilities, equipment in the laboratory and workshop, it also include adequate policies and practices which prohibit students and teachers harassment, examination malpractice, cultism attendance violence (Ogbodo, 2006). Good classroom management, such as good sitting arrangement, adequate utilization of educational facilities, classroom control, cleanliness in the classroom, good ventilation and lightening with air condition are what an effective teacher would organise to ensure effective teaching and learning. It is important for an effective teacher who possess good knowledge of the subject matter, the teaching skills and methods, good knowledge of the learner, good personality, resourceful, good leadership style and ability to inspire the learners to be engaged in good learning environment for more effectiveness in teaching and administration of the school for the growth and development of the society (Nwiyi, 2017). Good learning environment compliments globalization of the secondary school in Nigeria. Good features of the classroom will go a long way to enhancing the teachers' efforts in producing sound graduates who would contribute their quota to nation building like other western countries, whose educational system is already globalized and productivity is at very high level compared to the third world countries like Nigeria.

Problems of Globalization of Secondary Education in Nigeria

- The overload of the curriculum content poses much challenge in secondary schools. Large class and inadequate instructional resources and so on are impediments in globalizing secondary education as curriculum of secondary education are not adequately implemented.
- The use of ICT in teaching and learning in secondary schools is yet to be given adequate attention by all the stakeholders in education. Again its integration in the

existing curriculum on its own poses a lot of challenges as most teachers are not computer literate, this makes its implementation difficult. No wonder Apologun (2005) opined that the globalized world is one that is characterized by internet super high way and connectivity given room for a world that had fast assumed the status of a global village. The ability to adopt, adapt and implement these technologies to the country educational system falls below expectation, because one of the aims of globalization is to achieve Millennium Development Goals (MDGs) that are relevant to nation building.

- Another challenge that arises from globalization is that there is new conception and position on development economy quite different from that of the pre-cold and cold war era. This reveals why the popular position of most third world educationalist and political economists concerning dependency theory and capitalization had gradually given way to the new concept of development propagated by general globalization advocates.
- The state of the learning environment possess threat to globalization in secondary schools where some buildings have collapsed, lack of classrooms, lack of libraries and laboratory, cultism and drug related offences just to mention but a few, is the situation in the secondary schools. Some secondary school has been closed down due to cult related activities in some areas in Rivers State and such situation impedes globalization in secondary schools in Nigeria.
- Professional development of the teachers would lead to high productivity. But there is no regular professional development of teachers' to update their knowledge and skills in other for them to be effective and contribute to national development.
- Epileptic nature of Nigeria power holding company. Most communities in Nigeria are yet to be connected to national grid, therefore effective use of ICT materials and other equipment that need electricity were not being utilized for the purpose they were bought. Even the communities that are connected do not enjoy permanent electricity power supply.

CONCLUSION

Secondary education plays a vital role in Nigeria by inculcating into the citizens the knowledge, skills, attitudes, values that would enable the learner become a useful member of the society and also to contribute to the national development. Therefore its curriculum should be globalized for social, economic and political development which can lead to national growth and productivity. The teacher quality, the learning environment and the integration of ICT into the school system should be considered for the overall growth of the nation.

Recommendations

The following recommendations are made:

- All secondary schools should be made to conform to national educational standards, through the provision of adequate instructional facilities. This means that the school environment should be made conducive for learning and should be able to promote and preserve national values and cultural heritage;
- All state holders in the funding of secondary education should adequately fund the schools so that the basic school facilities that enhance teaching and learning would be provided adequately;

- The government should connect all communities to the national grid for more regular electricity supply which will enhance the teachers' professional responsibilities and globalized the school system;
- The use of ICT should be integrated into the school curriculum for effective teaching and learning which will give the teachers and students the access to knowledge exploration;
- The government and other stakeholders should avoid overloading the content of the curriculum for higher productivity.

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Awareness and Compliance to Legal Deposit Law by Book Publishers in Rivers State, Nigeria

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Abstract

This study investigates the awareness and compliance to legal deposit law by book publishers in Rivers State, Nigeria. There were five objectives and five research questions. One null hypothesis was formulated to guide the study. The research design for the study was the survey method. The population of the study is 47 book publishers who deposit their copies with the national library. There was no sampling as the population is considered small, accessible and manageable. The Questionnaire tagged, Awareness and compliance to legal deposit law by book publishers (ACLDLBP) is the instrument for data collection. The instrument was validated by an expert in measurement and evaluation. The reliability coefficient of the instrument is 0.77, which is considered high enough to justify the use of the instrument. The administration of the instrument was done personally by the researcher. Descriptive statistics was used to analyse the research questions, while chi-square was used to test the hypothesis. The findings of the study include that book publishers in Rivers State are aware of the legal deposit law, ways of publishing the legal deposit law among the publishers vary, the book publishers comply with the law. The problems that militate against the awareness and compliance to legal deposit law by the book publishers include that the law is not enforced, the penalty is not stiff, fake ISBN are used by some publishers and that the publishers are non-challant about the law. The study recommends that there should be conferences, workshops and seminars to create awareness on the law, there should be stiffer and enforceable penalty for non-compliance, and that there should regular raids on bookshops to ascertain ISBN not issued by the National Library.

Keywords: Awareness, Compliance, Legal Deposit Law, Book Publishers.

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INTRODUCTION

Legal deposit is an obligation on publishers, authors and distributors to place their publications with designated libraries to establish and maintain an archival record of nations published output. This has great advantages to authors, publishers, researchers and the general public, since through legal deposit, publications are made available to readers, preserved for the benefit of future generations, and become part of the national heritage.

Lariviere (2010) defines legal deposit as a statutory obligation which requires that any organization, commercial or public, and any individual producing any type of documentation in multiple copies should deposit one or more copies with a recognized national institution. Legal deposit can also be defined as a statutory provision which obliges publishers to deposit copies of their publications in libraries in the country in which they are published.

Legal deposit of the material is the responsibility of the publisher and author (for author – published work) it extends not only to commercial publishers but also to private individuals, clubs, churches, associations, societies, and organizations.

Legal deposit law according to Wikipedia (2014) is a legal requirement that a person or group of person submit copies of their publications to a repository, usually a library, the requirement is mostly limited to books and periodicals. The number of copies to be deposited varies in different countries. The essence of these laws in various countries is to ensure that the nation's published output, that is, its intellectual record and future published heritage is collected systematically to preserve the material for the use of future generations and to make it available to readers within the designated legal deposit libraries.

In Nigeria, the first publication law known as Nigerian publication ordinance No. 13 of 1950 came to effect in April 1950, which was later amended to Publication Act by Order 29 of 1951. By the ordinance No. 13 of 1950, University of Ibadan was conferred the only national depository in Nigeria. Different states of the federation enacted their own separate deposit laws but the Federal Government by a legal notice No. 112 of 1964 restricted it's law to Federal Territory of Lagos substituting Lagos University, library and University of Ibadan as legal repositories. The National Library Act of No. 6 of 1964 was improved by the National Library decree 29 of 1970 which established the National Library Board incorporating the deposit obligations in its subsection 4. This is due to the fact that the National Act of 1964 through applied to the then Federal Territory of Lagos did not designate the library as a depository library. Legal deposits law in Nigeria stipulates that all published materials in Nigeria and about Nigeria be submitted to the National Library Free of charge for preservation and for posterity (Gbadamosi, 2005).

In the light of the foregoing, this study intends to investigate legal deposit law awareness and compliance among publishers in Rivers State.

Statement of the Problem

Legal deposit law is beneficial to publishers in that deposited titles usually appear in the National Bibliography which is used by librarians and those in book trade for stock selection. Publishers at times approach the deposit libraries for copies of their own publication which they no longer have but have been preserved through legal deposit. It also supports a cycle of knowledge, whereby deposited works provide inspiration and source material for new books that will eventually achieve publication.

In spite of these benefits, there are speculations among the general public that publishers in Rivers State seem not to be aware of the legal deposit law. These conflicting opinions remain story in the absence of empirical evidence in this regard which therefore gives room to all manner of speculations and opinions. In the midst of these unsubstantiated speculations and opinions, this study will empirically collaborate or refute whether there is legal deposit awareness and compliance among publishers in Rivers State.

Objectives of the Study

The main purpose of the study is to study awareness and compliance to legal deposit law by book publishers in Rivers State. Specifically it seeks:

- To ascertain the level of awareness of deposit law by book publishers in Rivers State;
- To highlight the methods of publicizing the legal deposit law in Rivers State;
- To ascertain the level of compliance with the legal deposit law by publishers in Rivers State;
- To identify means of enforcing legal deposit law among book publishers in Rivers State;
- To find out book publishers perceptions of the legal deposit law; and
- To identify the problems that militates against the awareness and compliance with legal deposit law by publishers in Rivers State.

Research Questions

The following research questions were posed to guide the study:

- What is the level of awareness of legal deposit law by book publishers in Rivers State.
- What are the methods of publishing the legal deposit law in Rivers State.
- What is the level of compliance with legal deposit law by book publishers in Rivers State.
- What are the problems that militate against the awareness and compliance with legal deposit law by publishers in Rivers State.
- What are the means for enforcing legal deposit law among publishers in Rivers State?
- What are the book publishers' perceptions of the deposit law?

Hypothesis

The research formulated one null hypothesis to guide the study:

H₀₁: There is no significant relationship between the awareness and compliance with legal deposit law by book publisher in Rivers State.

Significance of the Study

The outcome of this research would be beneficial to the following persons; researchers, academics, book publishers, the National Library of Nigeria and the government. It will also add to the existing literature in this field of study.

The findings of the research are hoped to enlighten researchers on the legal deposit law in Nigeria and those who may in the near future channel their investigation towards the issue of legal deposit law in Nigeria.

This study adopted the descriptive survey research method in carrying out the investigation. This method was chosen because it permits one to describe systematically a situation or area of interest factually and accurately.

METHODS

Instrumentation

The main instrument for data collection were the questionnaire titled, “Awareness and compliance in legal deposit law by Book Publishers Questionnaire (ACLDLBPQ)”. The questionnaires has two sections and was structured using modified Likert four point rating scale. These instrument were validated. To test the reliability of the instrument of the instrument 10 copies of the questionnaire were given to the respondents in Imo State. The data obtained were tested for reliability through the use of Pearson Product Moment Correlation. The result of the reliability test showed reliability coefficient 0.77 which is high enough and adequate to justify the use of the instrument.

Methods of Data Collection and Analysis

The researcher, with four trained assistants administered the instrument to the respondents. Data collection lasted for a period of three weeks. Data collected were analyzed using mean scores for the research questions. The cut off mark for the mean scores was the significant mean score were accepted. Chi-square was used to test the hypothesis at 0.05 level of significance.

RESULTS

Forty-seven (47) copies of the questionnaire were distributed and forty-four (44) were completed, returned and found to be in usable form. This showed a 93.6% return rate. Table 1 shows the questionnaire distribution and return rate.

Table 1: Questionnaire Distribution and Return Rate

Number Distributed	Number Returned	% of Return
47	44	93.6

Data Analysis According to Research Questions

Research Question One

What is the level of awareness of legal deposit law among book publishers in Rivers State?

Table 2: Level of awareness of legal deposit law

S/N	Item Statements	SA (4)	A (3)	D (2)	SD (1)	Total	Mean	Decision
1.	I have the knowledge of legal deposit law	28 (112)	10 (30)	3 (6)	3 (3)	44 (151)	3.43	Accepted
2.	I am aware of the office of the legal deposit	24 (96)	13 (39)	3 (6)	4 (4)	44 (145)	3.29	Accepted
3.	I get ISSN and ISBN from bigger publishers	10 (40)	4 (12)	20 (40)	10 (10)	44 (574)	2.32	Rejected
4.	The sensitization should go beyond the point of ISSN & ISBN collection	30 (120)	10 (30)	3 (6)	1 (1)	44 (157)	3.56	Accepted
5.	I am aware of ISSBN and ISBN	31 (124)	11 (33)	2 (4)	-	44 (161)	3.66	Accepted
6.	Attending of conferences, seminars, regularly for book publishers to enhance our knowledge	23 (92)	16 (48)	2 (4)	3 (3)	44 (147)	3.34	Accepted
7.	I am aware of book publisher's benefit from legal deposit law	26 (104)	13 (39)	3 (6)	2 (2)	44 (151)	3.43	Accepted

Significant means score: 3.29

Result in Table 3 shows that all the question items such as knowledge of legal deposit law, awareness of the office of legal deposit law, attending of conferences, seminars and workshops among others are accepted of level of awareness of legal deposit law among book publishers in Rivers State, except 'I get ISSN and ISBN from bigger publishers'. This is shown by their scores which are equal to or above the significant mean score of 3.29.

Research Question Two

What are the methods of publicizing the legal deposit law in Rivers State?

Table 3: Methods of publicizing the legal deposit law

S/N	Item Statements	SA (4)	A (3)	D (2)	SD (1)	Total	Mean	Decision
1.	Through a letter from the National Library	3 (12)	5 (15)	14 (28)	22 (22)	44 (77)	1.75	Rejected
2.	Through colleagues	12 (84)	16 (48)	4 (8)	3 (3)	44 (143)	3.25	Accepted
3.	Through workshops and conferences	18 (72)	17 (51)	4 (8)	5 (5)	44 (148)	3.36	Accepted
4.	Through meetings of book publishers association	20 (80)	10 (30)	8 (16)	6 (6)	44 (132)	3.00	Accepted
5.	Through the Authors	17 (68)	18 (54)	6 (12)	3 (3)	44 (137)	3.11	Accepted
6.	Through the Book sellers	6 (12)	4 (12)	13 (26)	21 (21)	44 (83)	1.88	Rejected

Significant mean score: 2.73

Result in Table 3 shows that all the question items such as through colleagues, through workshops and conferences, through meetings of book publishers association, through the authors are accepted as the methods of publicizing legal deposit law in Rivers State, except. ‘Through a lesser from the National Library and through the book sellers.’ This is shown by their scores which are equal to or above the significant mean score of 2.73.

Research Question Three

What is the level of compliance of legal deposit law by book publishers in Rivers State?

Table 4: Level of Compliance with Legal Deposit Law

S/N	Item Statements	SA (4)	A (3)	D (2)	SD (1)	Total	Mean	Decision
1.	I comply each time I publish my book	27 (108)	11 (33)	4 (8)	2 (2)	44 (151)	3.43	Accepted
2.	I deposit the required number of legal deposit law	30 (120)	12 (36)	2 (4)	- (-)	44 (160)	3.64	Accepted
3.	I comply only when task force comes around	25 (100)	13 (39)	3 (6)	3 (3)	44 (148)	3.36	Accepted
4.	I comply to legal deposit law during book fairs	6 (24)	4 (12)	9 (18)	25 (25)	4 (79)	1.80	Rejected
5.	I comply when I publish books for sale	24 (96)	13 (39)	3 (6)	4 (4)	44 (145)	3.30	Accepted
6.	I deposit usually after receiving claim and demand letters	6 (24)	68 (24)	10 (20)	20 (40)	44 (88)	2.00	Rejected

Significant means score: 2.92

Result in Table 4 shows that the publishers indicated that they always deposit the required number of copies (3.64), comply each time they publish their books (3.43), comply with the legal deposit when there is use of taskforce (3.36), and when they publish books for sale (3.30). However, they do not comply during book fairs (1.80) and do not deposit when they receive claims and demand letter (2.00).

Research Question Four

What are the effective strategies for enforcing legal deposit law among book publishers in Rivers State?

Table 5: Effective Strategies for Enforcing Legal Deposit Law

S/N	Item Statements	SA (4)	A (3)	D (2)	SD (1)	Total	Mean	Decision
1.	There should be regular collection by the National Library	26 (104)	11 (33)	4 (8)	3 (3)	44 (148)	3.36	Accepted
2.	Penalties should be stiffer for defaulters	24 (96)	14 (42)	2 (4)	4 (4)	44 (146)	3.32	Accepted

3.	There should be publishers association in the state	8 (32)	4 (12)	20 (40)	12 (12)	44 (96)	2.18	Rejected
4.	Monitoring of ISBN usage	22 (88)	14 (42)	5 (10)	3 (3)	44 (143)	3.25	Accepted
5.	Regular conferences and Seminars for authors and publisher in the state	23 (92)	16 (48)	3 (6)	2 (2)	44 (148)	3.36	Accepted
6.	Mushroom printers should be checked	24 (96)	13 (39)	4 (8)	3 (3)	44 (146)	3.32	Accepted
7.	I am aware of book publisher's benefit from legal deposit law	26 (104)	13 (39)	3 (6)	2 (2)	44 (151)	3.43	Accepted

Significant mean score: 3.13

Research Question Five

What are the book publishers' perceptions toward legal deposit law?

Table 6: Book Publisher's perception towards legal deposit law

S/N	Item Statements	SA (4)	A (3)	D (2)	SD (1)	Total	Mean	Decision
1.	It enhances the National Library	20 (80)	14 (42)	5 (10)	15 (15)	44 (137)	3.11	Accepted
2.	It creates national development any book publishers	18 (72)	17 (51)	6 (12)	3 (3)	44 (138)	3.14	Accepted
3.	It creates access to information about national bibliography	22 (88)	12 (36)	6 (12)	4 (4)	44 (140)	3.18	Accepted
4.	The deposit office is far from my office	8 (32)	6 (18)	14 (28)	16 (16)	44 (94)	2.14	Rejected
5.	Sensitization is far from being reached	20 (80)	16 (48)	4 (8)	4 (4)	44 (140)	3.18	Accepted
6.	Deposit copies should be reduced	10 (40)	8 (24)	14 (28)	12 (12)	44 (104)	2.36	Rejected
7.	There should be regular sharing of ideas, session between publishers and the National Library	21 (84)	14 (6)	3 (6)	6 (6)	44 (138)	3.14	Accepted

Significant mean score: 2.89

The Result of Table 6 shows that enhancement of National Library, creation of national development amongst publishers, creation of access to information about National bibliography, sensitization is far from being reached, and regular meetings between the National Library and the publishers are the publishers' perception towards office is far from their offices and that deposit copies should be reduced because these items have mean scores below the significant mean score of 2.89.

Research Question Six

What are the problems that militate against the awareness and compliance with legal deposit law among publishers in Rivers State?

Table 7: Problems militating against the Awareness and Compliance with Legal Deposit Law by Publishers in Rivers State

S/N	Item Statements	SA (4)	A (3)	D (2)	SD (1)	Total	Mean	Decision
1.	I don't have knowledge of the legal deposit law	8 (32)	4 (12)	14 (28)	18 (18)	44 (90)	2.05	Rejected
2.	The law is not enforced	24 (96)	11 (33)	4 (8)	5 (5)	44 (142)	3.23	Accepted
3.	The penalty is not stiff	21 (84)	13 (39)	6 (12)	4 (4)	44 (139)	3.16	Accepted
4.	The publishers are non-challant about the law	22 (88)	14 (42)	5 (10)	3 (3)	44 (143)	3.25	Accepted
5.	Publishers can use ISBN that is not issued by the National Library	18 (72)	16 (48)	5 (10)	5 (5)	44 (135)	3.06	Accepted
6.	The National Library cannot detect fake ISBN	20 (80)	16 (48)	3 (6)	5 (5)	44 (135)	3.16	Accepted

Significant mean score: 2.99

Table 7 shows that the publishers accepted that 'the law is not enforced, the penalty is not stiff, the publishers are non-challant about the law, Publishers can use ISBN that is not issued by the National Library, and the National Library cannot detect fake ISBN' as problems that militate against the awareness and compliance with legal deposit law in Rivers State.

Hypothesis Testing

Research hypothesis one

There is no significant difference in the mean scores of level of awareness and level of compliance with legal deposit law among book publishers in Rivers State.

Table 8: Summary of Chi-Square analysis on the awareness and compliance with legal deposit law by book publishers in Rivers State

Variable	No of Items	Cal - χ^2	Tab - χ^2	DF	P	Decision
Awareness and compliance with legal deposit law	6	38.50	28.87	18	0.05	Significant

From the result, we can see that the cal- χ^2 (38.50) is greater than the tab - χ^2 (28.87) at 0.05 level of significance, so the null hypothesis (H_0) that there is no significant relationship between the awareness and compliance with legal deposit law by book publishers in Rivers State is rejected. This means that we shall accept the alternate hypothesis (H_1) and conclude that there is

significant relationship between the awareness and compliance with legal deposit law by book publishers in Rivers State.

DISCUSSION

The results of the study in Table 1 show that knowledge of legal deposit law, aware of the office, attending of conferences, seminar and workshops are the level of awareness of legal deposit law among book publishers in Rivers State. This result is in accordance with the findings of Akidi's (2012) research that shows that the highest level of awareness was recorded for those authors who have been associated with research and authoring for more than twenty-six years with (22.3%). Shuaibu-Adamu (1999) reported that some publishers who claimed ignorance of the deposit law showed outright refusal to comply even when handed with the copy of the law.

More so Result in Table 2 shows that the use of taskforce, book fair, during claim and demand of letters are the level of compliance with legal deposit law among book publishers. This result is in conformity with the findings of Aguolu and Aguolu (2002) who opined that book publishers should deposit three copies of every publication with the National Library.

Lariervere (2010) asserted that a very important question related to the implementation of legal deposit legislation is the issue of enforcement. Thus to be effective, a law must be enforceable, and to be enforceable, a law must include penalty it contravened.

Also, result in Table 3 shows that Regular drive, penalties, Book Publishers Association, organizing conferences, and seminars are effective strategies for enforcing legal deposit law among book publishers in Rivers State. This result agreed with Edoka (2000) who opined that libraries are authorized by law to receive free of charge from publishers or printers specified number of copies of all new publication/editions within the country. But this is not adhered to so in most cases, regular drives and penalties are used. This agrees with Shuaibu-Adamu and Essien (2007) who opined that Section 4(4) of the Act, which provides for the penalty clause for non-compliance, has never been enforced and should be reviewed and vigorously enforced in a more stringent way by prosecuting defaulters to form a deterrent to others.

Gbadamosi (2005) stated that in consideration of the weak enforcement of legal deposit legislation, all the stakeholders (publishers, authors, printers, etc.) should partake in strategies adopted for effect implementation of legal deposit obligations.

Result in Table 4 show that enhancing National Library, creating national development, creating mutual understanding, creating information, access and preservation are the book Publisher's perception towards legal deposit law. This result is in accordance with Davidson (1981) who identified the benefits obtainable from legal deposit scheme when he stated that the scheme was to create a comprehensive. Collection of the national publications in various formats and to support the compilation and publication of an authoritative national bibliography, so as to ensure their preservation and easy access to them. Also Ofodile (2007) is of the view that it helps in creating awareness of the publishing output of the country.

Finally, the problems militating against the awareness and compliance with legal deposit law by publishers in Rivers State include that 'the law is not enforced, the penalty is not stiff, the publishers are non-challent about the law, publishers can use ISBN that are fake, and the National Library cannot detect fake ISBN' are problems that militate against the awareness and compliance with legal deposit law in Rivers State. These items collaborate the works of Ogunidipe (2005), Gbadamosi (2005) and Lariervere (2010). However, the finding of this study refutes the work of Shuaib-Adamu (1999) that having no knowledge of the legal deposit law is a

problem for non-compliance. This is because every book published has an ISBN and therefore, every publisher is aware of the law.

CONCLUSION

This study investigated the awareness and compliance to legal deposit law by book publishers in Rivers State of Nigeria. The study concludes that book publishers in Rivers State are aware of the legal deposit law in Nigeria. This can be seen in their responses in Table 1 where the level of acceptance is higher than the level of non-acceptance. The methods of publicizing legal deposit law in Rivers State are through colleagues, workshops and conference, meetings of book publishers association, and authors.

The book publishers in Rivers State do comply with the legal deposit law. This can be seen in their responses in Table 2. However, some of them comply only when force is applied (only when the task force comes around). The book publisher in Rivers State indicated that the effective strategies adopted in enforcing legal deposit law among them include regular drive, having book publishers association, organizing conferences, and seminars, and mushroom printers should be checked. The book publishers' perception towards legal deposit include enhancement of the national library, creation of national development among the publishers, creating access to information about national bibliography, sensitization about the law is far from being reached, and regular sharing ideas sessions with the national library.

The problems that militate against the awareness and compliance with the legal deposit law among book publishers in Rivers State are majorly that the law is not enforced, the penalty is not stiff, the publishers are non-challent about the law, publishers can use ISBN that is not issued by the national library; and the national library cannot detect fake ISBN.

Recommendations

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

- Workshops, seminars and conferences should be organized to enable book publishers to be aware and understand the importance of the legal deposit law of the National Library of Nigeria.
- There should be a book publishers association to enable members to be aware of and also know those who comply with the law.
- The National Library should have sessions where they share ideas with book publishers.
- There should be stiffer and enforceable penalty on non-compliance with the legal deposit law.
- There should be a law on regular raids on bookshops to ascertain ISBN not issued by the National Library.

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Nigerian Police Force and Administration of the School in the Period of Security Challenges in Nigeria

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Abstract

It is not in doubt that Nigeria society is facing security challenges of kidnapping, violence, militancy, armed robbery, Boko Haram insurgency and other vices. Schools are an arm of the Nigeria society whose responsibilities, among other things, is to impact knowledge for future work force. Undoubtedly, schools have been infested with the outcome of these challenges. The school personnel are lamenting, afraid and can only sleep with one eye close. It is on this backdrop that this paper examined the role of Nigeria police force vis-à-vis, the administration of schools in a period of security challenges. The paper concluded that schools are destroyed, school personnel kidnapped, maimed, killed and displaced as a result of insecurity. The paper therefore recommended that, there should be effective police-school partnership; there should be police post in rural communities and check points nearer to schools. Also, police should divorce themselves from bribery and civilian politics. There should be adequate budgeting allocation to police to enable them provide adequate security in schools and Nigeria in general.

Keywords: Administration, Police, School Administration, Security, Security Challenges.

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INTRODUCTION

Education, world-over stands at all times as an important instrument par excellence for achieving growth, progress and national development. That is why the National Economic Empowerment and Development Strategy (NEEDS) recognizes education as means of empowering the people for the attainment of the nation's developmental plans and targets (Federal Republic of Nigeria (FRN, 2014).

School is the most important agency of attaining education. It is a place where knowledge is imparted. Okorosaye-Orubite (2005) viewed school as a specific agency established by the society to take responsibility for the formal education of the young ones, who are incoming members of the society. In like manner, Agabi (2005) described school as an institution primarily established and used for the education of children and young ones. Okujagu in Uriah (2005) defined school as an artificial social organization set up for the purpose of the deliberate management of the process of cultural transmission and social integration.

The above definitions implies that school occupies a specific location clearly separated from the general environment or community by name which reflects the level and type of education it provides, buildings furnished in accordance with the age group it serves and the conditions for its existence as recommended by the law of the community it serves. Hence, we have kindergarten and nursery school, primary school, secondary school, technical school and tertiary institution.

For the schools to attain its objectives, it needs to be properly administered. School administration is the process of coordinating human, material and time resources towards the attainment of pre-determined objectives of school. In order words, school administration is the process whereby the school head such as Vice Chancellor, Provost, Rector, Principal or Head Teacher, as the chief, executive of the school coordinates the effort and activities of staff towards the achievement of the goals of the school. Okeke (1985) defined school administration as the provision and maintenance of necessary manpower for those who teach with a view to bring the desired change in the learners' behavior. Agi and Adiele (2009) sees school administration as the field operation charged with the use of available resources (material and human) to prosecute policies and programmes in education.

The above definitions explained that school is a conglomeration of administrator, teaching and non-teaching staff, and students/pupils whose efforts are geared towards the attainment of teaching, learning, research and manpower training. These objectives can be achieved, among other things, in a friendly environment. Environment free from threat, harm or danger. In another sense, the achievement of school's objectives lies on the ability to have atmosphere of peace and tranquility. Meaningful development can only take place in a secured environment.

Okai and Wali (2014) recognized that the challenges facing Nigerian society are youth restiveness, inter and intra-communal clashes, kidnappings, hostage taking, cultism, armed robbery, Boko Haram insurgents, assassinations, prostitutions, pipeline vandalizations, etc. These challenges are critical, virulent, persistent and agonizing to the Nigerian society, which the school is part and parcel of. These challenges are herculean. It cannot be left in the hands of school administration and of course, school administration cannot effectively provide the solution because it is capital intensive. This is the reason why the state is involved in providing security. One of the instruments that the state uses to control security is the police. The police are saddled with the responsibility of maintaining peace and security. It is on this premise that this

paper looked at the role of Nigeria Police Force in administration of schools in a period of security challenges in Nigeria.

OPERATIONALIZATION OF KEY CONCEPTS

To have a clear understanding of the contending issues, a brief operationalization of the following concepts as applied in this paper shall be attempted. The concepts are: Police, administration, security and security challenge.

Concept of Administration

The term “administration” is a concept that has so many benefits of meanings as there are people who care to define it. Mackae and Hill in Ezeani (2005) conceptualized administration as the coordination of men and materials within organization for the accomplishment of identifiable purposes. Earlier, Ezeocha (1990) defined administration as the process of directing and controlling of life in a social organization. Ogbonna (1995) is of the opinion that it is a process which entails the utilization of human, financial and material resources in maximizing the realization of goals or objectives.

The above definitions imply that administration involves working with people for the accomplishment of goals. It also involves the use of men, material and funds to achieve objectives. To Peretomode (2003) administration is concerned with the performance of executive duties, the carrying out of policies and decisions to fulfill a purpose and the controlling of day – to-day running of an organization. This definition shows that administration involves not just implementation of policies and programmes of an organization but also its day-to-day functioning.

Concept of Security and Security Challenges

The relevance of the growth and development of man and his environment has led the term “security” to attract a wide range of attention from academic, religious, military, political and social circle. In order words, different people see security from different perspectives depending on their area of specialization and interest. Whatever views they hold, the term does not lead itself to precise definition. It is an essential contested concept. However, Meziobi (2012) said the concept when mentioned in Nigeria, stir thought that are focused predominantly on one or a combination of the following:

- The defence and protection of national integrity or Nigeria’s sovereignty, territorial and political jurisdiction from external and internal interference or intervention;
- Personal safety of members of political class who are in control of the helm of affairs of governance, in addition to safeguarding or protecting their offices, hence the incredible allocation of funds for security;
- Forestalling or deterring possible internal attacks or crisis and subjugating insurgency;
- Keeping security agents on active security alert and readiness at all points in time.
- Checkmating impending or actual internal threats to state or national security or anti-social behaviours of those who are deliberately undermining or sabotaging government efforts;

- Checkmating social problems such as Boko Haram saga and youth militancy, kidnapping, abduction that may pose threat to state and national security and political cadre in control of the state affairs from active commitment to their function;
- Making the environment insecurity free in order to attract international investments.

In its simplistic form security is the feeling of being safe, protected and the feeling of freedom from danger, fear, anxiety and unwanted violence. Francis in Wali (2015) sees security to denote the condition of feeling safe from harm or danger, the defence or protection and preservation of core values and absence of threats to acquire values. In like manner, Amujiri and Agu (2012) conceptualized security as freedom from risk or danger or fear, safety, confidence and ability of a nation to protect and defend itself, promote its cherished values and legitimate interest and enhance the well-being of its people.

In another development, Eko-Alobi in Okogba (2014) defined security as activities and actions taken to guarantee the protection of law and order and the promotion and protection of the human rights of the citizens. Paleri in Iwegbu and Ossai defined (2014) security as the prevention of and protection against assault, damage, fire, fraud, invasion of privacy, theft, unlawful entry and such occurrences caused by deliberate action.

Security challenge is a violation of security. That is insecurity, in other words, is the presence or apprehension of threat, danger to life and property, and presents atmosphere that is not conducive for people to pursue their legitimate interests within the society. Nwankwoala (2014) stated that security challenges are those difficult situations, unpleasant and chaotic security situations that obstruct peaceful living of people in a society. Nwankwoala went further to identify those security challenges to Nigeria as Boko Haram insurgents, militancy, armed robberies, kidnappings, abductions, intertribal wars and fights whereas, Imobighe in Thomas (2008) sees security challenge as anything that can undermine the security of the nation or the peaceful coexistence of the people. Imobighe in Thomas further identified those security challenges in Nigeria to include religious/political intolerance, mismanagement of resources, subversion and sabotage espionage, smuggling, alien influx, armed robberies, mutiny/coup d'état, civil unrest, revolutionary insurgency, etc. The above assertions imply that security challenges are threat to individual security, institution security, state security and environmental security.

Concept of Police

Etymologically, the word police is derived from the Greek word “Polis” meaning that part of ecclesiastical administration having to do within the safety, health and order of the state. Therefore, police is an organized civil force whose main duty is to maintain order, preventing and detecting crime and enforcing the laws. Mohammed (2007) defined police as official men and women whose duty is to maintain law and order, make people obey the law and prevent and solve the problem of crime. Hornby (2001) sees police as an official organization whose jobs is to make people obey the law and to prevent and to solve other crime. While Wikipedia (2009) conceptualized police as the constituted body of person empowered by the state to enforce the law, protect property and limit civil disorder.

The Federal constitution of Nigeria (1999) states that police are those establishment whose duties are the preservation of law and order, the apprehension of offenders, the protection of life and property; the due enforcement of law and regulations with which they are directly

charged with the performance of such military duty within and outside Nigeria as may be required of them by or under the authority of any Act (Mohammed, 2007).

Implicit in the above definitions therefore, is that the police force is saddled with the responsibilities of security in the nation. That is, making sure that a country is free from any form of threat or fear to its peace, stability and progress.

PURPOSE OF NIGERIAN POLICE FORCE

The beginning of Police Force in Nigeria could be traced to the British colonial administration security outfit called “Northern constabulary”, which later metamorphose to the present day Nigeria Police Force. The colonial administration used this outfit to subdue, oppress and exploit Nigeria. Alemika (2007) observed that the various forces established, organized and maintained by colonial and postcolonial governments were largely for the protection of the interest of political and economic power holders.

The police were established and employed as instrument of violence and oppression against the indigent Nigerians. They were the instrument used to sustain the alien domination. They were only accountable to the colonial administration and their excesses against indigent Nigerians were not controlled. That is why Alemika (2007) said that policing in Nigeria has been characterized by culture of impunity, corruption, incivility, brutality, lack of transparency and accountability.

The primary functions of the police are detection and prevention of crime as well as preservation of law and order. The police has constitutional powers of ensuring the prevalence of law and order and the preservation of public peace. Section 214(2)(b) of the 1999 constitution of the Federal republic of Nigeria with Amendments in 2011, confer on the police force powers and duties for effective oversight and accountability.

Similarly, section 4 of the police Act (2004) charged the force with the general duties of:

- The protection of life and property;
- Detection and prevention of crime;
- Apprehension of offenders;
- Preservation of law and order;
- The due enforcement of law regulations with which they are directly charged;
- Performance of such other military duties within and outside Nigeria as maybe required of them by or under the authority of any other Act (Brownson, 2012).

In the exercised of the above primary powers, the police also act in other spheres which are necessarily incidental to the exercise of the primary duty of the police under section 4 of the Police Act. The Act gives the police the power of public prosecution. By these powers, the police can charge and prosecute any person suspected to have committed a crime before any court of law in Nigeria. The Act also empowered the police to detain any person reasonably suspected to be in possession or carrying stolen property, or property that is reasonably believed to be unlawfully obtained.

The Rational for involving Police Force in Administration of Schools

Critics of involving police force in administration of schools in Nigeria have argued that the police will stripe school administrators of their rightful power to discipline their staff and students and interfere with their service to the community. Of a truth, in the past and until recently issues and problems arising from the school hardly found their ways into the police. The reason is that school matters were regarded as highly domesticated or localized, and the school authorities were often ready to arbitrate the matters even when they involve policy issues. However, with the increasing awareness of the constitutional rights and obligations of individuals, cases and conflicts arising from the school are gradually being referred to the police for investigation and prosecution.

Also, observation and experience has shown that police does not interfere in the administration of schools out of compulsion rather they are invited to maintain law and order. The invitation of police in school administration became obvious because of the recent upsurge in violent crimes in schools which created enormous uncertainty in the security of lives and property of school personal and school administration in general. The incidence of crime such as armed robbery, arson, drug abuse, rape, murder, cultism are examples of violent crime which have been on the increase in the recent past in schools.

In the same vein, the existing patterns in criminal activities in school shows that criminals are getting more organized, sophisticated and brutal in the manner they carry out their dastardly acts by physically attacking individuals with dangerous weapons. Equally worrisome is the new dimension in organized behavior in Nigeria involving acts of terrorism, such as Boko Haram in the North and Militancy in the South. These criminals have maimed, killed, kidnapped, abducted and displaced school personnel and burnt down school buildings and other school valuables. Therefore, police invitation in administration of schools became inevitable because the traditional Mai-guards (security men) in schools are not trained, neither, are they equipped on the defense in the act of these crimes.

AREAS OF POLICE FORCE INVOLVEMENT IN ADMINISTRATION OF SCHOOLS

The place of police force involvement in administration of schools cannot be divorced from the Act establishing it, which have been emphasized somewhere in this paper. However, for the purpose of police role in terms of administration of schools the following are discussed: prevention and detection of crimes, protection of lives and property, preservation of law and order.

Prevention and Detection of Crime

Crimes in the school are those antisocial behavior or act which are detrimental to the school community and to the public welfare. This in effect comes in form of student restiveness, unrest, riot, protest and crisis (Wali, 2007). Others are secret cult activities, examination malpractice, sexual harassment, terrorism, etc. Statutorily speaking, most of the teaching and law enforcement in the school tend to give priority to prevention of crime. This is because of the dire importance attached to the adage which says “nipping a crime in the bud” rather expending tireless efforts (usually in futility) investigating the crime afterwards. Yet these vices are on the increase. The

police who are specialist in strategies and technical know-how (if invited) to prevent and suppress the intentions before they are outwardly manifested could arrest ugly situations.

Protection of Lives and Property

Section 153 of the 1999 constitution of the Federal Republic of Nigeria with amendments, 2004 in Brownson (2012) enshrined that the police are charged with the responsibility of protecting the lives and property of all the citizens within their respective precincts and jurisdiction. They discharge this responsibility by posting men on guard duties to schools on request during examinations, sporting activities or any important events in the school. In time past, police gave special escort to carry school money, parting orderlies to vice chancellors and other important personalities of the school. Also, police helps the school to retrieve stolen school property and secure same for the school.

Preservation of Law and Order

Section 10 of Police Act vets the duty of the police under the directive of the President to ensure public safety and public order. The police execute this role in the school by enforcing laws and regulations governing unlawful assemblies of staff, students and secret cults. Police ensures that order is maintained in union meetings and procession during matriculations and convocations ceremonies.

The police also ensure that pedestrian students, especially in the cities are saved from traffic problems by crossing them to other side of road to their school. However, in ensuring that order is maintained, police should apprehend and prosecute offenders in law court.

CONCLUSION

It has “abinitio” stressed that police involvement in administration of schools is on invitation. This invitation becomes inevitably because of security challenges which crippled into the school system in Nigeria. This security challenges emanated as a result of cultism, youth restiveness, killings kidnappings, Boko Haram insurgency and other crime. These vices constituted security threats to lives and property of the school and frustrates school effort to train the required work force for Nigeria.

Security is the spring board of achieving school objectives. In this period of security challenges, if school objectives must be achieved, it means that all security apparatus and institutions (Police Force inclusive) must be positioned to function maximally.

Police officers who are trained in tactics and strategies have the constitutional responsibilities to maintain law and other, enforce laws, promotion of public safety, prevention, detection and preservation of offenders. Police are involve in administration of schools in order to dissuade or defend attacks of the cultists, kidnappers, armed robbers, assassins, militancy, terrorists and other unscrupulous elements of the society who threaten the existence of school life.

Recommendations

It is a truism that schools in Nigeria are faced with security challenges and the need to tackle this menace is urgent and important hence the following recommendations are made:

- There should be effective police- school relationship. Through the relationship police will have knowledge of security challenges in the school;
- There should be police post in rural villages because most of the victims of kidnappings are sent to bushes in rural areas;
- Checking points should be mounted closely to where schools are located to enable the police to have quick information about the criminal activities happening in the school;
- Police in Nigeria should divorce themselves from toll fees at checking points to enable them have a thorough search of every motorcycles, motor-vehicle and passer-by;
- Police in Nigeria should remove themselves from civilian politics to enable them maintain their approach to issues on security;
- There should be adequate budgetary allocation to police force to enable them provide adequate security in schools and Nigeria in general;
- Police should be provided with sophisticated weapons to match that of terrorists and militants; and
- Borders and sea way should be checkmated in order to prevent the importation of guns and other weapons, by the militants and terrorist.

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Effective Implementation of Universal Basic Education in Rivers State: Role and Utilization of Physical Resources.

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Abstract

This study investigated the utilization of physical resources in the effective implementation of UBE in Rivers State. Descriptive survey design was adopted. Two research questions were raised to guide the study while one null hypothesis was formulated and tested at 0.05 level of significance. The population of the study consisted of 249 JSS school in Rivers State. A sample of 20 urban and 30 rural JSS which represented 20% of the entire population was drawn through stratified random sampling technique. Observation schedule and a questionnaire titled, "Factors Affecting the Utilization of Physical Resources in the Implementation of UBE Questionnaire (FAUPRIUBEQ)" were used for data collection. The instruments were validated and its reliability tested, $r = 0.78$ through Pearson Product Moment Correlation Coefficient. While Kr_{20} was used to test the reliability of the observation schedule, $r = 0.81$. The mean and SD were used to answer the research questions while z-test was used to test the hypothesis. The results revealed that inadequate provision of physical resources and poor preventive maintenance culture are some of the factors hindering the utilization of physical resources. Based on the findings, the following recommendations were made: UBE should be properly funded by government in other to enhance its effective implementation and increase in enrolment should be accompanied by increase in provision of physical resources and adequate maintenance of available ones.

Keywords: Utilization, Physical Resources, Implementation, Universal Basic Education, UBE.

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INTRODUCTION

Nigeria has adopted several reforms in an attempt to improve her education system. The Universal Basic Education (UBE) is one of such education reforms. It aimed at widening the access to basic education and improving the quality of its provision. It is a nine year educational intervention programme designed to eradicate illiteracy, ignorance and poverty as well as stimulate and accelerate national development, political consciousness and national integration (Tahir, 2011). UBE is a nine year compulsory education programme for all children of school age in Nigeria. It is being provided free of charge to pupils/parents. In addition, there is home grown feeding provided by the government to all the pupils. These incentives have made basic education attractive and it has resulted to increased enrolment at the basic level of education.

The implementation of UBE programme requires adequate provision of the necessary resources such as human and material resources to cope with the increased enrolment being experienced as a result of the implementation of the programme. This is because when access to education is increased without a corresponding increase in the provision of necessary resources, quality and standards will be adversely affected. One of the major resources needed for effective implementation of UBE is the material (physical) resources. Physical resources otherwise known as infrastructure are very important resources that enhance educational activities in the school. Physical resources in the context of this paper include libraries, recreational facilities such as lavatories, refectories, play grounds (Agabi, 2014). They are very important because they provide accommodation for all other variables in teaching.

Research carried out by some scholars has revealed that there is a positive correlation between the physical environment of the school and students' academic performance. (Onyeagbako, 2014). Physical facilities contribute to a very high degree, the quality of education received by the students. Where they are adequately provided and are combined with quality teachers and good curriculum, the academic performance of the students will be greatly enhanced. Physical facilities contribute immensely to quality education delivery at the basic education level and they go a long way to determine the quality of the output. Bearing in mind the importance of physical resources in education service delivery, it is necessary to investigate the extent to which available physical resources are utilized for effective implementation of UBE and also, to identify the factors affecting the utilization of physical resources for the implementation of UBE.

Statement of the Problem

There are so much complains about the standard of education. Many believed that the quality and quantity of education delivered to the pupils at the basic level of education is not adequate. Considering the fact that some of the pupils at this level could not properly express themselves in writing and verbally. Their poor performances in both internal and external examinations further buttress the fact that there are problems facing the UBE programme. These issues could be attributed to a lot of factors such as availability and utilization of physical resources for effective implementation of the UBE programme. This is what motivated the researcher to carry out this study. The problem of this study therefore, is to investigate the utilization of physical resources for an effective implementation of UBE in Rivers State, Nigeria.

Purpose of the Study

The purpose of this study primarily, is to investigate the utilization of physical resources for the effective implementation of Universal Basic Education in Rivers State, Nigeria. Specifically, the objectives of the study are to:

- Identify the extent physical resources are utilized for effective implementation of UBE in Rivers State.
- Find out the factors affecting effective utilization of physical resources for the effective implementation of UBE in Rivers State.

Research Questions

The study was guided by the following research questions:

- To what extent are physical resources utilized for effective implementation of universal Basic Education programme in Rivers State, Nigeria?
- What are the factors affecting the utilization of physical resources for effective implementation of Universal Basic Education programme in Rivers State, Nigeria?

Hypothesis

Ho₁: There is no significant difference between the mean scores of male and female principals on the factors affecting the utilization of physical resources for effective implementation of UBE programme in Rivers State, Nigeria.

REVIEW OF LITERATURE

Theoretical Framework

This study is anchored on the input-output production function theory in education propounded by Combs in 1968. Combs considered human, financial and material resources as inputs that are invested in the education system by the society to produce refined and educated individuals. According to him what goes into the educational system determines to a large extent what comes out of it. This implies that the value, amount and quality of resources provided in the educational system contribute immensely to the successful implementation of educational programmes and achievement of set goals.

The Concept of Resources

A resource is a useful item or material that makes work easier or that enhances productivity. It could be described as a valuable material applied in a production process to increase the quality or quantity of the output. In line with this definition, Agabi (2014) states that a resource is any material that can be applied to a work process to enhance productivity. They are items that are required for effective performance of workers. A resource is an asset to its owner or possessor

because it is useful and it can be used to create wealth when it is appropriately utilized (Ebong, 2006).

There are different classes of resources. According to Adeogun (1999), we have physical resources, material resources, human resources and financial resources. On the other hand Enahwo (1990) classified resources into tangible and intangible resources. The tangible resources are the human, physical, material and financial resources while time, a very important resource that is often neglected is regarded as intangible resources (Ebong, 1997).

Physical Resources

Physical resources consist of Physical things (tangible) which can be easily seen and quantified. According to Ebong (2006) Physical resources include the school plant, classrooms, offices, recreational facilities, the environment that gives aesthetic values to the school. They equally include plant, equipment and materials necessary for teaching and learning process. In the school system, physical resources are very much needed for effective teaching and learning. There is the need for classrooms, chairs, tables, desk, lockers, textbooks, chalkboards, white boards, notebooks, computers etc. these items are very necessary in the school system. They are very crucial to the overall success of the school academic programmes. The valuable nature of physical resources makes them easy to be quantified in order to determine whether they are adequate or not relative to their relevance in the school system (Agabi, 2014). Lawanson and Gede (2011) identified four classes of physical facilities: infrastructural facilities, recreational facilities, residential facilities and general purpose facilities.

- **Infrastructural facilities:** These are facilities that are directly utilized for teaching and learning. Examples are classrooms, desks, lockers, pupils' seats, libraries, visual teaching aids, audio-visual equipment, experimental gardens, laboratories and laboratory facilities. These facilities have direct bearing on the teaching/learning process;
- **Recreational facilities:** these include lawns, field, pitches, open spaces, equipment for sports and recreation.
- **Residential facilities:** Here, we have staff quarters, students hostel, hostel facilities, refectory and its facilities.
- **General-Purpose facilities:** Here, we have car parks, access roads, transportation facilities, empty lands etc.

Relevance of Physical facilities for Effective Implementation of UBE

Provision of physical facilities or resources in adequate quality and quantity is very important in the school system. Academic programmes cannot be successfully executed without them. According to Earthman (2002) inadequate physical resources in the school or their poor maintenance have negative influence on teachers' effectiveness. They also impact negatively on the academic performance of the students where they are not adequately provided. Asiabaka (2008) states that where there is a conducive environment for effective teaching and learning to take place, the school will record good attendance, increased teacher retention and improved students' academic performance. Studies by various scholars Asiabaka (2008) and Asodike (2005) have shown that where physical resources are not adequately available, the following could be observed:

- Poor academic performance by students;
- Poor attitude and disciplinary problems among staff and students;
- Poor concentration resulting from poor quality of air;
- High rate of absenteeism among staff/students;
- Low morale of teachers/students;
- Poor job satisfaction;
- Poor concentration and performance in the classroom;
- Over-crowding.

Utilization of Physical Resources

Utilization of physical resources involves putting available physical resources into use in accordance to their specifications. Resource utilization is as important as resource provision. There are four levels of physical resource utilization (Amaeze and Odunlade, 2013). They are:

- **Non-Utilization:** In this case, the facilities or resources are made available to the school but they are not put into use by the school.
- **Under-Utilization:** This refers to a situation where facilities are put to use but at a lower rate. They are not fully utilized. In other words, they are used below their capacity.
- **Optimal-Utilization:** In this case school facilities are effectively utilized. They are used according to their capacity and recommendations of the producers. They are used in a way that they contribute to effective teaching and learning in the school.
- **Over-Utilization:** In this case, the capacity utilization of the facilities is exceeded. The facilities are exposed to unnecessary pressure as a result of so much usage.

Observations and studies by scholars like Asodike (2005), Eke (2010) and Asiabaka (2008) showed that there is under provision of resources especially physical resources in public secondary schools in Nigeria. According to them, this situation is made worse by poor maintenance culture exhibited by public school administrators. Shortage of resources is a major problem. If a resource is utilized above its capacity, its usage becomes a problem. Where this is repeatedly experienced, the utilization of such a resource is being abused and this will increase wear and tear which in turn will reduce the life span of such a resource.

Factors Affecting Effective Utilization of Physical Resources

One of the factors which affect effective use of physical resources in secondary schools is the rate of enrolment. Increase in enrolment is known to put pressure on available physical resources while decrease in enrolment makes these resources to be underutilized (Ebong, 2006). It cannot also be argued that money plays a vital role in the provision, and maintenance of physical resources. Where there is adequate provision and maintenance of physical resources, effective utilization is more likely to be experienced than a situation where under provision and poor maintenance of physical resources are experienced (Ocho, 2006).

Staff and students attitude can affect the utilization of school resources. School facilities should be operated by those that have the technical know-how and experienced staff should be on ground to guide students in the utilization of school resources especially technical equipment.

According to Ukeje (2008), the misuse of school facilities by students prompted the introduction of caution fees by school managers.

METHODOLOGY

This study adopted a descriptive survey research design. Two research questions and one hypothesis guided the study. The population of the study was made up of all the 249 Junior Secondary schools (JSS) in Rivers State. A sample of 20 urban and 30 rural JSS as well as 30 male and 20 female JSS principals was drawn through stratified random sampling technique. This represented 20% of the entire population. Two instruments were used for data collection. One was a questionnaire designed by the researcher which was titled, “Factors Affecting the Utilization of Physical Resources in the Implementation of UBE Questionnaire (FAUPRIUBEQ)”. The questionnaire had 10 items structured in a 4 point rating modified likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The second instrument was an observation schedule on the utilization of physical resources in public JSS in Rivers State. Ten items were assessed based on their rate of utilization. The instruments were properly validated and the test retest approach was used for reliability testing of the questionnaire. It yields a reliability index of 0.78, calculated with Pearson Product Moment Correlation Coefficient. The reliability of the observation schedule was tested with the aid of Kudar Richardson (Kr_{20}) and a reliability index of 0.81 was obtained. Mean scores, percentages and rank order were used to answer the research questions while z-test was used to test the hypothesis at 0.05 alpha level of significance.

RESULTS

Research Question One: To what extent are physical resources utilized for effective implementation of UBE programme in Rivers State, Nigeria?

Table 1: Observation schedule on the utilization of physical resources in public JSS in Rivers State, Nigeria

S/ N	Physical Resource	Urban JSS N = 20			Rural JSS N = 30			Remarks
		Capacity Utilization	Average Utilization	UT Rate	Capacity Utilization	Average Utilization	UT Rate	
1.	Classrooms	40	59	158%	40	50	125%	Over UT
2.	Libraries	60	90	150%	20	45	225%	Over UT
3.	Laboratories	60	90	150%	40	60	150%	Over UT
4.	Computer Laboratory	40	60	150%	10	40	400%	Over UT
5.	Sick bays	4	12	300%	2	6	300%	Over UT
6.	Convenience	50	100	200%	40	80	200%	Over UT
7.	Introtech workshops	40	60	150%	25	45	225%	Over UT
8.	Staff rooms	8	24	300%	6	15	250%	Over UT
9.	School hall	200	300	150%	80	220	275%	Over UT
10.	Tables	1	2	200%	1	3	300%	Over UT

Data on table 1 shows the rate of utilization of some physical resources in urban and rural Junior Secondary Schools in Rivers State. The table shows that there is more pressure on physical resources in rural JSS than in urban JSS. All the physical resources assessed are over utilized

with the highest being. Computer laboratories in the rural JSS with an over utilization rate of 300% while the least are classrooms with over utilization rate of 25%.

Research Question Two: What are the factors affecting the utilization of physical resources for effective implementation of UBE programme in Rivers State, Nigeria?

Table 2: Mean scores, standard deviation and rank order of the male and female principals on the factors affecting the utilization of physical resources in public JSS in Rivers State, Nigeria

S/N	Factors Affecting Effective Utilization of Physical Resources	Male Principals N = 30		Female Principals N = 20		Mean Set	Rank Order	Remarks
		x_1	SD ₂	x_2	SD ₂			
1.	Inadequate Funding	3.28	0.62	3.26	0.68	3.27	2 nd	Agreed
2.	Surying Student enrolment	3.20	0.73	3.22	0.65	3.21	3 rd	Agreed
3.	Poor maintenance	3.06	0.68	3.10	0.61	3.08	5 th	Agreed
4.	Inadequate Provision of physical resources	3.56	0.70	3.44	0.70	3.58	1 st	Agreed
5.	Inadequate inspection of Physical resources	2.89	0.60	2.85	0.71	2.87	6 th	Agreed
6.	Indiscipline	2.54	0.66	2.58	0.67	2.56	9 th	Agreed
7.	Timely utilization of facilities	2.76	0.64	2.70	0.62	2.73	8 th	Agreed
8.	Lack of quality culture	2.90	0.69	2.80	0.59	2.85	7 th	Agreed
9.	High cost of materials	3.10	0.61	3.12	0.60	3.11	4 th	Agreed
10.	Cordial school/community relations	2.38	0.72	2.40	0.63	2.39	10 th	Disagreed
Aggregate mean and standard deviation.		2.97	0.67	2.95	0.65			

Data on table 2 show that all the items have mean score that were above the criterion mean of 2.50 except item number 10 which had a mean score of 2.39. Items 1 to 9 in the rank order of 1st to 9th were accepted because their mean set scores were greater than the criterion mean while item number 10 which also ranked 10th in the rank order was rejected because it had a mean score that was less than the criterion mean. Therefore the factors affecting effective utilization of physical resources for the implementation of UBE include: inadequate funding, surging student enrolment, poor preventive maintenance, inadequate physical resources, indiscipline, timely utilization of facilities, lack of quality culture and high cost of materials.

Test of Hypothesis

H₀₁: There is no significant difference between the mean scores of male and female principals on the factors affecting the utilization of physical resources for effective implementation of UBE programme in Rivers State, Nigeria.

Table 3: Z-test analysis of the difference between the mean scores of male and female principals on the factors affecting the utilization of physical resources for effective implementation of UBE programme in Rivers State, Nigeria

Status	X	N	S.D	df	z-calculated	z-critical	Remarks
Male Principals	2.97	30	0.67	48	1.24	1.96	Ho ₁ not significant
Female Principals	2.95	20					(Accept)

Data on table 3 shows the z-test analysis of difference between the mean response of the male and female principals on the factors affecting the utilization of physical resources for effective implementation of UBE programme in Rivers State. The calculated z-value of 1.24 is less than the critical z-value of 1.96, therefore the null hypothesis was retained. This implies that there is no significant difference between the mean scores of male and female principals on the factors affecting the utilization of physical resources for effective implementation of UBE programme in Rivers State.

DISCUSSION

The study revealed that there is over utilization of physical resources in both urban and rural JSS in Rivers State. The study also revealed that there is more pressure on physical resources in rural JSS than in urban JSS. These findings agree with the observation and investigations of scholars like Earthman (2002), Asodike (2005), Asiabaka (2008), and Eke (2010). These scholars have in their different studies identified inadequate provision of resources especially physical resources as a major factor confronting secondary schools in Nigeria. This situation is becoming worse by the day due to increase in enrolment which is not commensurately accompanied with a corresponding increase in resources provision. With the poor maintenance culture and poor funding of education especially UBE, there is so much pressure on available physical resources in rural JSS and urban JSS in Rivers State. In some JSS, students sit on bare floors to learn, the classrooms are leaking, there are no doors and windows. Some have sagging ceiling and cracked walls while high teacher/student ratio and high congested classrooms are the order of the day. These issues have negative impacts in the implementation of UBE programmes in Rivers State.

The study also revealed that the factors affecting the utilization of physical resources for effective implementation of UBE programmes in Rivers State are: inadequate funding, surging student enrolment, poor preventive maintenance, inadequate physical resources, indiscipline, timely utilization of facilities, inadequate quality culture and high cost of materials. These findings agree with Ebong (2006), Ocho (2005) and Ukeje (2008). These scholars have in their different works expressed the influence of increased students enrolment as a result of the realization of the benefits of education and the free UBE programme on physical resource utilization in public JSS. This situation is not equitably followed with increase in the provision of physical resources or adequate maintenance of existing ones. This is equally worsened by indiscipline and non challant attitude of students in the use of school properties. School properties are seen as public properties which belong to nobody hence they are carelessly handled by the students.

CONCLUSION

Physical resources which are very important in the implementation of UBE programme are not adequately provided in JSS in Rivers State. This has resulted to the over utilization of available ones. Adequate preventive maintenance culture should be adopted in other to sustain the life span of available physical resources in our JSS in Rivers State. School administrators equally need to ensure that discipline and careful attitude are displayed by all users of physical resources in our JSS.

Recommendations

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

1. Universal Basic Education should be properly funded by the government in other to enhance its effective implementation.
2. Increasing enrolment into basic education level should be accompanied by increase in provision of physical resources and proper maintenance of available ones.

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Management of Human Resources and Academic Achievement of Government Secondary School Students in Obio/Akpor Local Government Area of Rivers State

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Abstract

This study examined human resource management and students' academic achievements among Government Secondary Schools in Rivers State. The study adopted a descriptive survey design with a population of 4924 teaching and non-teaching staff. The operational instrument used was a Likert type questionnaire tagged Human Resource Management for Academic Achievement Questionnaire "HRMSAAQ". Test retest method was used to determine the reliability index of 0.86. Two research questions as well as two hypotheses were posed for the purpose of this study. Mean, standard deviations were used for analysis of research questions. While-test was used to test the hypotheses. The findings of the study revealed among others that: (1) the human resource for effective academic achievement in government secondary schools in Rivers State are not enough especially science teachers, technical teachers and vocational science teachers. (2) Art teachers, social science teachers and non-teaching staff were recognized as human resource that is adequately utilized for effective academic achievement. (3) The factors that militate against effective performance of human resource in secondary schools in Rivers State were identified as: poor staffing, student factor, low skill among staff, lack of motivation, poor staff development and training, lack of government involvement, delay in payment of salaries, denial of promotion and incentives, lack of enabling and conducive environment and poor flow of communication and initiative between ranks and files with the school management. Based on the findings, the researcher recommended among others that: there should be human resource department with qualified staff to shoulder responsibility for the management staff.

Keyword: Management, Human Resources, Academic Achievement, Government, Secondary School, Students, Obio/Akpor, State.

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INTRODUCTION

Interest in the management of human resource personnel has been a sustained concern in almost all human organization. This is because the ability of any organization to achieve its goals depends largely on the caliber of its human resource, and more importantly, on how they are managed. From this direction, Drucker in Ezeani (2016:273) opined that "...good organizational structure does not by itself guarantee good performance. Human resource is as a fact of life of the existence, survival and development of an organization as food is to man." Likert in Ezeani (2016) further asserts thus: "of all the tasks of management, managing the human component is central and most important task because all else depends on how well it is done".

There is a plethora of definitions of human resource management in the literature. According to Nwachukwu (2006:3) "human resource management is the planning, organizing, directing and controlling of the procurement, development, compensation, integration and maintenance of people for the purpose of contributing towards organizational goals. Similarly, Gbosi (2003) defined human resource management as the ability of organizations, including schools to use human resources in order to ensure effective implementation of school programmes and policies. It is therefore against this backdrop that the issue of human resource management is brought into focus in the school system today.

The deepening economic crises in the less developing countries of the world have made it imperative that the available human resources be maximally utilized to avoid colossal wastes. Ejiofor and Eze (1992:141) maintained that qualified and resourceful manpower acts as a centre of gravity for other factors of production such as land, labour and capital. They maintained that without good and efficient manpower, other factors remain without inherent power of action. But organizations are re-generated, multiplied and have growth potentialities with manpower.

In schools and other learning organisations, the position of teachers as veritable resources for goal achievement has been aptly documented. A previous study by Uzodimma (2009) has revealed the situational position of teachers as indispensable resources in education. Uzodimma also opined that there has been continued expression of dissatisfaction over the workers as well as their productivity all over the country. This situation is more pronounced in the educational system where workers persistently abandoned their jobs for other establishments with better pay packages.

However, there have been seminars, commentaries, workshops and many researchers have conducted research on what could be done to rescue this situation but there appears to be no improvement. All the activities of any school system is initiated and determined by the persons who make up the institution. School plants, offices, machine, and other material resources are unproductive without the direction of human efforts. While this problem might appear quotidian, the situation in public secondary schools in Rivers State has depreciated to a deplorable level.

Public secondary school in Rivers State have for years been facing various problems in an attempt to achieve effective management of educational human resources for the realization of the goals of secondary education in Nigeria. Hence the need to study the problems of human resource management in secondary schools cannot be over-emphasized. This is because secondary school education occupies a very strategic position in any nation's educational system. With its consumer producer status, secondary education not only determines the fate but also dictates the pace of education at primary and tertiary levels. According to Collins (2009:17) "wastage and effectiveness at primary level are clearly reflected in the growth and development

of secondary school leavers among whom various higher educational institutions draw their entrants”.

Perhaps, a more important consideration is the fact that secondary education represents to most Nigerians, the terminal points of formal training. Ihejirika (1995) noted that only about 16 percent of secondary school leavers are able to proceed to further studies. This means that whatever learning experience the secondary school can provide will determine to a large extent, the personality foundations in terms of physical, moral and social accessible to most Nigerians.

LITERATURE REVIEW

Human Resource Management in Secondary School

Human resource in Nigerian school particularly in the secondary schools refer to the students, teaching staff, non-teaching staff, bursar, librarian, laboratory attendants, clerks, messengers, mail runners, gate keepers, gardeners, and cooks as well as educational planners and administrators. However, the emphasis is on management of human resource as well as the factors related to academic achievement in public secondary schools in Rivers State.

Agabi (2003), in focus on effective teaching in schools, classified human resources into teaching and non-teaching staff which serve as an indispensable tool in the manipulation of other factors in any production process and he also said that the school enrolment may rise or fall depending on the administrative capacity of the school as well as availability of quality teachers to promote academic achievement. Human resource involve the skills and expertise of educated manpower in educational organizations such as principals, teachers, students and non-teaching staff. They constitute very important inputs in, the process of teaching and learning.

Human resource management is the deployment and management of personnel by an institution or organization. The primary role of human resource management is that of deploying the organization's manpower resource so as to enable people to make a flexible, multi skilled contribution to the overall aims of the organization or institution. Armstrong (2012) defines human resource management as a strategic and coherent approach to the management of an organization's most valued assets: the people working there who individually and collectively contribute to the achievement of its objectives.

Human resource management in public secondary schools therefore refers to the management of teaching and non-teaching staff so that the staff will do their work willingly and to the best of their ability in order to achieve the overall aim of the school. Essentially, human resource management can be redefined as the part of management that deals with people at work.

The human resource manager role is multidimensional. He is an administrator, welfare officer, supervisor and an intermediary between management and employees. Thus a human resource manager is a trained personnel in personnel management. In the case of a secondary school, the human resource manager is the principal. Some of his roles include: Analyzing and designing job, recruiting and living employees, managing performance and motivation. Motivation appears to be the most important issue in human resource management. This is so because the efficiency of the organization or institution and the extent to which the objectives are achieved depends on how well motivated the workers are. If workers are highly motivated they tend to make their highest contributions.

Unfortunately, in recent years, the performance of Nigerian secondary school education has steadily declined. One manifestation of this ugly trend is the huge educational wastage and

lapses in human resource management and utilization (Nwachukwu, 2006). Public secondary school managers experience a lot of management difficulties in the management of staff and learners. In spite of several attempts made by Rivers State Government, private school owners, school managers and even Parents Teachers Associations (PTA) and Non-Governmental Organizations (NGOs) to improve human resource management and maximum performance through staff promotion, improved staff wages and salaries, staff in service training and development, good working condition of staff, security motivation, provision of modern facilities, and staff welfare service. There are still problems associated with the procedure of recruitment of qualified and experienced applicants, the level of utilization and management of recruitment staff and efficient management of human resource in general.

To reverse this trend and to ensure that effective achievement is guaranteed towards the realization of expected objective, educational managers in secondary schools have to live to their responsibilities and expectations of galvanizing and motivating teaching staff, providing congenial environment and quality teaching tools, providing good working environment, maintaining good interpersonal relationships with teachers and students and showing good leadership competences, skills and qualities.

This research is not an isolated enterprise. Previous studies have been conducted related to human resource management and students' academic performance. Nakpodia (2010) in his study of *Human Resource Management in School Administration in Delta State, Nigeria* revealed that school resources are being mismanaged and underutilized due to lack of qualified personnel and management of resources needed for the improvement of instruction. Similarly, Ameba (2006) showed that poor staffing affects academic achievement process because the students may lack teachers who are competent in skills, knowledge and abilities, as well as motivated to address their academic challenges. Finally, Kaegon (1998) in the work titled "relationship between principals and staff in the administration of secondary schools in Rivers State" provided evidence that principals' human resource competence and facilitates cordial relationship with staff, which in turn facilitates students' academic performance.

What these reviews have shown is that human resources if well managed, have the potentials to be a source of academic achievement in our public secondary schools. Given all we have observed about the unique nature of education and academic achievement, it follows that the need for the management of human resources is increasing seriously and the leaders of education should thus perceive it. This can only be attainable if the extent to which management of human resources are identified, as well as identification of possible factors militating against the effective management of human resource in Rivers State.

Aim and Objectives of the Study

The major aim of this study is to investigate the impact of human resource management on academic achievement in public secondary school in Obio/Akpor Local Government Area of Rivers State. Specifically, the study was designed to accomplish the following objectives:

- To identify type of human resource available for administration of public secondary schools in Obio/Akpor Local Government Area of Rivers State.
- To investigate the factors militating against effective performance of human resource among public secondary schools in Obio/Akpor Local Government Area of Rivers State.

Research Questions

The following research questions were used to guide the study:

- What types of human resource are available for management of public secondary schools students' academic performance in Obio/Akpor Local Government Area of Rivers State?
- What are the factors militating against effective human resource management for academic achievement in public secondary schools in Obio/Akpor Local Government Area of Rivers State?

Hypotheses

- The human resources available for efficient academic achievement in public secondary schools in Obio/Akpor Local Government Area do not differ significantly based on gender.
- There is no significant influence of years of working experience on the mean scores of the staff on the factors militating against effective performance of human resources in public secondary schools in Obio/Akpor Local Government Area.

METHODS

For the study, the descriptive research design was adopted. This research design was taken in order to describe and assess the extent the management of human resources influences academic achievement of public school students in Rivers State. The population for the study was made up of all 4,924 teaching and non-teaching staff in the two hundred and forty three public secondary schools in Rivers State. Stratified random sampling was used to select one thousand and fifty (1050) teaching and non-teaching staff representing twenty-one-percent of the total population of the study. Ten local government areas shall randomly be selected for the study and seven secondary schools shall randomly be chosen from each of the ten selected local government areas to make a total of seventy (70) schools for this study Eleven (11) teaching staff and four (4) non-teaching staff shall randomly be selected from each school.

A researcher-developed instrument was used for data collection titled "Human Resources Management for Academic Achievement Questionnaire" (HRMAAQ) and was divided into three section A, B and C. Section A elicited in information on the personal data such as name of school, location of school, gender of respondent, professional qualification and years of teaching experience. Section B elicited information on the available human resources for effective academic achievement. It has 6 items that were responded based on 4-point Likert Scale formats weighted 4 points, 3 points, 2 points or 1 point respectively. Hence it provided a maximum of 24 marks and a minimum of 6 marks. Furthermore, Section D elicited information on the factors militating against effective performance of human resources in public secondary school in Obio/Akpor Local Government Area. It has 10 items that were responded using 4 point likert format of Strongly Agree, Agree, Disagree, and Strongly Disagree. They are weighted, 4 point, 3 point, 2 point and 1 point, respectively hence the section provided a maximum of 40 marks and a minimum of 10 marks.

Face and content validities of the instrument were done by giving the copies of the questionnaire, the objectives, research questions and hypotheses guiding the study to the research

supervisor and other experts in educational measurement and evaluation, with all agreeing that the items were relevant and appropriate for the work. Reliability of the questionnaire was assessed using Cronbach Alpha Method and reliability coefficients of 0.914 and 0.823 were obtained for sections B and C respectively.

The instrument was administered on all the sampled staff of 1050 from the selected public schools personally by the researcher, and the completed copies were collected by the researcher with an interval of two weeks. When retrieved, 70 copies of the instruments were not properly completed, while 118 copies were not returned. The data from the questionnaire was analysed using mean and standard deviation to answer the research questions and independent samples t-test was used to test the null hypotheses.

RESULTS

Research Question 1: What are the human resources available for academic achievement in public secondary schools in Obio/Akpor Local Government Area of Rivers State?

S/N	Item Statement	SA	A	DA	SD	N	\bar{x}	STD	Ranking
1	Science Teachers	181	199	24	-	384	3.41	0.61	3
2	Arts Teachers	201	162	21	-	384	3.47	0.60	2
3	Technical Teachers	101	160	87	36	384	2.85	0.92	5
4	Social science Teachers	200	176	8	-	384	3.50	0.54	1
5	Vocational Science teacher	97	141	86	60	384	2.72	1.01	6
6	Non-Teaching Staff	155	123	56	50	384	3.00	1.04	4
Aggregate Mean						384	3.16		

An observation of table 1 shows that all the items, related to the human resources available for academic achievement in Public Secondary Schools in Obio/Akpor Local Government Area had the means scores that are greater than the criterion mean of 2.50. Hence it is perceived by the respondents (staff) that the human, resources available for academic achievement are the science teachers, art teachers, technical teachers, social science teachers, vocational science teachers and non-teaching staff. This is because their mean scores are 3.41, 3.47, 2.85, 3.50, 2.72 and 3.00 respectively while the aggregate mean is 3.16. Table 1 also revealed that in ranking that the social science teachers had the highest mean scores followed by art teachers, science teachers, non-teaching staff, technical teachers and then vocational science teachers.

Research Question 2: What are the factors militating against effective performance of human resources in public secondary schools?

Table 2: Mean scores of the staff on the factors militating against effective performance of human resources in public secondary schools

S/N	Item Statement	SA	A	DA	SD	N	\bar{x}	STD	Ranking
7	Poor staffing	191	184	09	-	384	3.47	0.54	2
8	Student factor	199	179	06	-	384	3.50	0.53	1
9	Low skills among staff	175	195	10	04	384	3.40	0.96	3
10	Lack of motivation	179	183	14	08	384	3.39	0.66	4
11	Poor staff development and training	141	167	51	25	384	3.10	0.87	5
12	Inadequate government involvement	99	163	73	49	384	3.81	0.60	7
13	Delay in payment of salaries	121	169	80	14	384	3.03	0.82	6
14	Denial of promotion and incentive	106	111	97	70	384	2.66	1.07	9
15	Lack of enabling and conducive environment	102	131	103	48	384	2.75	0.99	8
16	Poor flow of communication and initiative between ranks files with the school management system	101	107	99	97	384	2.60	1.08	10
Aggregate Mean							3.07		

An observation on table 2 revealed that the mean scores for item 7-16 are 3.47, 3.50, 2.81, 3.39, 3.10, 3.40, 3.03, 2.66, 2.75 and 2.60 respectively. It is clear that all the mean scores for the items are greater than the criterion mean score of 2.50. thus it is perceived that factors that militate against effective performance of human resources in public secondary schools in Obio/Akpor include poor staffing, student factor, low skills among staff, lack of motivation, poor staff development and training, lack of government involvement, delay in payment of salaries, denial of promotion and incentives, lack of enabling and conducive environment and poor flow of communication and initiative between ranks file with the school management system.

Again in table 2, it is shown that students' factors the first factor that militate against effective human resources in public secondary schools in Obio/Akpor Local Government Area is student factor followed by poor staffing, low skills among individuals, lack of motivation, poor staff development and training, delaying in payment of salaries, inadequate government involvement, lack of enabling and conducive environment. Finally the aggregate mean score of 3.07 indicates that, all the factors militate against effective performance of human resources at a high level.

Hypothesis One: The human resources available for efficient academic achievement in public secondary schools in Obio/Akpor Local Government Area do not differ significantly based on gender.

Table 3: Independent t-test analysis on the influence of gender on the mean scores of the respondents on the human resources available for effective academic achievement

Gender	N	Mean	Std	Df	T-Cal	T-Critical	Decision
Male	179	19.04	5.20	382	0.302	1.960	Not significant
Female	205	18.88	5.24				

In table 3, it is revealed that the summated mean scores of the male and female staff on the human resource available for effective academic achievement are 19.04 and 18.88 respectively. The standard deviation of their scores are 5.20 and 5.24 respectively. Based on their mean scores, it could be deduced that the male score more than their female counterpart by a difference of 0.16. However when this mean difference was subjected to an independent t-test, a calculated t-value of 0.302 was obtained at a df of 382 at 0.05. This indicated that the mean scores of the male and female staff did not differ significantly. Hence the null hypothesis is accepted.

Hypothesis Two: There is no significant influence of years of working experience on the mean scores of the staff on the factors militating against effective performance of human resources in public secondary schools in Obio/Akpor Local Government Area.

Table 4: Independent t-test analysis on the influence of years of working experience on the mean scores of staff on the factors militating against effective performance of human resources

Years of Working Experience	N	Mean	Std	df	T-Cal	T-Crit	Decision
16-30 years	198	30.86	8.36	382	0.347	1.96	Not significant
1-15 years	186	30.54	9.74				

In table 4, it is shown that the means cores of the staff who had worked for 16-30 factors that militate against the effective performance of human resources are 30-86 and 30.54 respectively. The standard deviations of their scores are 8.36 and 9.74 respectively. Based on their mean scores, it is deduced that the staff who had 16-30 years working experience had a higher mean score than their counterparts with 1-15 years working experience with a mean difference of 0.32. Furthermore, when this mean difference was subjected to an independent t-test analysis a calculated t-value of 0.347 was obtained at df of 382 at 0.05 level of significance. This indicated that years of working experience did not significantly influence the mean scores of the staff on the factors militating against effective performance of human resources. Thus the null hypothesis is accepted and retrieved.

DISCUSSION

The study revealed that most of the human resources available for effective academic achievement in public secondary schools such as science teachers, technical staff and vocational science staff are statistically proven to be grossly inadequate. The reason could be that there are few teacher trained in that area available to be recruited and posted to schools.

This finding is in line with Ukeje (1986), who stated that success in any educational programme depends to a considerable extent, upon the availability of skilled manpower of all grades and types in an optimal distribution.

UNESCO-IIEP (2002) and Combe (1991) also corroborate this finding when they reported that the quality of education depends strictly upon the quality of personnel engaged in the education enterprise and upon the effectiveness with which they carry out individual and group responsibilities.

The finding of this study revealed that factors militating against effective performance of human resources are poor staffing, student factor, low skill among staff, lack of motivation, poor staff development and training, lack of government involvement, delay in payment of salaries, denial of promotion and incentives, lack of enabling and conducive environment, and poor flow of communication and initiative between ranks and files with the school management system. This perhaps is as a result of the fact that the management of public secondary schools does not have human resource management department which is supposed to shoulder responsibility on these problems. This is in line with the findings of Egbezor in Okorie (1992) who found the factors militating against human resources to be irregular payment of salaries, poor accommodation for staff, low income level, delay or denial of promotion, inadequate staffing, withdrawal of incentives and lack of motivation. These factors hinder proper human resource utilization and distract staff members from carrying out their duties properly.

CONCLUSION

With strict reference to the findings of the study, the researcher concludes that there are still insufficient human resources, especially in the area of science, technical and vocational subjects. Teachers with masters' degree are also inadequate in secondary schools in Obio/Akpor Local Government Area of Rivers State. There is gross over utilization of the available human resources, especially teachers that teach science, technical and vocational subjects.

Since government is not fully involved in human resource management, there are many problems affecting the effective academic achievement in public secondary schools in Obio/Akpor Local Government Area, which includes; poor staffing, student factor, low skill among staff, lack of motivation, poor staff development and training, lack of government involvement, delay in payment of salaries, denial of promotion and incentives, lack of enabling and conducive environment and poor flow of communication and initiative between rank files with the school management system.

Recommendations

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

- There should be human resources department with qualified staff to shoulder responsibility for the management of human resources in public secondary schools in Rivers State.
- Since inadequate staff, lack of training and development, lack of motivation, lack of government involvement among other factors have been identified as problems inhabiting effective human resources, government should live up to expectations in these directions.
- Policies governing human resources management should be implemented in every public secondary school and there should be timely review of these educational policies in order to accommodate current trend in the society.

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Computer in Primary Education Administration in Government Schools Tanzania

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Abstract

This article provides an analysis from a primary education system in Tanzania titled "Computer in Primary Education Administration in Government Schools Tanzania" by Happyness Hurdson Temu, which originally was written in English language. The author shows how the article could be used to see the situation of using computer in education administration in primary education schools in Tanzania. The author in this article provides alert to the government and ministry of education to take a quick action on creating a good environment in primary education for having computer labs for students to learn and teachers to have computer in their offices. The research shows that 88% of primary education schools have no computer department for preparing schools examinations like monthly test, keeping school records like students attendance, student's results while 74% of teachers in primary education have no computer in their offices to help them to perform their everyday education activities. So the government must increase the primary education budget in order to make good environment in primary education schools like building computer labs for students to learn, making sure every teacher have computer in their offices to make their everyday task easy. After having a good computer environment in schools, the computer training for teachers will impact positively on the education sector and the development of the country.

Keywords: Computer, Administration, Education, Training, Government.

Reference to this paper should be made as follows:

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INTRODUCTION

The Education System in Tanzania is managed mainly through the Ministry of Education and Vocational Training, which currently has a minister, deputy minister, permanent secretary, chief education officer, and several directors in charge of basic education, secondary education, teacher education, policy and planning, administration and personnel, inspection of schools and vocational training.

Tanzania follows a 7-4-2-3/4 system of education. Primary schooling takes seven years, followed by four years of secondary, two years of high school (advanced level), and three/four/five years of first degree university studies. Reports from the ministry indicate that there are a total of 14,700 primary schools, 2,289 secondary schools, 20 tertiary colleges (vocational training centers), and 53 teacher-training colleges. In 2006, there were 6.7 million new enrolments in pre-primary schools, 1.3 million standard one enrolments, and 243,359 enrolments in Form one. Teacher-training colleges enrolled a total of 13,425, an increase of more than 500% from 2005. In Tanzania government schools for primary education are more than private schools.

Computers are seen to have the potential to make a significant contribution to the teaching, learning, and administration in education system. An extensive amount of investment that has gone into introducing information and communication technology (ICT) into schools including hardware, software, networking, and staff development will be considered worthwhile if there is evidence that it has made a commensurate impact on school performance and effectiveness (Condie et al., 2007).

The use of computer in educational management has rapidly increased due to its efficiency and effectiveness. School managers who use to spend large amount of time in solving complex allocation problems (e.g., staff allocation, resource allocation, timetabling) and monitoring the school operations have now better options due to enhanced computer technology. Information technologies facilitate the decentralization of tasks and their coordination in an interactive network of communication in real time (Castells, 1996). They allow for greater flexibility and networking that emphasizes interdependence, interaction, and constant adaptation to an ever-changing environment (Castells, 2001).

Management Information Systems (MIS) are used in schools to support a range of administrative activities including attendance monitoring, assessment records, reporting, financial management, and resource and staff allocation. MIS provide managers with the information required to manage organizations efficiently and effectively. These systems are distinct from other information systems in that they are designed to be used to analyze and facilitate strategic and operational activities in the organization (O'Brien, 1999).

Waston et al. (1987) describes management information system (MIS) as 'an organizational method of providing past, present and projected information related to internal operations and external intelligence. It supports the planning, control and operation functions of an organization by given uniform information in the proper time frame to assist the decision makers'. Telem (1999) defines MIS as 'a management information system designed to match the structure, management task, instructional processes, and special needs of the school'. O'Brien (1999) referred MIS as 'a term given to the discipline that focused on the integration of computer systems with the aims and objectives of an organization'.

LITERATURE REVIEW

The most initial school administrative computer applications started its development in the late 1970s. In the early 1980s, several loose, non-integrated clerical and administrative applications were developed but these applications limited the possibilities for management support as the relationships among data could not be analyzed (Visscher, 1996a). During the initial stages the main purpose of software development and usage was to improve the efficiency of school office activities. The use of computers and technologies in educational institutes was mainly to store students and personnel data (Carnoy, 2004).

The value of management information was recognized during the integration stages. As a result, many projects were initiated by the governments in many developed countries that provided the stimulus to enter a higher development stage. These projects were directed toward the production of better school information systems which meant increased school efficiency and effectiveness in education administration. The focus was the development of a standard system for as many schools as possible with maximum flexibility. The professional approach to systems design was not widespread at this time (Visscher, 1996a). In the 1990s, the emphasis on using ICT to collect educational data and to improve the administration of educational systems began to increase in the developing countries.

Visscher (1996b) believes that MIS can provide administrators and teachers with the information required for informed planning, policy-making, and evaluation. Gurr (2000) claimed that MIS have changed school management in the areas of leadership, decision making, workload, human resource management, communication, responsibility, and planning.

These computer systems can assist the school manager in determining the aims of the school, formulating strategic plans, distributing resources, and evaluating staff performance as well as organizational success (Telem, 1999). Bober (2001) indicates that the growing interest in MIS's and the trend toward thoughtful, long-range planning for MIS implementation stem from the belief within the school community that such systems allow for better site and district management, empower staff at all levels, and increase a school or district's accountability to the community it serves. Efficient and quick decisions could be made possible when school managers get accurate and up-to-date information by MIS (Christopher, 2003).

METHODOLOGY

This part of the article shows the insights on how the research has been conducted. The researcher collected data that is used to assess/find out/explore the computer in primary education administration in government schools in Tanzania.

Primary data is the specific information collected by the person who is doing the research. The author was using 30 different primary education schools to research on how computer was used in education administration. The research design, which was applied in this study, was a non-experimental research and a cross-sectional survey. A cross-sectional study consists of asking questions to a representative sample of the population at a single point in time whereby questionnaires, observations and interviews were used (Babbie, 1990).

The sample size had a total of 150 respondents which include 30 Head teachers of the schools, 30 academic teachers and 90 teachers of different subjects in Dodoma Municipal Tanzania. A structured questionnaire was used for data collection in order to generate the information needed in this research. On the one hand, the questionnaire has been chosen as

important instrument of collecting data from the target group, partly due to its strength of capturing empirical data in informal setting (Kothari, 1990).

RESULTS AND DISCUSSION

Respondent Characteristics

According to the analysis, the output from Table 1 shows that majority of the teachers in primary education level were female (72.7%), while the male were 27.3%. therefore, the government should encourage male to join the education sector, especially in the teaching of science subjects in order to reach the millennium goals of having equal number of workers 50% in every sector.

Table 1: Respondent Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid MALE	41	27.3	27.3	27.3
FEMALE	109	72.7	72.7	100.0
Total	150	100.0	100.0	

Table 2: Respondent Education Level

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Secondary education	34	22.7	22.7	22.7
College	38	25.3	25.3	48.0
Degree	78	52.0	52.0	100.0
Total	150	100.0	100.0	

Table 2 shows that, 52% of teachers in primary education have degree level, while 25.3% have college education and 22.7% have secondary education. This implies that, half number of teachers in primary education have degree level in their education. The government should take action to encourage those with secondary education and college education to upgrade their knowledge in order to have teachers with high knowledge which will bring positive impacts to the students and to the nation.

The Use of Computer in Education Administration

As Table 3 shows, 88% of primary education schools do not have computer department at their schools. Only 12 % of primary education schools have computer department. This implies that, many schools have no question banks. By using computer based question bank manual process of question paper setting can be avoided, which is usually time consuming and tedious process.

Table 3: Availability of Computer Department in School

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	18	12.0	12.0	12.0
No	132	88.0	88.0	100.0
Total	150	100.0	100.0	

Many teachers in primary education sector have no computer at their office. Table 4 shows that, 74% of teachers have no computer in their office. This implies that, teachers do not use computer in their everyday duties like keeping students attendance, examination preparations, lesson plan preparations, notes preparations, results analysis and immediate results and grading. Only 26% of teachers have computer in their offices. The education activities were mostly done manually by teachers in many primary education schools. This has a huge impact on our education system and the country development in general.

Table 4: Teachers And The Availability of Computer In Offices

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	39	26.0	26.0	26.0
No	111	74.0	74.0	100.0
Total	150	100.0	100.0	

71.3% of teachers did not get any computer training to improve their working ability, only 28.7% get computer training as shown in Table 5. Many primary education schools have no computer department and even teachers have no computer in their offices that could help them to perform their education activities. So training teachers will not help them because they do not computer facility to practice what they are trained for.

Table 5: Computer Training and Everyday Task

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	43	28.7	28.7	28.7
No	107	71.3	71.3	100.0
Total	150	100.0	100.0	

CONCLUSION

The overall review of literature indicates a very positive impact of computer use in the area of educational management. Principals and teachers' skills in working with computer have developed significantly over the years and they are using computer to support a range of administrative activities at both class and school level. School management information systems have greatly improved over the last two decades and most of them incorporate several important functions required by school administration; however, every school has its own specific needs.

These computer systems are usually adopted from outside and may need further enhancement according to the site-based management. In order for MIS to be utilized effectively, it should be designed through an inductive process that includes stakeholders from all levels of the organization in order that faculty will take ownership of the system and actually use it.

The government especially ministry of education must take serious actions on this issue due to the everyday changes of computer technology worldwide. If primary education schools have no computer department, teachers have no computer in their offices, how about the student's situation on having computer knowledge? So the government should increase the primary education budget in order to make good environment in primary education schools like building computer labs for students to learn, making sure every teacher have computer in their offices to make their everyday task easy. After having the good computer environments at schools, the computer training for teachers will results to positive impact to the education sector and the country development.

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Researchers and User-Generated Content: What we Get, What is the Quality, and how we Ascertain the Credibility? Three Mandatory Questions for Internet Resource Users

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Abstract

The advent of computers and subsequently the Internet have been sources of relief for human beings. Internet could be described as the treasure-base of unlimited of resources/information. Yes, there is no doubt that there are millions of resources available on the Net. These user-generated contents, which are written by any person irrespective of their academic status, are raising lots of questions that are begging for realistic answers. These questions need to be answered, and answered correctly. No doubt, the credibility of those resources generated daily and posted/uploaded on the internet has attracted the attention of many scholars. Thus, this paper begins with an overview of User-Generated Content (UGC) and the definition of some salient terms. Types of User-Generated Content and ways users generate the information were concisely discussed. It highlights the fears expressed by researchers' on the trustworthiness of the available Internet resources/materials by outlining the drawbacks of UGC. Furthermore, the benefits of UGC were not left out. The paper goes further to list some evaluation criteria that will guide Internet users and researchers on the use of abundant User-Generated Content that abound on the Internet. The article also examined the challenges for evaluation of internet resources, and the promises of internet user-generated resources.

Keywords: Internet Resource, Researchers, Evaluation, User-Generated Content, Instructional, Materials, Online.

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INTRODUCTION

Technological advancements have changed the way we think and live; in fact, our environments have been reshaped or redesigned. The advent of the Internet is one of the technological breakthroughs' that has remodeled our thoughts and actions. There is no doubt that millions of information/resources abound on the Internet. In fact, it has been a very helpful tool, especially as we write academic papers. It has given scholars in all fields the capability to carry out research easily and at less or no cost. Since these information/resources are user-generated contents whereby the credibility of the information so uploaded could hardly be ascertained due to some unavoidable factors, users require much caution relying on them for any serious academic work.

At the onset of the Internet, information from the Internet was considered authoritative or trustworthy, for the reason that people who could publish at that time worked at research centers, universities, and the information was scholarly by nature (<http://www.gsn.org/web/research/internet/eval.htm>). Users could use the information without the fear of "virus." But presently, unlike textbooks, journals and newspaper articles, where editors scrutinize information to be published, anyone can publish anything to global audience without verification, and with less or no cost at all. In as much as there are lots of information on the Internet, we can also find some of them that are mere opinion piece, fallacies, and erroneous information.

Thus, we need to be very skeptical of most of the information we come across on the Internet. There are lots of problems encountered daily on the Net as regards to these user-generated contents, particularly when authoritative research is to be undertaken on a given topical issues. In this circumstance, how can we easily judge, ascertain, verify and authenticate the quality of millions of information on the Internet? Something needs to be done, and done correctly. These user-generated information needs to be evaluated to ascertain their credibility. Hence, we need to compare and contrast different information resources in order to get the authentic ones.

However, before delving into the evaluation of user-generated contents on the Internet, it will be pertinent to examine the meaning of the following major terms as listed hereunder for a better comprehension of the entire subject matter.

User-Generated Content: This term is also referred to as User-Created Content (UCC) or User-Generated Content (UGC). This is a Web content created by ordinary users; that is, information written by everyday users (Geoghan, 2012). Khadilk (2012) conceptualized it as "any material piece or content that a user creates or leverages from existing sources and uploads or shares on a Web site for others to view." It is any form of content created by users of a system or service and made available publicly on that system. "User-generated content includes any site where the user (that's you or possibly your customer) can write and publish content, whether it is video content, blog posts, advice websites, and the like" (Pulizzi, 2009). UGC has also been defined as "any type of content that has been created and put out there by unpaid contributors or fans. These information are created by consumers or end-users of an online system or service and is publically made available to other consumers and end-users.

Researcher: A researcher is someone who conducts research, i.e., an organized and systematic investigation into something; someone whose job is to study a subject carefully, especially in order to discover new information or understand the subject better: (<https://www.vocabulary.com/dictionary/researcher>) and (<http://dictionary.cambridge.org/dictionary/english/researcher>).

Instructional Material: These are information and devices, be they real or representative that the teacher uses to communicate effectively with the students in order to make the lessons more meaningful and realistic so that the students will understand what he/she has to put across (Okwo and Ike, 1995).

Internet Resources: These are millions of information/materials that are generated by users and deposited online that aid teachers', students', researchers', and other Internet users in teaching-learning process and informative purposes.

Evaluation: With respect to evaluation of Internet resource, it refers to a form of ascertaining the worth of an endeavour in terms of set objectives; it deals with the appraisal of value or the estimation of worth of a thing ... in order to reach meaningful decision about that thing (Ogunniyi, 1990). In the same development, Singh (2008) sees evaluation as an inclusive concept, which indicates all kinds of efforts and all kinds of means to ascertain the quality, value and effectiveness of desired outcomes.

Online: This refers to a service operating under the direct control of a computer or other electronic devices connected to a network (such as Internet). Online is the condition of being controlled and served by, or facilitated by, or available through a system and, especially by means of a computer or other devices, such as telecommunications system (Internet) and ready to use or be used by other computers or devices. Online activities could be Internet forum, or message board (online discussion site where people can hold conversations in the form of posted messages).

Criteria for Internet Resources Evaluation

Often times, when people are asked to evaluate Internet resources/materials, most of them concentrate on the evaluation of the websites. This is not the case with this particular evolution, as this concentrates on the evaluation of the information on the website/page rather than on the websites. Yes, mention could be made on website/pages for the evaluation of its content, but not the evaluation of the website itself.

In as much as the contents of Internet materials are doubtful due to numerous information available to it, it becomes important to evaluate such information in order to make the best use of the millions of the resources available. Thus, the following criteria could be applied for the evaluation of Internet resources/information.

Authority

- The first information to ascertain on any Internet user-generated content is the author or the editor of the information. You have to find out if the name of the author or creator is on the information.
- You should find out if his/her credentials (position and occupation) are available for verification? Ascertain the expertise and experience the author possesses that qualify him/her to write on the topic.
- Ascertain the credibility of the author by justifying his/her academic qualifications that qualifies him/her to write on the said topic.
- Check if the author has a fixed address or contact, such as – phone number, email account, institution or organization. Verify if the information is linked to any home page.

These are easily found on the homepage with the following captions (contacts, contact me; contact us, about me and about us).

- Based on the topic on which the author is writing or researching upon, find the agency, body/organization that published the information. That is, check if the home page is institution based-Education (.edu), Non-profit Organization (.org), Government (.gov), Military (.mil), Commercial (.com) and Internet Service Provider (.net).
- Other relevant information retrieval sources could be used to authenticate information, such as, Biography index, Biographical sources, Search engines, Who's Who, Dictionaries and Encyclopedic sources could be used to determine the author's credentials.
- Reference Librarians could also be consulted for this purpose. These domain names are very important because if you are researching for information on military issues, it will be appropriate to use materials gotten from military (.mil) homepages than commercial (.com).

Reliability and Credibility

When discussing the reliability and credibility of information, we are concerned with the origin of the information:

- Has the author the authority to publish the information?
- Is there any information or link about the author on the web page to verify his/her credentials?
- Is the publisher credible enough to undertake the publication of the said information?
- Is the content well-researched and has it enough evidence that will convince anyone to believe the information?
- Are there sufficient references in the text to support and/or to cross-check the authenticity of the information presented?
- Is there any hard print format of the said information that is presented on the Internet to verify its legitimacy? That is, can you compare and contrast the information on the Internet with similar hardcopy of the same information elsewhere?

Objectivity

- Is the purpose or scope of the author very clearly stated? Did the author express his/her point-of-view objectively and impartially?
- Check if the information covered is factual, or does it merely represent the author's personal opinion or a propaganda material?
- Is the intended audience clearly defined?
- Does the language of communication suit the content? That is, what is the level of grammar used? Can the intended audience read the material without much difficulty?
- Is the author affiliated to any institution and organization?
- Is the information clearly and logically presented?
- Does it suit the intended audience?

Accuracy and Currency

- Is the material free from much grammatical, spelling, and punctuation, and typographical errors?
- How current is the information presented? Is it well researched?
- How accurate is the information presented to the intended audience?
- Does the author clearly list sources that will help to verify the information presented for factuality?
- Do you have independent sources of verifying the information presented; or, can you perform the aforesaid function based on your own outstanding knowledge?
- Verify that the information is reviewed or refereed?
- Is the website where the information is gotten of good quality? Is it well designed and user-friendly? Is the site constantly updated?
- For those in the academic circle or researchers, the timeliness of any information is very imperative. Is the material presented on the Internet up-to-date?

Links

- Authors' usually present links to the information presented. The question now is, "Are links related to the topic and useful to the content and the website?"
- Are the links presented up-to-date, have they outlived their usefulness? That is, are they at their dead ends?
- Are the sources linked actually related to the content?
- How factual are the links? Are they evaluated or annotated?

Plagiarism Checker

Such tool as Grammarly's Plagiarism Checker could be used to locate contents that are not original. This tool has been of immense help at dictating plagiarized works which is very common today. Again, the Online Writing Lab (OWL) presently at Purdue University provides in-depth advice and examples for evaluating sources, both on and off the Web (<http://www.whoishostingthis.com/resources/evaluating-web-resources/>).

The above are necessary questions to put forward to ascertain the authenticity and suitability of Internet resources for any serious academic work.

Types of UGC and Ways Users Generate Them

Internet content is generated on daily bases, and there are various ways of generating these contents that flood the Net. Khadilkar (2012); Davey (2017); Beal (n.d.), and Wikipedia, (2014) have outlined the multimedia types of User-Generated Contents as follows:- Images, Video, Audio/podcasts, and Flash-enabled content. In the same context, short text UGCs include:- Posts, Tweets, SMS/text messages, Comments, Chat rooms, and feedback/likes. Long texts UGCs comprises of Blogs, Wiki, Discussion forums posts and Q & A, Product/service reviews. In the same development, others include: - User contact and profile, Location-based check-ins, Game content, and Opinion polls.

These UGCs don't just come to the Internet; there are several means through which these information are disseminated to the Internet. These means comprises of Computers, Mobile devices, Web Cams, Cameras, and others from WWW. These are the technologies that are behind User-Generation Content on the Internet.

Benefits of User-Generated Content on the Internet

Timely Information

The role of UGC cannot be overemphasized. Presently, we are witnesses to recent events (both local and international) as they happened and the rate at which they are posted on the Internet within seconds for people to read. Examples are electoral debates, and protests, riots, demonstrations and agitations for one reason or the other. Video clips of most of the information are posted on the Internet for users to watch. Majority of the information would have been covered and buried in traditional news only.

Voice of the People

UGC represents the voice of the people; it gives every person a voice to air out his/her views on any given issue. Pulizzi (2009) affirmed this stated when the author declared, "It's not debatable that UGC gives people around the world a voice, whereas traditional content does nothing of the sort."

Simpler to Generate

UGC is easier for every person, as it does not require much expertise to publish information on the Internet. In fact, site owners' are favoured. That is, instead of writing or contributing content/information for their sites, users rather contribute the content for them, thereby reliving them of much academic stress.

Easily Updated

User-Generated Content is easier to update than the traditional printed information.

Accessibility

The enormous content generated by Internet users are easily accessible to almost to everybody who has any of the technological devices that are networked. In the business circle, UGC can help you reach new customers, engage old ones, develop your brand and increase overall sales (<http://boast.io/4-drawbacks-of-user-generated-content-and-how-not-to-fall-victim/>).

Advertisements

UGC provides cheap avenue for people to advertise their products and services. In the process, companies and individuals get quick feedbacks for the services they offer and products in order to perfect their services for bigger profits.

Easy Communication

People can communicate with relatives and at the same time meet people with same or similar interests and share their knowledge on a specific subject matter. Customers' can easily access websites of their choice and get vital information about the product they propose to buy with little or no cost, as opposed to travelling on ground or air.

Drawbacks of User-Generated Content

Credibility and Reliability

Millions of articles on almost all disciplines are published on the Internet via Wikipedia. There are no doubts that many questions are usefully asked on who are the people that generate the content on the Internet and how professionals are they? Lots of wrong, incredible and sometimes dangerous information are disseminated daily throughout the world through many websites and other social media platforms.

Bias

Most of the information generated are full of prejudice. No person checkmates what is published on the Internet, everything goes. The materials are not subjected to editorial board or peer review as is the case of journals articles and most textbooks.

Ownership Issue

It is most times very difficult to ascertain actually who owns the content on user-generated sites. This is not the case with the traditional content because it is simple to identify who the owner of particular information is. The issue of identity in user-generated content possesses serious problems.

Lacks Corrections Sections

Users are all human beings, and they cannot claim to be infallible as acknowledged by Moran (2011). The scholar pointed out that all scholarly journals and newspapers contain "corrections" sections in which they acknowledge errors in their prior work. It has been acclaimed that these UGCs, especially the Wikipedia articles are hardly objective and has not place to acknowledge errors made in previous write-ups. So, these materials must be used with almost care. Hence, the author further advised that users should always verify important information by confirming it with multiple sources.

False Identity

It has been acclaimed that most of the information on Wikipedia have no identifiable authors or editors. Even when some of them have, very few Wikipedia editors and contributors use their real name or provide any information about who they are (Maron, 2011). Consequently, researchers are usually skeptical of information on the Internet with anonymous authors.

Diversity Issue

Research has proven that there is less diversity among Wikipedia editors. For instance, in 2009, a survey conducted by Wikimedia Foundation revealed that 87 % of Wikipedia editors are males, and ranges within an average age of 26.8 years. It was also discovered that these editors hail mostly from Europe and North America, and majority of them were in graduate school. The above report shows that the editors were geographically not spread, gender and age bias respectively.

Challenges Facing the Evaluation of Internet Resources

There is no doubt the majority of researchers today rely heavily on Internet resources, which come in different formats, such as, e-books, websites, e-journals, blogs, and e-newsletter, Wikipedia, etc., to accomplish their assignments. As good as these Internet materials can be, it is very difficult to determine the suitability of millions of the information at the time of need. The qualities of these materials/resources have always been problematic to Internet users because persons of questionable integrity have access to computers and other technological devices to upload any form of rubbish information on the internet.

It is on this perspective that (Kaushik, 2012) stated thus, “Too much of information is available on the Internet, but there is no uniform way by which reliability and authenticity of Internet resources can be judged.” The scholar further stated, “There is no filter works between us and Internet, information available on Internet not encompass through any standards/benchmarks prior to publish on Internet for public use. It is however very necessary for every user to check and evaluate the Internet information prior to use for any purpose.” This is the degree of challenges faced by users of Internet materials for any serious academic work.

On the same note, Notess (1998) identified another problem when she observed that search engines often link to ephemeral (short-lived) pages or documents, which often and simply move, vanish, or undergo changes after the database was completed; this she emphasized that most of the databases are not usually updated. Kovacs, et al. (1994) also advised all users not to believe everything that is found on the Internet. Schrock (1996) affirmed this by pointing out thus, “There is little or no editorial review of material and no official agency, specialist, or review process for Internet subject matter, but should identify the author’s background and abilities.

Another challenge of UGC is the language in which UGC is written. One must understand the language before evaluating the content. That is to say, some of the information generated are written in local languages, thereby making it very difficult to access the content.

The Promises of User-Generate Internet Resources

Presently and interestingly, the Internet appears to be a very promising medium for researchers, as the Internet resources remain the major and a very rich source for literature. These resources mean a lot for researchers, especially those in the academia. It provides for diversity or variety, easier access, convenience, lower costs and minimal time investment for information retrieval. It provides so many appealing features as Benfield and Szlemko (2006) observed, and I quote, “Who would want to collect data in six cities in three states without formal funding? It can add

unnecessary costs, time commitments, and headaches.” This shows the power of the Internet, as information is gotten without geographical limitations, with minimal or no cost, and limited time and efforts.

A piece of information that would have requested for a Visa to travel to most of the countries in the world could now be gotten with seconds. That is to say that time and geographic constraints that formally hampered the retrieval of information have at the present virtually disappeared. However, December (1994), while stressing the need for continuous evaluation of Internet resources asserted thus, “Even the best web spiders would not be effective if the Internet continues to be flooded with poor quality, redundant, and incorrect information.” The scholar, though stressed the User-Generate Internet Resources to be a good source for literature, warned that users of the Internet resources must continue to critically evaluate the sources for a meaningful research work.

Internet offers a variety of sources for information that can be found quickly and conveniently, and gives students, teachers and other researchers’ free access to information that would have been previously unavailable. Internet provides up-to-date information on various national and international events; presents a variety of viewpoints on topical issues, and gives users free access to websites of state and national online libraries, even when our school library holdings are inadequate. These resources could be gotten while sitting in our bedrooms, and at our convenient time with no restrictions. Internet provides acquisition knowledge and learning beyond the restrictions of bricks and mortar walls.

Finally and summarily, with continuous technology advancements, a greater access to higher education via conventional cum electronic means, there is high hope that Internet User-Generated Contents will be highly improved quality content.

CONCLUSION

The industrial age has resulted in influx of information on the Internet. In the same manner, information will definitely compete with others; but the onus lies on us to scan through such information to make out the best out of them. Therefore, Internet users should be very skeptical and very critical of any information they find on the Internet. Users need to carefully scrutinize such information for validity and reliability. It is also important that users download and print all pages of information they found useful for their research work because web pages are usually very vulnerable. As noted, the pages could be deliberately and accidentally altered, or may move to another page, or entirely removed without any notice to users. This method will enable you to accurately reference all relevant information retrieved from the Internet. As a last resort, the Librarians could be consulted to affirm the trustworthiness of any information found on the Internet. As Benfield and Szlemko (2006) stated, “Yet’ as long as humans continue to rely on the written word for the exchange of information, wisdom, and insight, effective and compelling writing will demand sources that are credible, authoritative, and accurate” (2011).

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